The New School

Graduate Faculty of Political & Social Science

Robert J. Milano Graduate School of Management & Urban Policy

Eugene Lang College

Parsons School of Design

Mannes College of Music

Actors Studio Drama School

Jazz & Contemporary Music Program

CATALOG 2003-2004
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Mission
Eugene Lang College offers an interdisciplinary liberal arts education distinguished by small seminar classes. Creative, self-motivated students develop skills in critical thinking, writing and understanding theory, as well as gain practical experience in an exciting urban environment. Intellectually adventurous graduates are thus equipped to take on leadership roles in fostering cultural and social change in a diverse, global society.

Students
Current enrollment at Lang is 730. New School University enrolls approximately 7,000 degree-seeking students.

Faculty
The College has its own teaching faculty, as well as faculty by joint appointments in the Graduate Faculty, Robert J. Milano Graduate School of Management and Urban Policy and The New School. The faculty is extended and enriched by members of the faculty of other academic divisions of the University. With a student:faculty ratio of 18:1, our seminar classes are small enough to allow direct participation in learning. Many of our faculty are recognized scholars in the humanities and social sciences; others are known as writers and performers; all are enthusiastically involved in teaching and advising students. The College is distinguished by faculty who are intellectually active in the classroom, in their academic fields and in the community.

Location
The College is located in an architecturally notable complex of University buildings on tree-lined West 11th and 12th Streets in one of New York City’s oldest and most beautiful neighborhoods, Greenwich Village. Classrooms and faculty offices are also located on nearby Fifth Avenue, at the Graduate Faculty and Parsons School of Design.

History
Eugene Lang College grew out of a highly innovative Freshman Year Program founded at the New School for Social Research in 1973. For a time the College was known as the Seminar College, reflecting the style of teaching adopted by its faculty. As a result of a generous endowment from the Eugene Lang family, in 1985 the College became Eugene Lang College of the New School for Social Research. The New School itself was founded in 1919 by educational reformers John Dewey, Charles Beard, Thorstein Veblen, James Harvey Robinson and others. Since its beginnings as a learning center of continuing education, the New School has evolved into a major university, with eight schools offering undergraduate and advanced degrees, including the M.A. in the humanities and social sciences and the Ph.D. in the social sciences and urban policy.

Fees
The College’s tuition and financial aid are designed to put its education well within the reach of qualified students. In 2003-2004, tuition and fees are $23,860; additional on-campus room and board costs average $9,000.
A vital intellectual community, the Eugene Lang College's academic program is demanding, challenging and rigorous. Its overarching purpose is to develop in students the skills of critical inquiry, intellectual analysis, creative thought and verbal expression necessary for responsible and creative participation in society. The program offers a highly individualized approach to learning that places great emphasis on addressing each student’s unique needs and interests and on the student’s role in defining a program responsive to those needs.

The College’s faculty, which includes scholars, writers and artists, is deeply committed to teaching. The learning experience centers on small, seminar-style classes. A Lang student is not someone to be passively taught, but an intellectual participant, actively engaging the material, the compelling questions and other thoughtful minds in the process of becoming educated.

The curriculum consciously eschews conventional boundaries around subject areas. Courses take an interdisciplinary approach to understanding how information is organized and analyzed in order to yield knowledge. They strive for a diversity of cultural perspectives and intellectual methods. Lang is proud to have been one of the first colleges or universities nationwide to be awarded a grant from the Ford Foundation to increase multicultural diversity throughout the College curriculum.

In addition to the College’s own courses, junior- and senior-level students may take courses in some of the University’s other academic divisions, particularly the Graduate Faculty of Political and Social Science and the Robert J. Milano Graduate School of Management and Urban Policy. Their academic programs are further enriched by internships that use the vast educational opportunities offered by New York City.

Seminars
In seminars, which are the primary instructional mode of the College, small groups of students — no more than 18 — work with faculty members on subjects often reflecting current research activity. Seminars permit the most direct engagement of students with the material and the opportunity for close relationships with faculty.

Each seminar involves careful readings of primary texts to illustrate both the foundations and the fundamental contemporary issues in a given field of study. Most include extensive writing, not simply to develop skills of verbal expression, but also to take students fully into the process of intellectual exploration and creation. The seminar offerings are flexible and reflect the developing scholarly and creative interests of the faculty. Some fall within traditional academic disciplines, while others transcend disciplinary boundaries. Seminar topics are sometimes revised — responding to the fact that knowledge is not stagnant, but undergoes constant scrutiny and change. A well-educated person must not be content with a received set of ideas, but must be able to examine and pursue knowledge with a sensitivity to its changing nature.

Curricula
The academic program at Lang is a set of resources with which a student forms a coherent course of study designed to achieve individually formulated intellectual goals. The program as a whole strives to provide opportunities for acquiring and developing skills, broadening outlook and experience, and deepening knowledge and insight.

The decisions which lead to a course of study — in the First Year program and later in a concentration — must be based on informed choices. Lang makes special efforts to provide students with the information and guidance necessary for the construction of their course of study.

First Year Curriculum. The participatory approach to knowledge characterizes a Lang education from its inception. In the First Year program, students register for a group of specially designed seminars which introduce them to a variety of fields of inquiry but which are not typical introductory survey courses. Rather, they focus on particular subject matter to introduce modes of inquiry and the many ways of thinking, learning and creating that different topics and academic disciplines require. A first-year student, like a more advanced student, quickly takes part in serious intellectual work. All are required to take one First Year writing seminar and the "First Year Workshop" in their first semester. (For more on the First Year, see pages 9-10.)

Upper-Level Curriculum. In the sophomore and junior years, students intensify and focus their study, increasing their personal breadth as their academic scope narrows. While still enjoying a wide range of course choices, they select an area of concentration. It is in these years that a student chooses from a range of core courses in the different concentrations, in order to test interests and develop a sense of the language and methodology of the various disciplines that constitute the liberal arts. In their concentrations, students progress toward advanced work on the questions that interest them most, refining their knowledge of the language and methods of a particular area of intellectual inquiry.

Students’ work in these years is enhanced by internships in which they go outside the College to work with experts in their chosen fields. They may also take advantage of courses offered in other divisions of the University. (See pages 32-33 regarding other divisions).

In the senior year, students take advanced courses in their area of concentration, explore new fields and undertake four credits of Senior Experience. Senior Experience is the culmination and extension of the student’s academic work as a whole. (See page 12 for more information.)
Areas of Concentration

During the sophomore year, students work with their faculty advisors and other faculty to develop a coherent and balanced academic program that includes, by the beginning of their junior year, a concentration. The concentration is not like the traditional college major in which students take a large number of required courses in a single academic discipline. Lang offers twelve large areas of concentration within which a student maps out an individual path. A student’s particular course of study within the concentration consists of nine to eleven courses leading to relatively advanced and specialized knowledge of an area of study.

The concentrations are highly interdisciplinary, allowing students to make connections between varied modes of thought and different approaches to topics and ideas. All the concentrations — as well as the rest of the academic program at the upper level — afford the opportunity to take advantage of the academic richness of the University as a whole, since faculty from the other divisions teach courses in the College. Advanced students are permitted to take certain graduate-level courses.

The earliest a student is expected to declare a concentration is at the beginning of the fourth semester; the latest date is the beginning of the fifth semester. (Transfer students entering with 60 credits may wait one semester to declare a concentration). The declaration is not binding: a student, after consultation with their faculty advisor, may change concentrations. The concentration requirement is a graduation requirement, however, so students must make sure they have time to complete the necessary courses.

The twelve concentrations are:

- Arts in Context
- Cultural Studies & Media
- Education Studies
- Literature
- Philosophy
- Psychology
- Religious Studies
- Science, Technology & Society (including Quantitative Reasoning)
- Social & Historical Studies
- Theater & Dance
- Urban Studies
- Writing

*For concentration descriptions, see pages 14-31.

Advising System

The purpose of academic advising is to help students achieve academic excellence. The advising system is designed to ensure contact and continuity.

Faculty Advisor. Each student in Lang has a faculty advisor, and entering first-year students are paired with a faculty member who acts as their academic advisor. Students should initiate meetings with their advisor throughout the year; together, they work toward a greater understanding of the ways to draw on the curriculum to realize the student’s academic goals.

At the end of the sophomore year, students may remain with their original advisor or request a faculty advisor who teaches in their concentration.

Director of Academic Advising. The director of academic advising oversees the advising system and makes sure that students are paired with faculty advisors within their main areas of interest. Students who encounter difficulties in their courses or with their faculty advisor should see the director for assistance and guidance. All questions pertaining to adequate progress within the concentrations may also be addressed to the director of academic advising.

Associate Director of Academic Advising. The associate director of academic advising serves as a resource person for all students in academic and personal matters and oversees the "First Year Workshop" course and the Peer Advising Program. The associate director is available to assist students individually and organizes events and mechanisms to successfully track first-year students and integrate them into the University community.

Sophomore Class Advisor. The sophomore class advisor serves as a resource person for sophomore students in academic matters and organizes cocurricular, social and informational events designed to serve the needs of the class and facilitate the transition into the concentration. The sophomore class advisor also serves as the student coordinator for study abroad.

Peer Advisor. The peer advising system is designed to give first-year students more thorough and frequent access to academic advising. Along with the perspective of the faculty advisor, the student gets the benefit of another student who has "been there, done that" and can provide invaluable information.

Sophomores, juniors and seniors are eligible to be peer advisors for first-year students. They serve as facilitators for the "First Year Workshop" course.
**Internship Program**

Lang believes that internships are central to undergraduate liberal arts education. To that end, the Internship Program provides high quality, experiential opportunities that facilitate students’ professional growth and development. Participation in the Internship Program gives students an opportunity to build essential skills, gain hands-on experience, develop confidence, establish a professional network and contribute to the wider community. After completing 30 credits, students may pursue internships for academic credit in a wide range of areas: magazines, schools, government, galleries, radio and television, nonprofit organizations, newspapers, record labels and social activism. (See page 12 for a detailed course description, and visit the Internship Program link on the Lang website at www.lang.edu.)

The College strongly encourages students to participate in the Internship Program. Recent sites have included: MTV, Beth Israel Hospital, the American Civil Liberties Association, The Village Voice, Sony Entertainment, the Gagosian Gallery, U.S. Congressman Jerrold Nadler, Vanity Fair magazine, ABC, CBS Sports, the Brooklyn District Attorney’s Office, Miramax Films, The Lower East Side Service Center, Late Night with Conan O’Brien and the service agency God’s Love We Deliver. The Internship Program is for academic credit.

**Writing Fellows Internship Program**

The Writing Fellows Internship program places students as peer tutors in courses that involve writing. Students can serve as writing fellows in the course of a professor with whom they have worked — and written — well. Alternatively, writing fellows can work with Parsons students, many of whom are second-language speakers of English. The program is a four-credit internship open only to those who are past their first year. (See page 12 for more information.)

**Independent Study**

A junior or senior with prior course work in a specific area may undertake independent study in order to explore a focused topic in depth. A student must have a full-time faculty member as the advisor for an independent project and must submit a proposal, with bibliography, approved by the advisor, to the associate dean by the middle of the semester prior to the semester in which the independent study is to be carried out. A student may not register for "Independent Study” without written approval of the associate dean.

**DEGREE PROGRAMS**

**Bachelor of Arts Program**

New School University awards the bachelor of arts degree to Lang students who successfully complete 120 credits of study, which must include the following:

- A minimum of 88 credits in Lang courses. (Seminars, internships, approved independent studies or cross-listed courses in other divisions of the University — which are listed in the Lang catalog, registration bulletins and course schedules — may apply to the 88-credit minimum.)
- A nine- to eleven-course concentration
- A Senior Experience thesis or project or a Senior Experience colloquium

A maximum of 32 credits (including transfer credits) may be taken in non-liberal arts subjects (e.g., studio art, performing arts, internships and selected business courses).

**Concentration Requirements**

Consult the requirements for each concentration and the programs within them. The following rules apply to all the concentrations:

- A concentration consists of nine to eleven upper-level courses.
- Each student works out, in consultation with the student’s advisor, a program of study that fulfills the concentration requirements and satisfies the student’s academic interests.
- The chair of a concentration makes the final decision as to what courses count toward fulfillment of the requirements and what exceptions are permissible, including the following —
  - Transfer students may use up to three courses taken at other institutions to fulfill the nine- to eleven-course requirement; students admitted with 30 to 44 credits may be permitted to apply one course; students with 45 to 60 credits may be permitted to apply up to three courses.
• Students studying abroad or away may take up to three courses toward their concentration at the host institution, subject to preliminary review and final approval on their return.
• B.A. students interested in taking courses at Parsons, Mannes, or the Jazz Program should contact their concentration chair.
• A Senior Experience project linked to a student’s concentration may be counted as one of the required courses.
• Up to two internships may be counted.
• Students in the Lang–Parsons and Lang–Jazz combined B.A./B.F.A. degree programs may apply up to three courses from other divisions toward their concentration. (Read below and on page 36 for more information on these combined programs.)

**Combined B.A./B.F.A. Programs**

Students who want a strong liberal arts education but who are also considering a career in the fine arts, design, or jazz studies have special opportunities, because Eugene Lang College, Parsons School of Design and Jazz & Contemporary Music are academic divisions of New School University. These divisions offer combined five-year B.A./B.F.A. programs.

The B.A./B.F.A. programs allows students who might choose a career in art, design, or jazz studies to explore that option through professional art or music training at the undergraduate level. At the same time, they can achieve a broad liberal arts education. Graduates of the combined program might move directly into a professional field of art, design, or music, or might continue in a graduate program to study in a studio discipline at the M.F.A. level. They might also pursue traditional graduate study associated with an undergraduate liberal arts degree, such as master’s- and doctoral-level programs in the humanities or social sciences or professional training.

**B.A./B.F.A. Requirements**

To receive the combined five-year B.A./B.F.A. degrees, offered jointly with Eugene Lang College and Parsons School of Design or with the Jazz & Contemporary Music Program, a student must complete a total of 180 credits: 90 liberal arts credits and 90 credits of studio work.

Lang courses. To fulfill the B.A. component of the degree, students must take at least one Lang course each semester, completing a minimum of 44 credits (or eleven courses) at Lang, including all requirements for one concentration and Senior Experience.

Parsons courses. To fulfill the B.F.A. component at Parsons School of Design, students who plan to choose a departmental major in architectural and interior design, communication design, illustration, fine arts, product design, fashion design, or the design and technology program are required to take 24 credits of studio courses in the Foundation Department; the remaining 66 credits, which must include a senior show, are completed in the major department. For students interested in the integrated design curriculum or in photog-raphy, there is a direct-entry option for the commencement of their required 90 studio credits.

Jazz courses. To fulfill the B.F.A. component at the Jazz Program, the student must complete or test out in the following areas: Theory, Theory and Performance, Ear Training, Piano and Rhythmic Analysis. Along with the necessary 90 studio credits, a senior recital is also required.

Transfer credit. The transferability of credits from other colleges toward the B.A. component of the B.A./B.F.A. degree is determined by Lang’s Office of Admissions. Transfer credit for studio credits are determined by either the Parsons or Jazz Office of Admissions.

**Additional Information**

To request a catalog from Parsons School of Design or to schedule a visit, contact the Office of Admissions at Parsons at 212 229-8910 or 800 252-0852. For information on Parsons B.F.A. components, consult the Parsons Liberal Studies chair at 212 229-8916.

To request a catalog from the Jazz & Contemporary Music Program or to schedule a visit, contact the Jazz Office of Admissions at 212 229-5896, ext. 302. For information on Jazz B.F.A. components, consult the Jazz Program chair at 212 229-5896, ext. 309.

**Combined Bachelor’s/Master’s Degree Programs**

Students may accelerate their progress toward a master’s degree by combining their undergraduate work at Lang with study at one of the University’s graduate divisions.

**The New School: B.A./M.A. Programs**

Combined bachelor of arts/master of arts programs are offered through The New School in media studies and international affairs.

**Graduate Faculty: B.A./M.A. Programs**

With the Graduate Faculty of Political and Social Science, combined bachelor of arts/master of arts programs are offered in anthropology, economics, historical studies, liberal studies, philosophy, political science, psychology and sociology.

**Milano Graduate School: B.A./M.S. Programs**

Programs leading to a combined bachelor of arts/master of science degree are offered through the Robert J. Milano Graduate School of Management and Urban Policy in urban policy analysis and management, health services management and policy, human resources management, organizational change management and nonprofit management.

Questions about applying to the combined bachelor’s/master’s degree programs should be directed to the Lang assistant dean. Applications and other information can be found on the Lang website at www.lang.edu.
FIRST YEAR CURRICULUM

The First Year Curriculum offers specially designed seminars to introduce students to a variety of disciplines and to the distinct modes of inquiry specific to those disciplines. Individual seminars are conceived not as broad surveys of a given field, but rather as a forum for working in depth on a particular subject matter. In the process, working closely and intensively with their faculty, first-year students develop skills in critical thinking, reading, writing and working in a seminar with others. They also reflect on the assumptions behind the construction of knowledge in a given field and become active participants in the processes of learning and knowing, thinking and creating.

First Year Orientation

Held just prior to the first week of classes, Orientation allows first-year students to learn about University resources and to spend time with peer advisors, Student Services and divisional administrators and faculty advisors. (See page 53 for a fuller description.)

Course Selection

In their first semester, first-year students select:
- The ‘First Year Workshop’ course
- Level 1 of “First Year Writing Workshop”
- One or two other 1000-level seminars
- An additional course which may either be a foreign language course or a 2000-level course

In their second semester, students select:
- Level 2 of “First Year Writing Workshop”
- Three 2000-level courses; or two 2000-level courses and one foreign language course. (See page 13 regarding foreign language study.)

Required Courses

First Year Workshop*

2 credits. "First Year Workshop" gives students unique support and guidance vital to their academic success. The first semester in college — which is when students take the course — is a challenging one, with so much that is new and unfamiliar: new living arrangements, a new community of students, increased responsibilities and greater academic challenges.

The course is designed to help students gain or improve skills in such areas as time management, stress management, critical thinking and research skills. In addition, “First Year Workshop” provides an arena for reflection and thought-provoking discussions. Discussions are accompanied by an interesting array of articles that are intended to contribute to this endeavor.

"First Year Workshop" is taught by peer advisor-educators, upper-level students enrolled in "Teaching and Learning Seminar I," who also develop the course plan. They are here as friends as well as advisors. This course exists to help ease the new first-year students’ transition to Eugene Lang College and New York City, as well as to offer support and guidance.

First Year Writing Workshop, Level 1: Writing the Essay 1

4 credits. Lang's "First Year Writing Workshop" courses seek to develop two fundamental abilities of an educated person: the ability to work with texts to discover, refine and pursue questions; and the ability to use writing to search out, construct and consider possible answers for those questions. These courses are concerned with the kind of intellectual inquiry that drives learning in school, work and life.

Becoming a skilled expository writer means becoming an active or generative thinker. Yet, the ability to engage in generative thought cannot be directly taught, for it is not reducible to any set of skills. Rather, writing and thinking are best learned tacitly, as processes. "Writing the Essay 1" and "Writing the Essay 2" serve to initiate students into the writing processes that will enable them to produce meaningful, clear and intellectually valuable prose. These processes include freewriting, brainstorming, receiving and giving feedback to peers, learning revision through writing multiple drafts and editing.

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*Note the difference between the one-semester “First Year Workshop,” which deals with skills applicable to any college-level study; and “First Year Writing Workshop,” a two-semester course that focuses on expository writing skills.
Each instructor of "Writing the Essay 1" has chosen a literary topic based on instructor’s interests and expertise. The topics vary in scope and approach, but will in every case be subordinate to the business of exploring a range of expository modes. Students will learn to write interpretive and analytical essays, basing ideas on textual evidence.

If you have a question about a given course or the program itself, contact Robin Mookerjee, the director of the First Year Writing Program, at mookerjr@newschool.edu.

First Year Writing Workshop, Level 2: Writing the Essay 2
4 credits. "Writing the Essay 2" continues the work of the first course with its emphasis on helping students to develop a clear and forceful prose style through both close reading and continued practice in writing and revising their work. However, in this second semester, students will be expected to learn research skills and to produce at least one longer essay requiring library work. These courses may focus on a particular discipline — such as literary criticism, psychology or cultural studies — and its mode of essay writing, with readings and inquiry at a higher level than in the first level. This course is open only to those who have taken "Writing the Essay 1." In the Spring semester, a full selection of "Writing the Essay 2" topics is offered.

Sample First Year Courses
The following is a list of 1000-level courses being offered in the Fall 2003 semester. For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

➤ Antebellum America & Emergence of Mass Society
➤ Democracy in America
➤ Drugs, Culture, Deviance
➤ Fundamental Questions
➤ Fundamentals of Western Music
➤ Genes: The Code of Codes
➤ Genre & Gender
➤ How to Read a Play
➤ Perspectives in World Art & Design
➤ Preposterous Saints
➤ Reading Poetry
➤ Reading Shakespeare
➤ Russian Writing in the Margins
➤ Space, Race & Gender
➤ Spiritual Autobiography
➤ Survey of World Cinema
➤ Urban Problems, Urban Actions

Course Levels
1000-level courses. Courses at the 1000 level are for first-year students only. First Year seminars develop skills in reading complex texts, thinking in a sustained way and developing thought in writing and other forms of expression, including seminar participation. Some courses deal with texts, figures, or issues from the vantage point of multiple disciplines; others clearly have a disciplinary base. All are introductions to disciplined inquiry.

2000-level courses. Courses at the 2000 level are typically broad introductory courses open to first-year and upper-level students.

3000-3499-level courses. These courses are open to sophomores and above and are introductory upper-level courses which, although they have no prerequisites, do expect some exposure to the field. These courses serve as required courses to introduce students to a more in-depth study in a concentration.

3500-3999-level courses. These courses are intermediate-level courses which require one prerequisite.

4000-4499-level courses. These are advanced courses which have at least one prerequisite and more often two.

4500-4999-level courses. Courses numbered from 4500 to 4999 are graduate-level courses with reserved seats for juniors and seniors who have the requisite background to undertake master’s course work.

All courses from graduate divisions described in this catalog have been given numbers specific to Lang students. Use the Lang course number, listed in the Fall or Spring registration bulletin, to register for these courses in order to receive four undergraduate credits. All graduate courses are considered advanced and are open only to juniors and seniors with previous related course work, unless otherwise specified. If you are a B.A./M.A. or a B.A./M.S. student, see the Academic Advising staff about which number to use.
UPPER-LEVEL CURRICULUM

Most of the courses in the Upper-Level Curriculum fall into one or more of the twelve broad areas of concentration. Since the curriculum is highly interdisciplinary, one course may fulfill several programs of study. Foreign languages and certain other courses are not in concentrations, although students may seek the permission of a concentration chair to include them appropriately. Special programs available to upper-level Lang students include the Internship Program, independent study and the Writing Fellows Internship program, as well as opportunities to study in other divisions of New School University and at other universities, here and abroad. (See pages 32-34 regarding study outside the College.)

Course Selection

Sophomore Year
Students take four three- or four-credit courses each semester.*

➤ Three courses must be Lang courses. Besides Lang seminars, these may include foreign language courses or internships (See the internship coordinator before registration.)
➤ The fourth course may be selected from:
   • Approved courses at Cooper Union
   • Approved three-credit University Undergraduate Liberal Studies (ULIB) courses

Students must submit a Declaration of Concentration form by the end of March in their sophomore year. Registration "stops" will be placed on students who do not comply. Exceptions will be made only for new transfer students.

Sophomores are not eligible to take graduate courses or courses in The New School Adult Division.

Junior & Senior Years
Students take four three- or four-credit courses each semester.*

➤ Two must be Lang courses, chosen from:
   • Foreign language courses
   • Approved courses at Cooper Union
   • Approved three-credit University Undergraduate Liberal Studies (ULIB) courses
   • Cross-listed graduate-level courses
➤ The two remaining courses may be approved courses from another division.

The Concentrations

➤ Arts in Context
➤ Cultural Studies & Media
➤ Education Studies
➤ Literature
➤ Philosophy
➤ Psychology
➤ Religious Studies
➤ Science, Technology & Society
   (including Quantitative Reasoning)
➤ Social & Historical Studies
➤ Theater & Dance
➤ Urban Studies
➤ Writing

The twelve areas of concentration that comprise most of the courses in the Upper-Level Curriculum are designed to be inclusive and interdisciplinary. Within each concentration, a student selects a particular program or cluster, which may already be identified — for example, the Gender Studies cluster in Cultural Studies. A student may design an individual program with a faculty advisor. It is therefore incumbent on each upper-level student to confer regularly, not only with the individual faculty advisor, but also with the chair of the concentration or another faculty member designated to advise students in the concentration. (See pages 14-31 of this catalog for descriptions of each concentration and samples of course offerings.)

* Two-credit courses do not count as one of the four courses, although the two credits count toward graduation.
Courses Outside the Concentrations

Internship Seminar [LNGC 3900]
4 credits. The Lang Internship Program is open to upper-level students with 30 or more credits and who are in good academic standing. To get started, students identify their goals, prepare a résumé, then meet with the internship director during the advisement period (the semester before enrollment) to discuss site options. After the initial advising session, students contact organizations, schedule interviews, select a site and negotiate the details of the internship assignment.

The program is challenging and rigorous: interns attend required seminars, work 10 to 15 hours a week (for a semester total of 150 hours), submit bi-weekly journals, plan a mid-semester presentation and produce a final paper or project. The “Internship Seminar” is designed to orient students to the Lang internship philosophy and to provide guidance, structure and support, as students integrate textbook theory with real-life professional experience.

Writing Fellows Group Internship I [LNGC 3908] & Writing Fellows Group Internship II [LNGC 3909]
4 credits. The Writing Fellows Internship program places students as peer tutors in courses that involve writing. The student's basic job is to meet with members of the class for one-on-one work on writing in progress. In a group that meets once a week, students also study the philosophy and technology of teaching.

Writing fellows learn that one can be successful in a teaching role without vast knowledge or advanced degrees. The writing fellow is a skilled conversationalist who helps student writers by offering articulate responses and asking the right questions, ones that help the writer develop his or her thoughts. As a peer, the writing fellow is someone with whom the student writer feels comfortable, someone who can look at writing and assignments from the point of view of the student — and the teacher.

Students can serve as writing fellows in the course of a professor with whom they have worked — and written — well. Alternatively, writing fellows can work with Parsons students, many of whom are second-language speakers of English. The program is a four-credit internship open only to those who are past their first year. Prospective writing fellows should be good writers with an interest in teaching. Interested candidates should contact Robin Mookerjee at 212 229-5608 or at mookerjr@newschool.edu.

Senior Experience

Each Lang student is required to complete a Senior Experience. Seniors can choose to fulfill this requirement in either the Fall or Spring semester of their senior year.

Students may choose one of two possible options for completing their Senior Experience:

- **Senior Thesis.** This is an independent research project that results in the completion of a sustained critical essay. Seniors who choose this option will work closely with a faculty supervisor who must be approved by the concentration chair. The thesis will be related to the student’s concentration and to course work already completed. Students interested in completing a year-long senior thesis project must apply to the Senior Experience Committee by the second semester of their junior year. Students interested in doing their senior thesis outside their concentration must apply to the Senior Experience Committee.

- **Senior Colloquium.** The senior colloquium is a classroom experience that brings together seniors from across the various concentrations. Each colloquium is based around a theme and is intended to be interdisciplinary. Colloquia are designed by faculty from more than one concentration and are open to seniors regardless of which concentration they have chosen. Senior colloquia will be advertised at least one semester in advance.

Students must consult with the chair of their concentration (or the chair's chosen designate) to discuss the Senior Experience in their junior year and must have their chair's approval prior to registering for a Senior Experience option.

For step-by-step Senior Experience guidelines, students should consult the Lang website at www.lang.edu.
Lang College Singers [LNGC 2000]
2 credits. Lang College Singers is Lang’s only official vocal music ensemble. The chorus meets twice weekly during the semester, working to develop the individual vocal technique of each singer, to acquaint everyone with the fundamentals of music and four-part singing and to rehearse the group on a concert program, usually performed at the conclusion of the term. We explore a broad range of musical styles, including gospel, jazz, rock-and-roll, folk, spirituals, madrigals and classical. Members of the ensemble discuss what music is appropriate for the group, and then students work toward polishing and refining the musical numbers, with the focus on improving musical skills and singing ability, regardless of prior experience in choral situations. (Recommended: Some singing ability, not necessarily in choral music, and above all, enthusiasm for music and performing.)

Foreign Language Study
These proficiency-based courses emphasize communication in a chosen language and provide a solid knowledge of basic grammatical structures. Every language is taught in its cultural context using a wide variety of authentic materials. This comprehensive program also offers a range of activities (e.g., field trips,) to help reinforce language skills as they are acquired.

The semester schedule for different course offerings is given on the Lang website and in the Fall and Spring registration bulletins.

Course levels for each language cover the following range of subject matter unless otherwise indicated:

Level 1. A first course for those with no previous knowledge of the language. Students learn basic speaking, reading and writing skills while learning about the culture. Course activities include interactive exercises and role-playing. Principles of grammar and syntax are introduced as students become more comfortable with the spoken language.

Level 2. For students with an elementary knowledge, this second-semester course first reviews simple elements of grammar (present tense), then introduces more complex grammatical and syntactical elements (past tenses, direct and indirect pronouns). Students expand their vocabulary and knowledge of the culture in a classroom setting that emphasizes communication skills.

Level 3. This intermediate course is designed for students familiar with the basic grammatical structures of the language. The course begins with a review of these structures and moves on to cover more complex grammatical forms such as the conditional and the subjunctive. Special attention is paid to increasing students’ ability to understand spoken language and to converse on a number of topics pertaining to different times and places. Students develop basic writing skills (brief descriptive paragraphs, simple letters, summaries of day-to-day activities).

Level 4. This advanced discussion-based course is for students who have completed Level 3 and wish to develop their oral and writing skills. The study of French, Italian, or Spanish culture is based on video materials, such as films, newsreels and interviews. To prepare for viewing various videos students are required to do some research (assigned readings, oral presentations). After the viewing and class discussion, students are assigned short papers on each subject. There is no formal grammar instruction, but necessary language structures are reviewed as needed.

Independent Study. To insure continuity, and only if a language course is cancelled because of insufficient registration or if there is no next level course offered in a studied language, students may apply for the independent study equivalent. The independent study option, which involves a minimum of one hour per week with the instructor and extensive individual work, must be approved by the associate dean. Contact Christine Luneau-Lipton at LuneauC@newschool.edu for more information.
ARTS IN CONTEXT

Chair: Judith Walzer

The Arts in Context concentration provides an opportunity for students to explore the arts within the framework of a liberal arts education. It offers the chance to study the accomplishments of visual arts, music, dance, architecture and cinema as dynamic modes of expression in the development and presentation of culture. Students in the concentration use a range of approaches in the liberal arts — humanities, social sciences and the natural sciences — to penetrate the meaning and function of the arts for society and for themselves.

Students may also focus on practical experiences with music through the Music track or the visual arts through the Fine Arts track. The location of Eugene Lang College in New York City expands and enhances students' direct experience of a thriving, cutting-edge cultural life as they study the arts.

After students have completed the Arts in Context concentration, they should know a good deal about one field in the arts. At the same time, students should have acquired a well-informed sense of that field's place in the context of contemporary culture. Students should be able to understand the art they have studied in relation to the current situation of the arts in general, in relation to the liberal arts and in relation to the history of at least one or two societies. In addition, students should have sufficient experience to support a strong understanding of the creative principles involved in making art as well as an educated critical perspective. A broad knowledge of the history of the chosen field is as essential to students' education as the developed expertise they will attain through hands-on courses in their chosen discipline.

Students find that studying in the Arts in Context concentration can often be combined with substantial internship experience in the visual arts, music or media worlds and can lead to a career path in these areas after completion of the degree. Students may also decide through this concentration and the exposure it provides to the arts that they want further study in the arts themselves or in arts management, the arts and public policy or art-related law. The possibility for contact with faculty from Parsons School of Design, Mannes College of Music and The New School — specifically its Media Studies program — will be of great help to the student considering further study in the arts.

Structure & Requirements

Successfully concentrating in Arts in Context involves taking and passing ten courses as designated below.

- Two of these ten must be required courses —
  - At least one general introductory course dealing with the arts and society or one course in aesthetic theory
  - At least one course which serves as an introduction to a particular arts field
- Five of these ten courses must be Lang seminars (or their equivalent University Liberal Studies courses).
- Four courses may be in other divisions of New School University, although they may also be Lang seminars
- The tenth course is the Senior Experience, which must deal with a topic relevant to the student's particular focus in the concentration.

Students write a "path" statement when they enter the concentration that describes their individual academic goals and specifies the courses they plan to take in order to fulfill those goals. A plan is then constructed in consultation with the Arts in Context concentration chair. Students' individual programs will reflect special interests in artistic practice, conceptions of the arts, the relationship between various art forms and their connections to liberal arts disciplines.

Sample Arts in Context Courses

For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003

Introductory Applied Arts
Black-&-White Photography 1 (2 sections)
Black-&-White Photography 2
Drawing 1 Elective
Painting 1 Elective

Introductory Arts in Context
Fundamentals of Western Music
The Roaring 20's
Pop: Art & Popular Culture
Youth Culture & the Arts
The Body in Visual Art (Required course)
Music, Taste & Values

Fine Arts (a new track within the concentration)
Studio 1 (Drawing)
Visual Problem Solving 1
Perspectives in World Art & Design 1
Courses cross-listed with other concentrations:
Introductory Arts in Context
Reimagining New York (UHUM, required course)
Expanding Horizons (Parsons)
Romanticism in Music, Literature & Painting (UCST)

Advanced Arts in Context
The Artist as Social Critic (Parsons)

**SPRING 2004**

Introductory Applied Arts
Black-&-White Photography 1
Black-&-White Photography 2 (2 sections)
Drawing 1 Elective
Painting 1 Elective

Introductory Arts in Context
Culture, Arts & Society
Aesthetic Theory (required)
Looking Between the Lines
The Music & Lyrics of Stephen Sondheim
Studio 2 (Drawing)
Visual Problem Solving 2
Perspectives in World Art & Design 2

Courses cross-listed with other concentrations:
Introductory Arts in Context
Aesthetics (LPHI)
Buddhism & the Visual Arts (LREL)

Advanced Arts in Context
American Dialectics: Art in New York Since 1945 (GF)

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**CULTURAL STUDIES & MEDIA**

Chair: Sumita Chakravarty

Cultural studies is an evolving body of knowledge on the concept of culture: the symbolic forms and processes through which individuals and groups interact with their lived environments. Described as “one of the most lively and widely-discussed intellectual fields in the international academic world,” it is one of the most important sites of interdisciplinary work in the humanities and social sciences today. Incorporating the insights of anthropology, film and media studies, gender and ethnic studies, as well as contemporary theories of public culture, power and subjectivity, it focuses on the images, representations and actions that constitute culture under various conditions.

The Cultural Studies and Media concentration reflects the directions and emphases of this field of study. It provides students with the critical tools to understand the pivotal role of culture and media in the contemporary world. Course subjects/perspectives/topics often include the experiential realm of the everyday, the ways in which political or scientific discourses are produced and circulated in society, forms of popular entertainment and the dynamics of social movements in local, national and global contexts. Students are expected to become familiar with the main developments in Cultural Studies and the theories and methodologies that inform work within the discipline. They learn how to analyze historical events and how to interpret the formal properties of cultural texts such as newspapers and magazines, films and photographs. Courses are also meant to allow students to explore opportunities in the working world through internships and practical media experience.

Through successful completion of the Cultural Studies and Media concentration, students acquire a variety of scholarly and practical abilities. Students gain comprehensive understanding of culture (i.e., systems of meaning making) as a historical and social process. Also, students participate in the general conversations in the field of culture and media through a familiarity with basic concepts and theoretical frameworks. In particular, students learn to understand culture in relation to the frameworks of modernity and nationalism, colonialism and postcolonialism, postmodernity and globalization.

Cultural Studies concentrators have the ability to analyze cultural and media texts through a combination of contextual, ethnographic and semiotic methods while using state-of-the-art educational resources. In addition, concentrators are able to become global citizens through an improved understanding and respect for other cultures. Generally, students are consistently using their critical
thinking, reading and writing skills throughout their work in the
collection and are therefore prepared for internships and jobs in
publishing, research organizations and media production centers.

Structure & Requirements
Successfully concentrating in Cultural Studies and Media involves
taking and passing nine courses as designated below (plus "Digital
Movie Making" for those choosing the Media track).

➤ One course must be "Introduction to Cultural Studies."
➤ The remaining eight courses should be chosen in accordance with
   one of the following two models:
   • Either two courses in each of the four subject areas —
     ♦ Gender and Sexuality
     ♦ Race, Ethnicity and Postcolonial Studies
     ♦ Technology and Popular Culture
     ♦ Media
   • Or designated required courses in three of the four subject
     areas listed above; plus five courses in one area, one of which
     must be at the advanced level

Sample Cultural Studies & Media Courses
For updated course listings and descriptions, current staffing and
faculty information, refer to the Lang website at www.lang.edu or to
the Fall or Spring registration bulletins published prior to registration
periods.

Education Studies. Certain courses listed in Education Studies
also count toward the Cultural Studies concentration. To determine
which courses those are, speak to the chair of Cultural Studies (and
see the Education Studies section on pages 17-18).

FALL 2003
Required Introductory
Introduction to Cultural Studies
Gender & Sexuality Introductory
Politics of Gender (H&T)
Feminist Inquiry (M&D)
History of Sexuality (H&T)
Intermediate Gender & Sexuality
Gender & Economics as Cultural Constructs
Advanced Gender & Sexuality
Issues in International Feminism

Introductory Race, Ethnicity & Postcolonial Studies
Cinema & Colonial Imagination
Diversity in the News
Ethnographic Methods
Intermediate Race, Ethnicity & Postcolonial Studies
Cultural Anthropology
Introductory Media Studies
Globalization & Its Discontents
Digital Moviemaking 1
Digital Moviemaking 2
Intermediate Media Studies
Radio Documentary
Technology & Popular Culture Introductory
Fashion & Identity Formation
Technology & Popular Culture Intermediate
Technologies of the Body

Courses cross-listed in other concentrations:
Introductory
Reimagining New York (UHUM)
Media Studies Introductory
Introduction to Media Studies (The New School)
Labor, Films & Making History (UFLM)
Hollywood & the Education of America (LEDU)
Performance Theory (LTHR)
Intermediate Race, Ethnicity & Postcolonial Studies
Slavery & the Work of Sympathy (LLIT)
Introductory Gender & Sexuality
Women in America: Gender, Race & Citizenship (LHIS)
The Fiction of Men & Women (LLIT)
Queer Struggles (LPOL)
Gender & Sexuality Advanced
The Sixties: From Liberation Movements to Identity Politics (H&T, GF)

*For students concentrating in Cultural Studies before Fall 2002, certain courses correspond to the former LCST tracks. A course noted as M&D counts
toward the Methods and Disciplines track, and a course marked H&T counts toward the History and Theory track.
SPRING 2004
Required Introductory
Introduction to Cultural Studies

Required Intermediate
Genres of Cultural Analysis (M&D)
Intermediate Gender & Sexuality
Mothers, Daughters, Sisters
Women in Latin America
Introductory Race, Ethnicity & Postcolonial Studies
The Oral History Project (M&D)
Intermediate Race, Ethnicity & Postcolonial Studies
Topics in Contemporary Ethnography (M&D)
Advanced Race, Ethnicity & Postcolonial Studies
Anthropological Fiction
Introductory Media Studies
Digital Moviemaking 1
Digital Moviemaking 2
Public Radio Culture
Intermediate Media Studies
Video Activism
Introductory Technology & Popular Culture
Popular Culture in the African Diaspora
Who Sold the Soul? Hip-Hop Capitalism
Intermediate Technology & Popular Culture
Gaming Culture
Courses cross-listed in other concentrations:
Introductory Media Studies
Media Ethics (The New School)
Introduction to Film (UFLM)
Cities, Culture & Entertainment (ULIB)
Advanced Media Studies
Media Activism (GF)

EDUCATION STUDIES
Chair: Mark Statman
The Education Studies concentration allows students to investigate the compelling, demanding world of education. By critically exploring education through history, theory, research, policy, pedagogy, practice and critical reflection in their dynamic social, political, economic and cultural contexts, students have the opportunity to pursue their intellectual and practical interests in teaching, learning and the production of knowledge central to creating democratic urban schools and communities. The Education Studies concentration invites students to look at the complex issues and intersections affecting education from a variety of interdisciplinary perspectives: educational policy and the politics of schools reform; the impact of political and social movements on the shape of school change; curriculum and the nature of literacy; human development as framed by language, culture and learning; and the linkages between a variety of pedagogies and their practices. In framing schools as cultural sites, where race, class, gender, sexuality, language and ability are intensely contested, the concentration highlights critiques that are antiracist, feminist and concerned with social justice. Students complete the concentration with a solid understanding of the practical and philosophical underpinnings of urban education in New York City as well as with a comparative perspective on urban schooling by looking at what other schools and communities do across the country.

In developing their programs in Education Studies, students should consider that pedagogy courses, including those with fieldwork components, will be helpful for students interested in doing work where good teaching is valued. The concentration has identified four key career areas of interest for students upon graduation: work in public schools as soon as they graduate; studies in graduate school in either the field of education studies or a field related to their content cluster; work in nontraditional educational, cultural or nonprofit institutions in the fields of community or youth development; and work in the connections between education and the arts. Identifying these areas of interest will help students determine some of their courses. For example, those students interested in elementary educa-
tion will want their content clusters to include a variety of content areas: writing, literature, science, math and history. Students interested in working in secondary, undergraduate, or graduate education will want their content cluster to reflect a more focused approach to a specific discipline. Taking courses in other concentrations, although not required as part of the requirements of the concentration, is strongly recommended. This recommendation is in keeping with the essential interdisciplinary character of Education Studies. It is also suggested that students take courses in a foreign language, especially those students who are interested in teaching in public schools.

**Structure & Requirements**

Successfully concentrating in Education Studies involves taking and passing nine courses. Six of the nine must be required courses within the Education Studies concentration, with

- Two at the introductory level
- Three at the intermediate level
- One at the advanced level, including the senior seminar in Education Studies

The three remaining courses will be chosen from an interdisciplinary content cluster in consultation with the chair.

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

Content cluster seminars offer students the opportunity to take an interdisciplinary approach to education studies. There are a number of possibilities for this endeavor. Students interested in the pedagogical linkages between multiple disciplines could choose courses from three different concentrations (for example, writing, natural science and history; or art history, theater and gender studies, etc.). Students interested in exploring the pedagogical implications of a specific discipline could choose all three courses in that one discipline. Students interested in continuing to work in the particular field of education studies (policy, pedagogy, theory, cultural critique) could choose from the various topical courses offered in the concentration. The selection of cluster courses should be done in close consultation with the concentration chair of Education Studies to ensure that students clearly formulate a coherent course of study, relationship to required courses, as well as their goals upon graduation.

All students concentrating in Education Studies must take the senior seminar in education studies — and this course can be used to satisfy the advanced course requirement of the concentration. The senior seminar will provide students with the academic environment to critically reflect on the multiple theoretical and practical connections between their required courses and their content clusters. It is open to all students, including non-concentrators who meet the advanced course prerequisites and have the instructor’s permission.

**Note:** The senior seminar is not a substitute for the Lang Senior Experience requirement.

**Sample Education Studies Courses**

For updated course listings and descriptions and current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

**FALL 2003**

**Introductory**
- Teachers & Writers Collaborative Fieldcourse I
- Lives in School
- Alternative Forms of Schooling

**Intermediate**
- Hollywood & the Education of America
- Urban Education Practicum

Courses cross-listed with other concentrations:

**Introductory**
- Fundamentals in Developmental Psychology (LPSY)
- Youth Culture & the Arts (LARS)

**Intermediate**
- Cultural Anthropology (LCST)

**Advanced**
- Language & Thought (GF)

**SPRING 2004**

**Introductory**
- Thinking About School

**Intermediate**
- Teachers & Writers Collaborative Fieldcourse II
- Education & Social Change
- Critical Education Studies: Teaching to Transgress

**Advanced**
- Senior Seminar
LITERATURE

Chair: Elaine Savory

The Literature program provides students, both concentrators and non-concentrators, with the immensely rewarding experience of reading absorbing texts in conjunction with developing skills in close reading, critical thinking and in understanding literary criticism and theory.

While the program is eclectic, there are informing ideas that act as general frames for a number of courses. Translation is envisaged as a metaphor for all reading, but translation is also given serious attention as both a theory and a practice. New York City, with its attendant frames of migration, complex cultural identity and creative dialogue with difference, provides an important thematic connection for all of the work in Literature. Combinations of authors read can include Phillis Wheatley with William Wordsworth, Homer with James Joyce, William Blake with Kamau Brathwaite, or Seamus Heaney’s translation from Anglo-Saxon. Through innovative presentation of course material, students are introduced to literary criticism and theory in frames of gender and queer theory, ethnicity and race, class and nation, or a particularly literary epoch (e.g. modernism or the Harlem Renaissance). Though the written word is emphasized, attention is paid to spoken and textual performance. Readings emphasize interactions between the equally creative enterprises of writing, criticism and theory, and is so clearly demonstrated when the same writer works in all three areas. Some of the more advanced courses are interdisciplinary, as they bring together training and expertise in more than one discipline.

First Year introductory courses are designed to enable facility in close reading of primary texts, while also introducing the function and creativity of criticism, other secondary material and important literary genres. Introductory courses to the Literature concentration begin to instruct how to combine analytical skills with contextual learning, how to enter the conversation of critics and theorists on a given text and deepen their skills in terms of knowledge of aesthetic identities of particular texts or genres. Once a student has chosen to concentrate in Literature, intermediate-level courses develop skills further in criticism, literary and reading theory, research and writing. Students should be able to produce a scholarly research paper reflecting awareness of Literature as a discipline or method of scholarly inquiry. In addition, these courses establish a student’s authority in handling critical and theoretical approaches to the close reading of literary texts. Advanced and graduate-level Literature courses further refine and develop the student’s skills in criticism, theory and research strategies, as demonstrated in written assignments.

Taking many Literature courses will provide a good basis for working toward the Graduate Record Examination. (The GRE is a required part of the application process to most graduate programs.) For those students who do wish to study Literature in graduate school, the senior seminar is recommended, taught once a year by a different faculty member as a capstone course in the concentration. Seniors in the concentration are expected to do a Senior Experience in Literature or in Literature combined with another discipline in which they have been taking courses. The Senior Experience counts as a tenth course in the concentration. For students wishing to choose the senior colloquium option, see the concentration chair.

Structure & Requirements
Successfully concentrating in Literature requires taking and passing ten courses as designated below.

- Nine courses within the Literature concentration, to be chosen with the advice of the chair, including:
  - One in fiction
  - One in poetry and
  - One in genre, criticism or theory
- The tenth course is the Senior Experience.

Sample Literature Courses
For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003
2000 level

Story of the Devil
The Fiction of Men & Women
Transforming Magical Realism
Poetics of Space in Latino/a Literature
Shakespeare: Plays About the Journey
Political Fictions

Required Introductory Genres & Culture
The Novel: Fiction in 19th-Century England
Vernacular Revolt
Living with Death, Affirming Life
The Novel of Passing
Power & Ink: Literature & Revolution in Latin America
Translation: Practice & Theory
Childhood Narratives

Required Intermediate Genres & Culture
Savery & the Work of Sympathy
Topics in Shakespeare
The Body: Sex, Race, Gender: American Poetry After Modernism
Courses cross-listed with other concentrations:
Introductory
Dream Interpretation (LPSY)
German Theater (LTHR)
Elizabethan & Jacobean Theater (LTHR)
Advanced
The Metonymic Imagination: Figuring the Things of This World (GF)

**SPRING 2004**

2000 level
The Act of Reading: Intro to Literary Analysis
Major Russian Novels
Poetics for Beginners: Language Games
Literary Migrations
American Fiction: The Novel in the USA, 1900-1950
Required Introductory
Experimental Fiction
Modern Verse Epics
Harlem on My Mind
Postcolonial Britain
Modern Jewish Literature
Imagined Worlds
From South Asian Literature to Bollywood
Required Intermediate
The Waste Land Canon Revisited
Reading Readers, Reading Complex Texts
Required Advanced
Senior Seminar

Courses cross-listed with other concentrations:
Introductory
Topics in Theater Literature (LTHR)
Advanced
The Promise of Monsters (LCST)

**PHILOSOPHY**

Chair: James Dodd

The Philosophy concentration seeks to introduce students to a wide variety of philosophical traditions, approaches, questions and ways of thinking, with special emphasis on ideas that have had the most impact on the shape and self-understanding of modern humanity. The concentration also emphasizes the history of philosophy and its impact on various intellectual traditions. Our very sense of self, what we consider important, how we pursue knowledge and life, even our tastes and inclinations are saturated with a rich heritage of ideas and concepts that are studied in this field. Philosophy seeks to address the need, even the responsibility, to challenge and rethink what has been traditionally accepted to be true about who we are and what we believe.

While one of the principal aims of this concentration is to help students develop tools for critical thinking, its guiding purpose is to awaken an interest and love for exploring and criticizing the richness of the intellectual traditions that form the basis for the self-understanding of modern humanity.

**Structure & Requirements**

Successfully concentrating in Philosophy requires taking and passing nine courses as designated below.

- Philosophy 1: Ancient
- Philosophy 2: Modern
- Four courses from the concentration
- Three courses which may be either cross-listed with Philosophy or courses outside the concentration that are approved by the chair

The chair is available for advising concerning how to use this concentration to prepare for advance degree programs and other career goals.
**Sample Philosophy Courses**

For updated course listings and descriptions and current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

**FALL 2003**

**Required Introductory**
- Philosophy 1: Ancient
- Philosophy 2: Modern

**Introductory**
- Ethics: Good & Evil
- Existentialist Philosophy
- Social & Political Philosophy

**Intermediate**
- Topics in Philosophy (2 sections)
- Metaphysics & Knowledge 2

**SPRING 2004**

**Required Introductory**
- Philosophy 1: Ancient
- Philosophy 2: Modern

**Introductory**
- Human Nature
- Existentialist Philosophy
- Philosophy & the Sciences
- Aesthetics

**Intermediate**
- Topics in Philosophy (2 sections)

Courses cross-listed in other concentrations:
- Introductory
- Evil in the 20th Century (UHUM)

**PSYCHOLOGY**

Chair: McWelling Todman

The Psychology concentration seeks to introduce students to a broad sampling of theory and scientific research from the field. Students concentrating in psychology are expected to develop an appreciation of the history and scope of psychological inquiry, acquire a basic understanding of the scientific method and its application to psychological research, and refine and demonstrate the capacity to critically evaluate and discuss psychological texts. The concentration shares a substantial number of faculty and other resources with the master's and doctoral programs in the Department of Psychology of the Graduate Faculty. The course offerings include a variety of cross-listed courses with the Graduate Faculty, particularly at advanced levels of study.

**Structure & Requirements**

A course's designation as "required" refers to either a major sub-discipline of psychology or deals with subject matter that is considered to be central to the discipline. The required courses are also unique in that there is a heavy reliance on lecture-style forms of instruction. The reason for this exception to the seminar format lies in the fact that each required course covers a substantial amount of foundational information that needs to be disseminated and digested in a relatively short of period of time.

The concentration's 2000-level courses are fundamental and, therefore, are all designated as required courses.

Courses numbered from 3000 to 3499 are introductory-level courses, some of which are designated "required." are intended to begin students' understanding of some basic theories, methodologies, research findings and controversies considered central to the major subfields of psychology.

Courses numbered from 3500 to 3999 are intermediate level. These courses' content is considerably narrower than courses students will take earlier on in their studies. In addition, these courses tend to focus on a specific topic or area of debate within the field. Because of their topical nature, some of these courses may be offered for only a brief period of time (e.g., one or two semesters) before being replaced by another course.
Advanced-level courses, numbered from 4000 to 4999, include cross-listed graduate courses with reserved spaces for juniors and seniors. Any of the cross-listed graduate courses may be counted toward the required course requirement. However, the combination of courses that are used to satisfy this requirement cannot include a cross-listed graduate course and its undergraduate equivalent (e.g., “Fundamentals in Social Psychology” and “Advances in Social Psychology”).

Successfully concentrating in Psychology requires taking and passing the following combination of courses:

- Three required psychology courses
- Three additional psychology courses (or appropriate internships that have been approved by the concentration chair)
- Three elective courses in related concentrations (any and all of which may be psychology courses)
- "Statistics 1" (cross-listed with Science, Technology and Society) or an equivalent introductory statistics course
- "Methods of Inquiry" or an equivalent introductory research methods course.

Students interested in eventually pursuing a graduate degree in psychology should consult the concentration chair about what additional preparation might be useful.

Sample Psychology Courses
For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

**FALL 2003**
Required Introductory
Fundamentals in Social Psychology
Fundamentals in Cognition
Fundamentals in Visual Perception

Elective Introductory
Issues in Social Memory
Dream Interpretation
Evolution & Human Sexuality
The Narrative Mind
Stereotypes, Prejudice & Discrimination

Courses cross-listed with other concentrations:
Required Introductory
Statistics 1 (LSTS)

Advanced
Psychopathology 1 (GF)
Language & Thought (GF)
Cognitive Psychology (GF)

**SPRING 2004**
Required Introductory
Abnormal Psychology
Fundamentals in Developmental Psychology

Introductory
Topics in Psychology
Contemplative Psychology

Elective Introductory
Psychoanalyzing Jewish, Christian & Islamic Mythology
Emotion
Psychological Theories on African American Experience
Health Psychology
Psychopathology & Models of Psychotherapy
Introduction to Cognitive Neuroscience

Required Intermediate
Methods of Inquiry

Courses cross-listed with other concentrations:
Intermediate
Statistics 2

Advanced
History & Systems of Psychology (GF)
Advances in Social Psychology (GF)
Psychopathology 2 (GF)
Psychology of Personality (GF)
RELIGIOUS STUDIES

Chair: Mark Larrimore

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

What often draws students to religion courses at Lang is the idea that intellectual inquiry does not have to be the enemy of faith and that an understanding of different belief systems can nurture one’s spiritual capacities. But just as many other students are drawn to the study of religion by something closer to morbid fascination: how can something so inspiring in theory have produced such suffering in practice? Together in seminars, students and faculty keep each other honest, exploring the most important of questions in the company of visionaries, lay people and critics from all times and places.

The Religious Studies concentration offers courses in world religious traditions, with particular commitment to Jewish, Christian, Islamic and Buddhist studies, and religion in America and the modern world. Courses are offered from a variety of disciplinary perspectives and methodologies. Religious Studies concentrators acquire a deep sense of the connections between systems of thought and practice in past and present. They learn to approach other traditions with critical respect and to pose the same tough questions about human destiny to their own traditions.

Structure & Requirements

Successfully concentrating in Religious Studies requires taking and passing nine courses as designated below.

- Six of these nine courses must be Lang seminars.
- Three must be Religious Studies intermediate-level (or above).
- One must be “Approaches to the Study of Religion.”
- At least three courses must be taken within each concentrator’s special field of competence.

In consultation with the concentration chair, each concentrator will define a field of special competence (i.e., religion and social change, religious art, Buddhist studies, anthropological approaches to religion, Jewish studies, women and religion, mysticism and philosophy, comparative religious ethics, etc.) by the end of the student’s junior year.

Sample Religious Studies Courses

For updated course listings and descriptions and current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003

Introductory
- Hebrew Bible in Context
- Introduction to the Buddhist Meditation Tradition
- Myth & Religion in Film

Required Intermediate
- Approaches to the Study of Religion 2

Courses cross-listed in other concentrations:
- Introductory
  - Story of the Devil (LLIT)
  - Central Asia (UHIS)
  - Islam in Historical Perspective (UHIS)

SPRING 2004

Introductory
- Buddhism & the Visual Arts
- New Testament in its Milieu
- Introduction to Judaism
- Mystical Dimensions of Islam
- Women’s Spirituality & Contemporary Religion
- Religion, Race & Revolution: Appropriating Malcolm X

Courses cross-listed in other concentrations:
- Introductory
  - Evil in the 20th Century (UHUM)
  - Central Asia (UHIS)
This concentration aims to democratize science and involves a nontraditional exploration of science in the context of everyday life experiences. The concentration is a science literacy program open to all students. All courses emphasize a coordinated approach to scientific problem solving and provide a common ground where important cross-disciplinary studies transcend the gaps between the technical and nontechnical fields — i.e., science writing, science education studies, public policy, and health advocacy. Courses are designed to facilitate the instruction of scientific basics, theory and method. Advanced courses concentrate on the creativity, synthesis and impact of current and future avenues of research and technology.

The Science, Technology and Society concentration makes connections with other New School University teaching resources, including the Health Services Management and Policy program at the Milano Graduate School, the Graduate Faculty philosophy and psychology departments and the University Undergraduate Liberal Studies program, offering opportunities for both undergraduate and graduate level course work. Students who desire to embark on graduate study in public policy are encouraged to complete the combined B.A./M.S. degree with the Milano Health Services Management and Policy program, or the combined B.A./M.A. in international relations with The New School. Students who plan to study the philosophy of science or science and psychology, should apply to the combined B.A./M.A. program with the Graduate Faculty. Students must apply for these programs no later than the Fall of their junior year.

The concentration also utilizes two partnership programs through which students can register for more intensive study. Traditional-style math-based science courses can be taken at The Cooper Union for the Advancement of Science and Art. Students interested in Cooper Union courses should speak with the chair of STS the semester prior to enrollment in these courses. Through the Lang–Sarah Lawrence College exchange program, students can take a full array of science and traditional math courses. Students interested in the Lang–Sarah Lawrence program should speak with the study abroad advisor and the STS chair for more information.

Quantitative Reasoning
Basic quantitative reasoning skills are essential in today’s world. The goal of Quantitative Reasoning is to equip Lang students with the necessary skills to evaluate quantitative arguments that are made everyday in the workplace, in the media and in college courses. This ability will enable students to construct their own quantitative arguments using theoretical models and actual data. The teaching philosophy of Quantitative Reasoning follows the teaching philosophy of Eugene Lang College: all courses are seminar style with an emphasis on active learning. The courses are topic-oriented and examples will be drawn from the natural and social sciences as well as from the humanities.

Structure & Requirements
Quantitative Reasoning teaches skills on three different levels. Each level builds on the material of the previous level. “Knowledge and Numbers,” the first-level course, is appropriate for all students. Many (if not most) students will want to continue to take one or two courses at the second level. The third level is designed for students who will need more than average quantitative skills for their academic or professional careers. (Background math will be taught as the need arises in all courses and at all levels inside).

Students who chose to concentrate in STS in the following academic years must design and complete a customized academic program of study in consultation with the concentration chair based on their postgraduate interests. For these students, the Senior Experience must be focused in Science, Technology and Society and counts for credit toward the concentration.
Sample Science, Technology & Society Courses
For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003
Introductory
Classical Physics: Motion & Energy
Drugs & the Brain
Issues in Environmental Health 1
Visions of the Cosmos

QUANTITATIVE REASONING
Introductory
Statistics 1

Elective Introductory
Quantitative Reasoning: Mathematical Patterns in Nature

Courses cross-listed with other concentrations:
Introductory
Cutting-Edge Science (USCI)

Advanced
Science, Health & Technology (The New School)

SPRING 2004
Introductory
(Bio)Diversity Achieved
Scientists as Rebels
Topics in Chemistry
Infinitesimal Changes: Calculus & the Physical World
Lego Robotics: An Introduction to Computer Programming
Modern Physics: Relativity & Quantum Mechanics

QUANTITATIVE REASONING
Introductory
Statistics 2

Elective Introductory
Chance, Choice & Chaos

Courses cross-listed with other concentrations:
Introductory
Cutting-Edge Science (USCI)

SOCIAL & HISTORICAL STUDIES
Providing students with a broad overview of modern social and historical studies, this concentration addresses themes common across disciplines in the social sciences, especially sociology, politics, economics and history. The focus is distinctly historical and comparative, with attention paid to the differences across Europe (Western and Eastern), North America, Latin America, East and Southeast Asia and Africa. The intellectual foundations of this concentration are rooted in the writings of Marx, Weber, Durkheim, Foucault, Habermas, Polanyi, Schumpeter and Arendt and the important philosophical issues that underpin the social sciences: democracy, equality, justice, globalization, social order and individual liberty. Within the framework of this unique interdisciplinary tradition, students gain the training in particular disciplines that will prepare them for graduate work in their chosen field.

Structure & Requirements
"Social and Historical Inquiry” I and II are required interdisciplinary courses offered each academic year for concentrators and are open to other interested students. These courses are strongly recommended for second-semester first-year students and sophomores. Although they are not necessarily a prerequisite for other courses in the concentration, the required courses introduce students to the ways in which social scientists have tried to understand and explain modern social life. Besides providing students with a common interdisciplinary language (i.e., a set of analytical and interpretive frameworks used across the social sciences) that is specific to this concentration, the required courses develop skills in reading key texts in political and social thought. They also deal conceptually and historically with such building blocks of modernity as states, economies and civil societies.

Disciplinary or "inquiry" courses focus on specific disciplines in the social sciences (economics, history, political science, sociology) and the variety of ways in which scholars in each area pursue their studies. These courses draw on a body of substantive evidence and empirical material to anchor the discussions of modes of inquiry. Introductory-level courses are offered within specific disciplines and introduce students to basic theoretical and empirical questions posed within
subfields in the disciplines. Intermediate-level courses, also offered within specific disciplines, introduce students to more advanced theory and research that has occurred within subfields in the disciplines. Advanced-level courses are either organized around a particular theoretical or empirical problem in social research or are introductory graduate-level subfield courses. A central premise of the Social and Historical Studies concentration is that upper-level Lang students should have access to the resources of the Graduate Faculty. Each year, appropriate graduate courses are integrated into the undergraduate curriculum.

Successfully concentrating in Social and Historical Studies involves taking and passing nine courses as designated below.

➤ "Social and Historical Inquiry 1" and "Social and Historical Inquiry 2"
➤ The remaining seven courses can be chosen in accordance with one of the following two suggested models:
   1. One introductory-level course in each of the four disciplinary tracks — Economics, History, Political Science or Sociology — plus one intermediate* course in three out of the four disciplinary tracks, plus one advanced course in one out of the four disciplinary tracks
   2. One introductory course in two out of the four disciplinary tracks (e.g., one introductory course in Political Science plus one introductory course in Sociology), plus two intermediate courses in the track the student chooses to "specialize" in, plus one intermediate-level course in another track (e.g., two intermediate courses in Political Science plus one intermediate course in Sociology), plus three advanced-level courses in the student’s chosen track (e.g., three advanced courses in Political Science)

Students who choose to concentrate in Social and Historical Studies must meet with the concentration chair to work out a plan of study, as the above course distribution is suggested but not prescribed. Students interested in the B.A./M.A. option should speak with the concentration chair and the Lang Academic Advising Office before their junior year.

Sample Social & Historical Studies Courses
For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003
Required
Social & Historical Studies 1
Social & Historical Studies 2
Introductory History
Women in America: Gender, Race & Citizenship
The Age of Ulysses
Uses of the Past
Introductory Politics
Sex & the State in Comparative Perspective
Introduction to Comparative Politics
Intermediate Politics
Queer Struggles
Courses cross-listed with other concentrations:
Introductory
Globalization & Its Discontents (LCST)
Introductory Economics
Intro to Economics: Understanding U.S. Capitalism (UECO)
Advanced Economics
Graduate Microeconomics (GF)
Historical Foundations of Politics 1 (GF)
Political Economy of the Environment (GF)
Advanced Politics
The World & the United States (GF)
Political Institutions/Identity Politics (GF)
Advanced Sociology
Foundations of Sociology I: Social Theory (GF)
Fundamentals of Political Sociology (GF)
Historical Foundations of Political Economy I (GF)
Sociology of Race (GF)

*Under special circumstances, students may substitute an advanced course for an intermediate-level course with permission from the concentration chair.
THEATER & DANCE

Chair: Peter Wallace

THEATER

In the Theater concentration, students study theater from two directions: the outside in (the "academic" approach) and the inside out (the "hands-on" approach). In a complete study of theater, one with a full appreciation of the analytic and creative tools theater has at its disposal, both approaches must be brought to bear. Events are often perceived of as theater — they are "read," examined, analyzed and criticized from the perspective of an audience watching a series of actions, witnessing contextual behavior upon which to reflect. Events are also perceived from within theater, from the participants, and a new order of perception of committing actions is attained. In both cases, the meaning of geography takes on particular importance (e.g., the physical location at a jury trial); gesture has not only emotional, but also political and cultural significance (e.g., a public kiss from a superior); silence becomes suffused with the most crucial information (e.g., a pattern of behavior immediately following the delivery of bad news). All of these situations entail reflection on the live, personally experienced aspects of human interaction that allow feeling and knowledge of what that feeling is, to manipulate and be manipulated, to collaborate and create or enhance meaning from old patterns. Theatrical analysis provides unique tools for understanding cultural and social interaction, and that understanding feeds back into theatrical interpretation and performance.

The Theater concentration exposes students to most aspects of theater and gives them a chance to experiment with acting, directing, writing and working with some of the technical fields of theater production. Often modest productions of ambitious pieces are produced in our theater. In addition, there are opportunities for some on-site work.
After graduation, some students continue on to graduate schools in academic theater, some start auditioning for roles in theater, film and television, while others work in the nonprofit theater world. Internships are instrumental in leading students into their first theater jobs out of college. Before going on to graduate school as an actor or director, most students will spend some time working in the field. Since Lang is not a training institute or conservatory, some students take voice or other skills-based courses to augment their experience.

**Theater Structure & Requirements**

Successfully concentrating in Theater involves taking and passing ten courses as designated below.

- Each concentrator must take “History of Theater,” Parts 1 and 2.
- In addition, students must take:
  - One required course designated as Theory
  - Two production courses
  - At least one Literature course
- The remaining four courses are electives and include courses in acting, directing, playwriting, theater literature and any other courses offered by the Theater concentration.

Internships in cutting-edge theater, widely available in New York City, also play a significant role for many students. There are many opportunities for independent work and exploring theater of other cultures, as well as theater courses in other divisions of the University.

**Sample Theater Courses**

For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

**FALL 2003**

- Introductory Acting
- Acting Fundamentals X
- Intermediate Acting
- Ensemble Acting
- Introductory Production
- Fall Production Workshop
- Introductory Playwriting
- Beginning Playwriting
- Advanced Playwriting
- Advanced Playwriting Colloquium
- Introductory Literature
- German Theater
- Introductory Theory
- Performance Theory
- Introductory History
- History of Theater, Part 1
- Introductory Electives
- Directing for Theater
- Starting a Theater Company
- Courses cross-listed in other concentrations:
  - Intermediate Literature
  - Topics in Shakespeare (LLIT)

**SPRING 2004**

- Introductory Acting
- Acting Fundamentals Y
- Intermediate Acting
- Acting Traditions
- Advanced Acting
- Advanced Acting Colloquium
- Introductory Production
- Directing & the Living Playwright: Actors
- Spring Production Workshop
- Intermediate Production
- Directing & the Living Playwright: Actors
- Directing & the Living Playwright: Directors
- Directing & the Living Playwright: Playwrights
- Intermediate Playwriting
- Intermediate Playwriting
- Introductory Literature
- Melodrama
- Readings in Contemporary Theater
- Introductory History
- History of Theater, Part 2
- Introductory Electives
- Seeing Theater
- Asian Theater Workshop
- Courses cross-listed in other concentrations:
  - Introductory Elective
  - The Music & Lyrics of Stephen Sondheim (LARS)
DANCE
Dance Program Director: Jaime Santora

Dance offers a unique opportunity for students to merge professional dance training with a liberal arts education. The concentration is designed to develop the student both artistically and intellectually by providing an intensive study in dance technique and a strong foundation in the historic, theoretic and analytic contexts of dance. New York City has one of the most prominent dance communities in the world, presenting students with vast opportunities and abounding resources. The Dance program provides students with an intellectual and technical foundation that prepares them for a transition into postgraduate work or a profession in the performing arts.

Dance Structure & Requirements
To successfully complete the Dance concentration, students study in the core areas of ballet and modern technique, repertory, dance history, anatomy, music and dance composition. In addition, students will also be able to select from an array of elective courses as well as create an independent study or internship with a company or school based in New York City. In their senior year, students will engage in an intensive study to demonstrate knowledge in a specified area of dance that the student has chosen in consultation with the director. The Dance concentration emphasizes an individual’s creative potential through both choreographic and performance opportunities. The concentration has course offerings suitable for trained dancers, students in the performing arts and students with little or no dance experience.

Sample Dance Courses
For updated course listings and descriptions, current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003
Required Introductory
Introduction to Modern Anatomy/Kinesiology
Technique 1
Composition 1
Advanced
Independent Study

SPRING 2004
Required Introductory
Technique 1
Composition 1
Pilates
Introductory
Introduction to Improvisation
Advanced
Independent Study
Approximately half the world’s population lives in urban areas and in industrialized countries; less than one-fourth of the population remains rural. What does this mean? Notwithstanding the effects of globalization — e.g., in terms of economic and political transnationalism or Internet communications — most of our work, living and recreational spaces, cultural institutions and commercial activities exist within the context of cities and their surrounding regions.

The Urban Studies concentration provides tools for understanding the peoples and structures that make up cities, both in the U.S. and internationally. Courses explore the city as contested social, political and imaginary ground, examining the interplay of urbanization, migration and racial or ethnic identity; the impact of labor markets on diverse populations; how the city shapes and is shaped by cultural life and the natural environment; the interaction of municipal agencies and nonprofit organizations in areas such as housing and homelessness, health, education and social welfare; how neighborhoods are created, destroyed and revitalized; the role of the city in the national and global economy; and urban politics as a reflection of and protagonist in these questions.

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

**Structure & Requirements**

Successfully concentrating in Urban Studies involves taking and passing nine courses as designated below.

- Three required introductory courses, including:
  - Introduction to Urban Studies
  - Urban Toolbox
  - Urban Economics

- Six courses chosen from the four Urban Studies areas, with at least one course from each area: Urban History, Urban Development, Urban Policy and Urban Culture
The Writing concentration provides a variety of courses informed by the concept of "the writer in the world" — that is, the idea that the artist has a vital relationship to culture, nature and society and is shaped by and in turn shapes the environment in the pursuit of the craft of writing. The concentration assumes that the systematic study of craft is essential in establishing and sustaining these relationships. Students not concentrating in writing are encouraged to take writing courses. Like concentrators, they should pay careful attention to prerequisites. Upper level students interested in writing and literature may take beginning, intermediate and advanced writing seminars in poetry, fiction, nonfiction and playwriting. These seminars encourage understanding the nature of craft, the possibilities of form and the development of personal voice in a nurturing, noncompetitive, but nevertheless rigorous atmosphere.

Structure & Requirements

Successfully concentrating in Writing involves taking and passing ten courses from the following three areas:

- Five Writing courses —
  - Three sequenced courses in a primary genre and
  - Two courses in a supporting genre (Students may take "Teachers and Writers" 1 and 2 as their supporting genre.)
- At least one literature course per year, for a minimum of three, including one "Reading for Writers" course
- Two additional courses from Lang concentrations other than Writing

Any student who wants to do a senior thesis in fiction, poetry, or nonfiction writing as their Senior Experience must take a minimum of one introductory, one intermediate and one advanced writing course in the genre. No student may take more than one primary genre workshop per semester. Course work in the primary genre should be completed before the senior thesis semester. Course work in the supporting genre should begin before senior year. Students working through the entire sequence will be ready to pursue an independent project — the completion of a novella, a collection of short stories, a book of poems, a memoir, a collection of personal essays, a play, or an education project — as their senior thesis.

Samples of Writing Courses

For updated course listings and descriptions and current staffing and faculty information, refer to the Lang website at www.lang.edu or to the Fall or Spring registration bulletins published prior to registration periods.

FALL 2003

Introductory
- Introduction to Poetry (2 sections)
- Introduction to Fiction (2 sections)
- Introduction to Nonfiction
- Reading for Writers: Fiction
- Reading for Writers: Fiction/Nonfiction
- Reading for Writers: Nonfiction
- Release

Intermediate
- Intermediate Fiction (2 sections)
- Intermediate Nonfiction: Imagining Reality
- Intermediate Nonfiction: Investigative Journalism
- Intermediate Poetry

Advanced
- Advanced Fiction
- Advanced Poetry

Courses cross-listed in other concentrations:
- Introductory
  - Teachers & Writers Collaborative 1 (LEDU)
  - Beginning Playwriting (LTHR)
- Advanced
  - Advanced Playwriting Colloquium (LTHR)

SPRING 2004

Introductory
- Introduction to Nonfiction
- Reading for Writers: Fiction

Intermediate
- Intermediate Nonfiction
- Intermediate Poetry
- Intermediate Fiction (2 sections)

Advanced
- Advanced Poetry
- Advanced Fiction

Courses cross-listed in other concentrations:
- Intermediate
  - Intermediate Playwriting (LTHR)
COURSES IN OTHER NEW SCHOOL UNIVERSITY
DIVISIONS & PROGRAMS

Eugene Lang College students may take advantage of the educational opportunities available among the University’s vast curricular resources represented by the The New School, the Graduate Faculty of Political and Social Science, the Robert J. Milano Graduate School of Management and Urban Policy, Parsons School of Design, Mannes College of Music, and the Jazz & Contemporary Music Program.

Courses in other divisions may have different starting and finishing dates from those at Lang. Also, not all courses in other divisions are available to Lang students.

Following are descriptions of other divisions and programs of New School University. The full range of curricular opportunities can be seen only by examining the catalogs of the other academic divisions, which are available from their respective admissions offices and their divisional websites. When taking courses in other divisions, be aware of all the relevant regulations listed in that division’s catalog.

New School University:
University Undergraduate Liberal Studies
New School University is a thriving, unique university with eight schools, over 7,000 students pursuing undergraduate and graduate degrees in the liberal and performing arts and over 26,000 adult education students seeking professional and intellectual growth. Centered in New York City’s Greenwich Village, New School University continues to provide an open learning environment where norms are challenged, critical and artistic thinking flourish and restless and creative minds engage with passion and vitality.

University Undergraduate Liberal Studies (ULIB) brings together faculty from several divisions of New School University who teach foundational courses in various disciplines of the liberal arts and sciences. Schedules and course descriptions will be available prior to registration.

The New School
The New School, founding division of New School University, has been a center for adult learning since 1919. With more than 1,500 credit and noncredit courses — including more than 100 offered online — students can choose from a number of options for study. They can enroll in degree programs leading to a bachelor of arts in liberal arts, a master’s degree in media studies or international affairs, or a master of fine arts in creative writing. They can complete one of eleven certificate programs in such fields as film production, English language teaching, creative arts therapy and media management. Or, they can join the thousands of people each semester who take courses in subjects ranging from classical philosophy to digital photography. Focusing on the intersections of theory and practice, courses are taught by scholars, artists and professionals who provide links between the academy and the broader society. With its wide array of courses and public programs, The New School is a hub of intellectual and cultural life for New York City.

After completion of 62 credits, Lang students may take courses at The New School, with permission. In particular, students have taken courses in film and television history, creative writing, fine arts, foreign languages and dance and movement workshops, as well as courses in the extensive liberal arts curriculum. Certain courses with limited enrollment or off-site locations are not open to Lang students. In addition, film and photo production courses at the New School are rarely accessible to Lang students.

Graduate Faculty of Political & Social Science
The Graduate Faculty of Political and Social Science — which derives from American progressive thinkers and the critical theorists of the University in Exile — is grounded in the core social sciences and committed 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 Graduate Faculty awards master’s and doctoral degrees in anthropology, economics, philosophy, political science, psychology (including clinical psychology), and sociology. In addition, interdisciplinary M.A. programs are offered in historical studies and liberal studies.

Lang juniors and seniors may register for courses which are cross-listed at the College. Students accepted into the combined B.A./M.A. program will register for graduate courses in consultation with the student’s faculty advisor in the appropriate Graduate Faculty department.

Robert J. Milano Graduate School of Management & Urban Policy
Innovative and socially responsible, the Robert J. Milano Graduate School of Management and Urban Policy has structured its curriculum to encourage creative thinking in aid of progressive social, economic and political change in public, private and nonprofit arenas. The hallmarks of the school’s world-class graduate programs are the integration of theory and practice, applied research, and experiential learning. The programs are designed to develop the analytical, managerial and leadership skills necessary to create positive change in communities, government and corporations — locally, nationally and globally.

The Milano Graduate School offers master of science degrees in urban policy analysis and management, nonprofit management, health services management and policy, human resources management, and organizational change management. It also offers a distinc-
Parsons also offers a Continuing Education program. The programs include architecture, lighting design, history of decorative design, and the integrated design curriculum. Master’s degree programs include architecture, fine arts, illustration, interior design, photography, product design, and the integrated design curriculum. Master’s degree programs include architecture, lighting design, history of decorative arts, painting and sculpture, photography and design and technology. Parsons also offers a Continuing Education program.

Parsons School of Design
Parsons School of Design educates design leaders who contribute to the quality of life through well-designed products, built environments and visual communications. Founded in 1896, the school seeks to address design within the broader context of society. Parsons offers four-year bachelor’s degrees in architectural design, communication design, design and management, design and technology, fashion design, fine arts, illustration, interior design, photography, product design, and the integrated design curriculum. Master’s degree programs include architecture, lighting design, history of decorative arts, painting and sculpture, photography and design and technology. Parsons also offers a Continuing Education program.

Art History Courses. Lang students are welcome in many Parsons art history courses. Schedules are sent to the College prior to each registration period.

English Courses for International Students. Parsons English as a Second Language (ESL) courses are open to Lang students, who will be tested for placement.

Studio Courses. Qualified Lang students may take Parsons studio courses with the approval of the department chair. A portfolio may be required. Contact the Parsons director of academic student services at 212 229-8993, who will direct students to the appropriate department chair to determine whether course prerequisites have been satisfied. (Students interested in the combined Lang–Parsons B.A./B.F.A. degree should see pages 9 and 36.)

Special Summer Programs. Parsons offers a wide variety of Summer programs, including credit-bearing studio and liberal arts courses in New York and Paris. Brochures are available. Contact Charlotte Rice, associate director of special programs at Parsons.

Design Marketing Program at Parsons. Lang students may use their permitted 32 non-liberal arts credits (see page 7) to complete a program in one of four marketing areas: fashion, advertising, product development, or general design. Students with an interest in one of these areas develop valuable business expertise, which may also be connected with an academic internship. Consult the Parson’s Advising Office for further information.

Mannes College of Music
Mannes College of Music offers aspiring young musicians an unusually comprehensive conservatory curriculum in a supportive and intimate setting, leading to bachelor’s and master’s degrees and undergraduate and artist diplomas. Major instructional fields include instrumental and vocal performance, composition, conducting and theory. Unique among New York’s conservatories, Mannes also remains true to its origins as a community music school via its Extension Division (with programs for young professionals and amateurs) and Preparatory Division (with children’s programs ranging from pre-instrument to pre-conservatory training).

Lang students may audition for certain courses and for the orchestras at Mannes through either the Mannes College Division or Extension Division. Students should contact an associate dean at Mannes, 212 580-0210, ext. 257 or ext. 226, or the director of the Extension Division, 212 580-0210, ext. 244.

Actors Studio Drama School
Actors Studio Drama School is a full-time, three-year program, conferring the degree of master of fine arts in acting, directing and playwriting. The program is rooted in the Stanislavski system as it has evolved over more than 50 years at The Actors Studio, and all core courses are taught by life members of the Studio. The school trains its actors, writers and directors side by side in a coherent curriculum that culminates in a third-year repertory season of original works by the graduating playwrights and works from the classical and contemporary repertoire, acted and directed by the graduating actors and directors for an audience of professionals and the public.

Actors Studio Drama School courses are not open to Lang students.

Jazz & Contemporary Music Program
The Jazz & Contemporary Music Program offers a bachelor of fine arts in jazz performance and in composition and arranging. It is a unique, mentor-based course of study with a faculty of professional artists, drawn from New York City’s renowned jazz community, guiding students toward high standards of achievement and the ongoing development of the individual creative voice.

Students do their core work in classrooms and private studios, where they gain direct exposure to musical traditions and practices in an intellectual context that encourages exploration and innovation.

Jazz Program students may also choose to pursue a five-year B.A./B.F.A. degree in collaboration with Eugene Lang College. With either degree configuration, students have a host of opportunities to take courses, practice internships and participate in artistic and professional collaborations with other schools and divisions of the University.

Courses in the Jazz & Contemporary Music Program that are available to those Lang students not in the B.A. / B.F.A. degree program will be listed in Lang registration materials.
Study away from the College is normally undertaken in the second semester of the sophomore year or the first semester of the junior year. Students should therefore begin consulting early in the Fall of their sophomore year with the appropriate faculty members and the sophomore class advisor and the assistant dean, including their faculty advisor and the chair of their intended concentration, in order to ensure that the proposed program fits their overall course of study and leaves enough time to fulfill the senior residency requirement (see page 7) and complete graduation requirements. Prior approval from the assistant dean is required if a student wants Lang to accept credit for courses taken elsewhere. These credits count among the 60 credits maximum permitted as transfer credits.

**Lang-Cooper Union Exchange Program**

Students interested in science courses at The Cooper Union for the Advancement of Science and Art should recognize that they are very rigorous courses and require a firm foundation in mathematics. In addition, they may have prerequisites, and in any case, usually require one to have had extensive high school science courses. Before taking a Cooper Union science course, students must make an appointment with Alan McGowan, chair of Science, Technology and Society, at mcgowana@newschool.edu, 212 229-2653, and get a permission slip signed.

Cooper Union schedules can be found at www.cooper.edu/~lent. The Cooper Union catalogue can be obtained from the Cooper Union Admissions Office.

**Lang–Sarah Lawrence Exchange Program**

In 1996, Eugene Lang College inaugurated an exchange program with Sarah Lawrence College in Bronxville, New York. This program enables students from both colleges to study on one another’s campus for an academic semester or year. Credits transfer automatically for courses completed with grades of C or better. Students pay tuition and fees, and room and board charges to their home institution; all financial aid grants and loans are applied to those costs. In order to qualify for this exchange program, students must have a strong academic record and must have completed at least the freshman year. Lang students should consult with their faculty advisors to see how courses at Sarah Lawrence will fit into their overall course of study and how they might fulfill concentration requirements. See the Lang Admissions Office for application procedures.

**Columbia University, Biosphere 2**

Columbia University’s Biosphere 2 Program offers interdisciplinary hands-on research and learning. Biosphere 2, located in Arizona, offers two semester-long programs, Earth Semester and Universe Semester. Intensive Biosphere 2 Summer programs are also available. Students interested should contact Alan McGowan, chair of Science, Technology and Society, at mcgowana@newschool.edu, 212 229-2653, the semester prior to enrollment in these courses.

**Study Abroad Programs**

University of Amsterdam. New School University has an exchange agreement with the University of Amsterdam. Lang students may study at the University of Amsterdam in the Netherlands through this program, which also brings Dutch students to New School University for a period of one year. Students pay tuition to New School University remain eligible for financial assistance. Lang’s director of admissions can provide more information on this study abroad opportunity.

Other study-abroad programs. A wide variety of other programs are available for study abroad through various accredited American colleges and universities. Lang students interested in investigating these opportunities should consult the sophomore class advisor and the assistant dean.

**Study at Other American Colleges & Universities**

Lang students may enroll at other American colleges and universities as visiting students in order to pursue a particular academic interest in which that institution offers special resources. Study away from the College may be organized on a part-time, semester, or year-long basis.

Students must request advance approval for credit from other institutions if the credit is to be transferred to their Lang transcript. Consult with the Academic Advising staff for approval. Work undertaken at two-year institutions normally will not transfer.

**Summer Study**

Lang does not have a Summer session, but students may complete a maximum of nine credits in Summer programs offered through other divisions of New School University or at other colleges. All course work which you undertake at New School University or at other institutions must be approved by the assistant dean prior to registering if you want to have it apply to your degree requirements. A course description and the number of credits you hope to earn should accompany your request for approval. Registration for New School University Summer session courses must go through the Lang Academic Advising Office.
The Office of Admissions, on behalf of Eugene Lang College, encourages applications from students of varying backgrounds who combine inquisitiveness, seriousness of purpose and maturity with the ability to participate fully in a distinctive and challenging liberal arts program. It renders decisions on applicants to Lang without regard to race, color, religion, national origin, political affiliation, handicap, sex, sexual orientation, or age and does not limit the number of students admitted from any one school or geographic area.

The Admissions Office, together with the Dean’s Office, sets the requirements for admission to the College, reviews applications and accepts the responsibility for its decisions. Respectful of the unique characteristics of each candidate, the Admissions Committee carefully evaluates each application on an individual basis and, accordingly, does not adhere to rigid admission formulas. Admitted students present evidence of prior achievement in college-preparatory programs and generally possess well-developed writing skills.

Students are encouraged to see the application process not as a test but as a way of clarifying their educational needs and expressing their past experiences — both academic and nonacademic — as well as their future hopes and expectations. Applicants should take responsibility for meeting deadlines, selecting appropriate teachers as academic references, writing thoughtful essays and scheduling interviews. If questions or concerns arise during the admissions process, applicants should feel free to contact the Office of Admissions at the College.

Admission to the B.A. Program

Regular Admission. Students who have completed at least 16 units of high school work or its equivalent may apply for admission to the freshman class. Although the Admissions Committee does not have required units in each academic area, adequate preparation should include English, history, social science, foreign languages, math and science. In addition to a completed application, an official secondary school transcript; counselor recommendation; teacher evaluation; two original essays; scores from the Scholastic Aptitude Test (SAT) or American College Test (ACT); and an application fee must be sent to the Office of Admissions. A personal interview is highly recommended, but not required.

Early Entrance Admission. Lang welcomes applications from outstanding high school juniors who choose to begin their college education early. Students demonstrating the ability to work with great energy and maturity will be considered for admission after their third year of high school. Early Entrance applicants follow the same admission procedure as regular first-year students, but must also submit two teacher evaluations. They may submit Preliminary Scholastic Aptitude Test (PSAT) scores in place of SAT or ACT scores.

Early Decision Admission. Students for whom Lang is the first choice and who wish to be informed of the committee’s decision early, may apply for admission under the Early Decision Plan. Students are reminded that multiple Early Decision applications are not allowed and, if admitted to the College, they will be expected to enroll at the College the following September and withdraw any regular admission applications that have been submitted to other institutions.

Transfer students. Students who are attending or have attended another college or university and who wish to complete their education at Lang may apply for admission as transfers. Transfer students follow the same procedures as freshmen, but they must also submit official transcripts of all college work. To qualify for transfer admission, students must have completed at least one full year of study at a regionally accredited institution and are expected to spend a minimum of two years at the Lang. Students with less than one full year of college credit should apply as freshmen with advanced standing. Transfer credit is awarded depending on courses taken and grades received. (See pages 36 and 38 for information on policies regarding the evaluation of transfer credits for advanced standing.)

Readmission of Former Students. Any former student who has been out of attendance for more than one academic year or beyond an official leave of absence and who wishes to return to the College must apply for readmission. Students must complete the Readmission Application along with a statement of intent and pay an application fee. Students who have attended another institution since their last attendance at Lang must submit official transcripts from those institutions. Students may also be asked to have a personal interview and submit written references. The deadline to apply is July 1. Applications will be reviewed on a rolling basis as they are received.

International Students. The University’s reputation for academic excellence and its location in New York City’s Greenwich Village make Eugene Lang College appealing to students from other countries. Currently, approximately five percent of the students in the College are international, and more than three hundred foreign students are enrolled in the various degree programs at New School University.

Accordingly, the College encourages applications from international students who are able to meet the same admissions requirements as applicants from the United States. International students use the same application as American students but may submit, in place of the SAT or ACT, results of the Test of English as a Foreign Language (TOEFL) if their first language is not English. Success in the College’s curriculum requires strong English-language proficiency, hence a score of 600 on the TOEFL exam is preferred (250 on the computer test). A score of 550 is required (213 on the computer test).
Special Students. Students who would like to study part-time with nondegree status at Lang may apply as special students using an abbreviated application form. If admitted, special students may enroll in up to two first-year or upper-level seminars, depending on academic background, for up to one full academic year. Special students are not eligible for financial aid or housing.

Eugene Lang College–Sarah Lawrence College Exchange Program. Lang and Sarah Lawrence students with strong academic records are eligible for this program, which permits students to study and live on one another’s campuses for an academic semester or year. Students remain eligible for financial aid. See page 34 for further information on this program.

New York Connection: Visiting Student Program. Lang accepts applications from students at other colleges and universities who would like to spend a semester or year at the College as a guest student. This unique program combines seminar course work with the opportunity to do an internship for academic credit. Students complete a short application, submitting a statement of interest, a recommendation from the dean of the home school and an application fee. Visiting students are not eligible for financial aid. Check with your home school regarding transfer of financial aid. Inquiries and requests for information should be addressed to New York Connection Program, Office of Admissions, Eugene Lang College, 65 West 11th Street, New York, NY 10011.

Deferred Admission. Students admitted to Lang who wish to delay their entrance for a semester or a year have this option. A written request for deferral must be submitted to the director of admissions. Students who choose this option may not enroll in another institution as a full-time matriculated student.

Admission to Combined B.A./B.F.A. Programs

Freshmen & Transfer Students. High school seniors and current college students who are interested in the combined bachelor of arts/ bachelor of fine arts degree program with Parsons School of Design or the Jazz & Contemporary Music Program may apply for admission as either first-year students or transfer students. To be considered, applicants should complete the Lang application as well as the Parsons or Jazz application and forward each one to the appropriate office. Credentials may be submitted to either office, and we will forward a copy of each credential to the appropriate office on your behalf.

A home exam and a portfolio for Parsons applicants are required and must be submitted to the Parsons Office of Admissions. Instructions for the preparation of these creative materials can be found in the Parsons catalog or by contacting the Parsons Office of Admissions at Parsons School of Design, 2 West 13th Street, Mezzanine, New York, NY 10011, phone 212 229-8910.

For Jazz applicants, an audition is required. For information on auditions, contact the Jazz & Contemporary Music Program at 55 West 13th Street, 5th floor, New York, NY 10011, phone 212 229-5896.

Admission to Combined Bachelor’s/Master’s Degree Programs

Combined bachelor of arts/master of arts programs are offered in media studies and in international affairs through The New School; or in anthropology, economics, historical studies, liberal studies, philosophy, political science, psychology, and sociology through the Graduate Faculty of Political and Social Science. The Robert J. Milano Graduate School of Management and Urban Policy offers programs leading to a bachelor of arts/master of science degree in urban policy analysis and management, health services management and policy, human resources management, organizational change management and nonprofit management.

Questions about applying to the combined bachelor’s/master’s degree programs should be directed to the Lang assistant dean. Applications and other information can be found on the Lang website at www.lang.edu.

Admission Procedures

The chart on page 37 outlines admission requirements and deadlines for all categories of students.

Keep in mind that to expedite the admission process, students should mail at least the completed application and nonrefundable application fee in the envelope enclosed in the application packet at their earliest convenience. Essays, transcripts, recommendations, optional interview, test scores and supplementary materials may follow at a later date. Students who have not received an application packet, or who have questions, should call or write Office of Admissions, Eugene Lang College, 65 West 11th Street, 3rd Floor, New York, NY 10011; phone 212 229-5665; fax 212 229-5355; email Lang@NewSchool.edu. Students may also use Lang’s electronic application located at www.lang.edu.

Lang also accepts the Common Application in lieu of its own form and gives equal consideration to both. Students may obtain a copy of the Common Application from high school guidance offices or online at www.common.org.

The College Entrance Examination Board (CEEB) code for Eugene Lang College is 2521; the ACT code is 2828.

Advanced Standing and Transfer Credits. Applicants to Eugene Lang College who have completed college-level work may qualify for advanced standing. Such applicants will receive a preliminary evaluation of their credits, if admitted to Lang. Although each student’s case is reviewed individually, the guidelines below are used, in general, to determine the awarding of credit.

Advanced Placement Examinations. Eugene Lang College will award four college credits for any one Advanced Placement (AP) examination (except Studio Art) for which a score of four or five was received. The College will award a maximum of 30 credits based on examinations.
<table>
<thead>
<tr>
<th>Lang Admission Requirements &amp; Deadlines</th>
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<tr>
<td><strong>ITEMS REQUIRED</strong></td>
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<tr>
<td>Regular First-Year Student</td>
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<tr>
<td>Application</td>
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<tr>
<td>Essays</td>
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<tr>
<td>$40 nonrefundable application fee</td>
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<td>Secondary school transcript</td>
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<td>Counselor recommendation</td>
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<td>Teacher evaluation</td>
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<td>SAT or ACT results</td>
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<td>TOEFL results**</td>
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<tr>
<td>Interview (recommended but not required)</td>
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<tr>
<td>Same as for regular first-year student</td>
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<tr>
<td>Early Decision</td>
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<tr>
<td>Same as for regular first-year student plus</td>
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<td>One additional teacher evaluation</td>
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<tr>
<td>PSAT scores may be substituted</td>
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<td>Transfer</td>
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<tr>
<td>Same as for regular first-year student plus</td>
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<tr>
<td>Official college transcripts with course descriptions</td>
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<tr>
<td>Readmission</td>
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<tr>
<td>Readmission application</td>
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<tr>
<td>$40 nonrefundable application fee</td>
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<tr>
<td>Statement of intent</td>
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<td>Special Student</td>
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<tr>
<td>Special Student application</td>
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<td>Essay</td>
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<td>$40 nonrefundable application fee</td>
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<td>Most recent college transcripts</td>
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<td>Interview (required)</td>
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<td>New York Connection</td>
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<td>Visiting Student Program</td>
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<td>Statement of interest</td>
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<td>$40 nonrefundable application fee</td>
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<td>Dean’s recommendation</td>
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<td>All official college transcripts</td>
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<td>Sarah Lawrence Exchange</td>
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<td>Statement of interest</td>
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<tr>
<td>Faculty recommendation</td>
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<tr>
<td>Official college transcript</td>
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</tbody>
</table>

*The Fall semester begins in September, the Spring semester in January.*

**The TOEFL is required for international students whose first language is not English.*
College Courses Completed in High School. College-level courses in the liberal arts completed through an accredited college or university prior to high school graduation will be considered for Lang credit. Grades of C- or lower and courses taken on a pass/fail basis without proof of C or better are not transferable.

International Baccalaureate Examinations. Six credits toward the B.A. will be awarded for each higher level International Baccalaureate (IB) examination taken in which a grade of five, six, or seven was received. The maximum number of exams acceptable for advanced standing is three.

Foreign Certificates & Examinations. In general, students who present results from certificate programs such as the General Certificate of Education (GCE) Advanced ("A" level) examinations, French baccalauréat, Italian maturità, Swiss federal maturity and German Abitur will be considered for advanced standing on an individual basis.

Transfer Credits from American Institutions. Students who have been matriculated at an accredited college or university in the United States or its territories may transfer up to 60 credits into Eugene Lang College.

In general, to receive credit, courses must have been completed with a grade of C or better (C- does not transfer); pass/fail courses or those which are ungraded will be considered for credit if accompanied by proof of a C (not C-) grade or better. Credits received for vocational or pre-professional courses (such as nursing, home economics, health education, etc.) are not transferable. Credit for internships and independent study is awarded on an individual basis. Students must submit a description of the work completed and appropriate supporting materials. Contact the Office of Admissions for details.

Transfer Credits from Foreign Universities. Students who have been matriculated at foreign universities may be considered for advanced standing on an individual basis. All original official transcripts and descriptions must be accompanied by certified English translations.

FINANCIAL AID
Eugene Lang College subscribes to the belief that the pursuit of higher education should not be precluded by financial circumstances. Accordingly, it encourages admissions applications from students of various backgrounds whose past performance and potential for contributing to the life of the College make them likely to gain from and add to the University community. The ability of an applicant to afford the costs of Lang, therefore, has no bearing on admissions decisions. It is also the case that the University is committed to maintaining the level of financial aid at which the student was admitted provided the student remains in good academic standing and reapplies in a timely fashion.

Eligibility
While recognizing that the primary responsibility for financing post-secondary education rests with the student and the student’s family, Lang is committed to providing financial assistance to as many students as possible. All admitted students with U.S. citizenship or permanent resident status who apply for financial assistance and demonstrate "need" are awarded aid. Any student enrolled or accepted for enrollment at the College as a degree candidate is eligible to apply for financial aid to help meet the costs of attendance. Visiting students and special students are not eligible to receive financial aid.

Financial aid is awarded on the basis of need, with merit being an additional factor in the determination of awards. Financial need is the difference between college expenses — including such items as tuition, books, meals, etc. — and the resources a student and the student’s family have available to meet those expenses. Aid is distributed in the form of a package which may include gift aid (federal and state grants as well as University gifts) or self-help (i.e., loans or jobs). Many students who do not qualify for gift aid are given loans or jobs to help defray college-related expenses.

International Students. Lang admissions applications from students who are neither U.S. citizens nor permanent residents: although such students are not eligible to receive financial assistance from federal or state-funded aid programs, the College does offer a few partial tuition grants to international students who qualify. International students must complete the International Student Scholarship Application available from the University Financial Aid Office.

Students with Divorced or Separated Parents. Lang is sensitive to the financial strains that can result from divorce and separation. However, the assets of divorced or separated parents — and, in the case of remarriage, the assets of new family members — may be a factor in determining financial need. Accordingly, when required by federal law, additional information may be required from members of such extended families.

Independent Students. Since the family is considered to be the first source of financial support for the student, a student’s claim to financial independence is subject to stringent criteria by the federal government, various state governments and the College. Any student claiming independence who is under the age of 24 at the time of application must prove eligibility as determined by the appropriate government statutes. Independent status in no way guarantees obtaining additional funding from the College. For further information, contact the University Financial Aid Office.

Students on Official Leaves of Absence. Any enrolled student who plans to take a Leave of Absence must make an official request and have it approved by the Office of the Dean. A student receiving financial aid who is approved for an official leave will not have that aid package automatically renewed upon returning to the College. Like other continuing students, undergraduates on leave must reapply for aid. (See the Aid Renewal section on this page.)

Applying for Financial Aid
Eugene Lang College accepts applications for financial aid from students who apply as first-year students or transfers for the Fall semester (which begins in September) and the Spring semester (which begins in January), as well as from continuing students each academic year. Students should keep a copy of all completed forms.

U.S. Citizens & Permanent Residents. Freshman and transfer admission applicants and all continuing students who are U.S. citizens or permanent residents and anticipate needing financial aid are required to complete the following steps to be considered for aid.

Submit a Free Application for Federal Student Aid. All students should submit the completed Free Application for Federal Student Aid (FAFSA) to the federal government. (The New School University school code is 002780.)

The FAFSA is available from high school guidance offices or directly from the University Financial Aid Office. The form should be completed by March 1 in order to ensure receipt by our priority service deadline for Fall registration. Students applying for Spring semester admission must file the FAFSA in early November to insure receipt by our December 1 deadline. We will accept late applications, but because funding is often limited, we encourage all students to apply before the priority deadlines.

Estimated income figures may be used in filling out the FAFSA; do not wait until you or your family has filed income tax forms.

If a transfer student, provide a financial aid transcript. Transfer applicants must have the financial aid office of their previous institution(s) forward a financial aid transcript to the New School University Financial Aid Office as part of their financial aid application even if financial aid was not received at the previous institution.

Apply for other sources of aid. In addition to providing the above credentials, aid applicants are expected to apply for all sources of financial aid available to them, including state entitlement programs (such as the Tuition Assistance Program [TAP] in New York State) and outside merit scholarships.

International Students. Freshman and transfer admission applicants who are neither U.S. citizens nor permanent residents and who anticipate needing financial aid are required to complete the Foreign Student Financial Aid Application available from the College Board and from the New School University Financial Aid Office.

Continuing Lang students who are neither U.S. citizens nor permanent residents must follow the application procedure described above.

Aid Renewal
All students who are recipients of financial aid packages must reapply for aid every year. This is done by filing a renewal Free Application for Federal Student Aid (FAFSA) in January in order to be considered for the following academic year in which they plan to be enrolled. Adhering to these deadlines ensures ample time for processing of the FAFSAs and packaging by Eugene Lang College.

Aid packages are ordinarily renewed each year as long as students follow stated procedures, demonstrate the same level of need and give evidence of satisfactory academic progress toward their degree. Although the College reserves the right to alter or rescind individual financial aid packages, it does so very rarely. The renewal of an aid package which includes federal or state monies is dependent on the availability of those funds and the student’s continued eligibility under these programs. All students must maintain a minimum GPA of 2.0 to continue receiving aid.

Continuing students receiving financial assistance are obligated to report any change in family resources. The College will consider financial aid applications submitted by continuing students not previously receiving aid. Whether such students can be awarded aid will depend on the availability of funds in a given year, but every effort will be made to assist a student in genuine need.
Budgeting

Financial aid packages awarded through Eugene Lang College are based on total educational costs for one academic year.

The chart below shows the minimum estimated budget for the 2003-2004 academic year for one student at Lang. This estimate is for full-time tuition and fees for the Fall and Spring semesters only, and for twelve months of very basic living expenses. Although adequate, this budget does not allow for luxuries or enrolling in additional courses. Students may wish to make arrangements for more money.

The figures for living expenses in the chart were used for 1999-2000 to determine the need of students who are U.S. citizens or permanent residents. International students should add approximately $1,500 to the totals given to reflect additional costs of living in New York City between the end of the Spring and the beginning of the Fall term.

Tuition and fees:
- Tuition .................. $ 23,620.
- General fees .................. $ 350.
- Health insurance and Health Center fee ............ $ 1,410.
- Total tuition and fees ............... $ 25,380.

Books and supplies .................. $ 2,000.

Living expenses:
- Apartment share (approx. $883/month) ........ $ 10,600.
- Meals (approx. $300/month) ........... $ 3,600.
- Public transportation (approx. $65/month) .... $ 780.
- Personal (approx. $200/month) ........ $ 2,400.
- Total living expenses ............... $ 17,380.

Grand total for one year ............... $ 44,760.

Financial Aid Package

The Lang Committee on Financial Aid determines the amount and type of financial aid packages awarded to new and continuing students and, in doing so, attempts to meet the need of financial aid applicants.

Using the analysis of an applicant’s FAFSA, as well as any other pertinent data, the committee assembles a financial aid package usually composed of both gift and self-help components.

In assembling a package, the committee first subtracts from the student’s gross unmet need any federal or state monies for which a student may qualify. These entitlements include the Federal Pell Grant and, for New York State residents, the Tuition Assistance Program (TAP). If a student qualifies, the student also may receive a Federal Supplemental Educational Opportunity Grant (SEOG) depending upon the availability of federal funds.

Appropriate self-help programs, such as the Federal Work-Study Program (FWSP), Federal Perkins Loan, or Stafford Loan are then applied to the need figure. In most cases, new and continuing Lang students will carry anywhere from a $1,000 to a $6,500 educational loan each academic year and be offered an on-campus job valued at between $1,000 and $2,000.

At this stage of the packaging process, if financial need still remains, the committee will award a Eugene Lang College Grant, ranging from $1,000 to $14,000. These grants averaged $9,500 during the 1999-2000 academic year. In addition, special Eugene Lang College or New School Endowed Scholarships, for which a student may also qualify, would be applied at this time.

If the College cannot meet an aid applicant full financial need, the University Financial Aid Office will provide the student and the student family’s with additional information on possible outside sources of aid, including other loan programs, an interest-free Extended Payment Plan available at the University (see page 45) and other alternate financing opportunities. External aid sources and dollar amounts must be reported to the Financial Aid Office.

Financial Aid Programs

The sources of aid described in the following pages are available to eligible students at New School University. Complete details on the philosophy, policies and procedures for awarding aid are available from the University Financial Aid Office.

Grants

Eugene Lang College Grants. Approximately 71% of the Lang student body receives financial aid directly from University funds in the form of Eugene Lang College grants. Awards are based on need, as determined by the FAFSA. The average award for new students in 2002-2003 was $10,300.

Pell Grants. One in six financial aid applicants are eligible for this federal grant by filing the FAFSA. Available to matriculated undergraduates enrolled at least half-time (6 credits), the Pell Grant is awarded on the basis of need as determined by the Pell Grant eligibility formula. Current awards range from $400 to $3,575.

Federal Supplemental Education Opportunity Grants (SEOG). A federally funded undergraduate grant administered through the University. FSEOG is used to supplement the grant portion of aid packages. Recipients are selected on the basis of need, with awards ranging each year from $500 to $2,000 depending on the availability of funds.
New York Tuition Assistance Program (TAP). TAP is a New York State grant program available each year to New York State residents attending college within New York State. The applicant must:

- Be a permanent resident of New York State for the preceding year (residence for the purpose of attending college is not sufficient) and be a U.S. citizen or permanent resident
- Be matriculated for 12 or more credits per semester
- Maintain good academic standing, i.e., the applicant must:
  - pursue the program for which the student is enrolled by receiving a passing or failing grade (A, B, C, D, F) in a certain percentage of the 12-credit, full-time load, and
  - make satisfactory academic progress toward completion of program requirements by meeting GPA and credit accumulation standards;
- Have, if dependent, a family state net taxable income below $50,500; or, if independent and single without dependents, a state net taxable income below $10,000. To determine income eligibility, check with the University Financial Aid Office. The state net taxable income is reduced if more than one member of the household is enrolled in college, so all students are encouraged to apply. Students who wish to file as independent students should consult the University Financial Aid Office for the rules governing independent status for this program.
- Occupational & Vocational Rehabilitation Program (OVR). New School University is an eligible institution for the New York State Rehabilitation Program. Students approved by the division department of Vocational Rehabilitation in their home state must also meet all other entry requirements of New School University. Depending on the state, a student may receive as much as, or more than, half the cost of the student’s yearly expenses. For information and application, contact your state’s department of vocational rehabilitation directly.
- Grants from Other Regions. Rhode Island, Vermont and Washington, D.C., are among the places that offer grants which may be used at New York State institutions. The requirements for qualifying students may vary from state to state, with maximum awards as high as $2,000. However, in all cases, the student must maintain a legal permanent address in the student’s home state. (A parent’s address is sufficient.) For information regarding programs available and their respective requirements, contact your state education department.

Endowed Scholarships & Awards
A number of endowed scholarships have been established at New School University for students at Eugene Lang College. Students do not have to apply for these awards. They will be automatically considered for these scholarships once their financial aid eligibility has been established.

- Jacob Burns Scholarship Fund. Established to assist students who demonstrate both need and merit.
- Robert C. Byrd Honors Scholarship Program. The program is a federally funded, State-administered program to recognize exceptionally able high school seniors who show promise of continued excellence in postsecondary education. Students should apply directly to their state’s education agency while still in high school.
- The Edison Foundation Endowed Scholarship Fund. Established in 1988, this endowed scholarship will be awarded annually to a student in good academic standing with demonstrated financial need.
- John R. Everett Scholarship. Awarded in honor of former New School University President John R. Everett to a student who demonstrates academic ability and leadership potential.
- Cynthia Fanton Scholarship. Awarded to students with high need and merit. Preference is given to those students hoping to become educators.
- Ida & Jerome Feldman Endowed Scholarship. This endowed scholarship, established in 1988 by Mrs. Ida Feldman in memory of her husband, is awarded annually to two recipients. Preference is given to students who are graduates of New York City public high schools and who have a high degree of financial need.
- Elizabeth Glaser Scholarship. Established in honor of Elizabeth Glaser, wife of Paul M. Glaser, Pediatric Aids Foundation.
- Monica S. Gollub Scholarship Fund. Established at Lang by Gerda L. Schulman, together with family and friends of Monica S. Gollub, as an enduring tribute to an idealistic young woman who devoted her professional life to serving the disadvantaged of society. Scholarships are to be awarded on the basis of need to students of Eugene Lang College who are pursuing studies in the social sciences or law. Preference in scholarship award is given to female minority students.
- Inner-City Scholarship Fund in the Arts. An endowed scholarship fund designed to assist a student from a low-income, inner-city neighborhood in the United States who is entering any undergraduate degree program and is interested in pursuing a career in the arts — music, visual arts, writing, theater or dance. Recipients are selected by the Office of the President upon recommendation of the dean.
- George F. Kettle Scholarship. Awarded to incoming freshman with strong sense of community involvement and volunteerism.
- Eugene M. Lang Scholarship Awards. A select number of new students who show great leadership potential for community service and demonstrate financial need will be awarded a scholarship and Summer stipends to perform community service. Students must apply.
through the Office of Admissions. Continuation of the award is contingent on a recipient’s maintaining satisfactory academic standards.

Dorothy & Jerome Lemelson Scholarship Fund. Established to assist needy students with preference being given to the physically handicapped, especially students with cerebral palsy.

Albert A. List Prize Scholars Fund. Established in 1988 through a bequest from Albert A. List, long-time benefactor of the University, and his wife Vera, a life trustee of New School University, these endowed scholarships will be awarded to new and continuing students from New York City high schools.

Vera G. List Scholarship Fund. Established to assist new and continuing students at Eugene Lang College, with attention given to minority students.

The Henry Loeb University Scholarship. Established by family and friends of Henry Loeb, former chairman of the board of the New School, on the occasion of his 80th birthday, this is awarded to a student with financial need. Once given, the recipient will keep the award until completion of the recipient’s degree, assuming the maintenance of high academic standing. The award will be rotated among each of the University’s divisions in order of their establishment within New School University.


Albert & Infa Milano Assistance Scholarship Fund. Established to assist new and continuing students primarily from the New York City area, who have substantial financial need and would not otherwise be able to attend college.

Senpo Sugihara Scholarship. Established in June 1991 with a gift from Vera List, a major benefactor and life trustee of the University, to honor Mr. Senpo Sugihara, a diplomat with the Japanese Government who saved the lives of 3,500 Jews during World War II by giving them sanctuary in Shanghai. This scholarship will be awarded to an outstanding student with financial need.

University Scholars Program. Scholarships will be available to qualified students of color who wish to attend a division of New School University. Recipients will be identified during the financial aid process of each division and awarded to students who qualify for financial aid and have demonstrated outstanding ability in their fields. Awards are for one year and will be renewed if satisfactory progress toward the degree is maintained. The award will be added to the regular financial aid package to decrease unmet need.

Raoul Wallenberg Memorial Scholarship Fund. Established in 1987 by Vera List 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 student from Sweden or of Swedish descent in any division of the New School University. The amount of the award may vary from year to year.

Judith Walzer Scholarship. Awarded to students showing great academic potential and financial need. Preference is given to those students with a strong interest in literature and writing.

Brian Watkins Memorial Scholarship. Established in 1990 by Vera G. List in memory of a young man from Provo, Utah, who was killed in a subway station while defending his mother. This endowed scholarship will be awarded annually to an undergraduate student at Lang who demonstrates outstanding academic ability, community involvement within the University environment and a demonstrated commitment to helping others.

The Erwin S. & Rose F. Wolfson Student Scholarships, Fellowships and Loans. Open to undergraduate and graduate students in all divisions of New School University who have completed at least one year of study and have demonstrated outstanding academic ability, motivation and promise of achievement, as well as financial need. These scholarships, fellowships and loans cover tuition and fees and are renewable, given continued scholastic achievement. Wolfson scholars receive varying amounts depending upon need.

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

Eugene Lang College students are also eligible for a number of awards. These include:

The Aaron H. Rubenfeld Award for Fiction. Established in 1974-1975, The Aaron H. Rubenfeld Award of $400 will be given annually for an original, unpublished short story by a student in the New School University Writing Workshops. Manuscripts, accompanied by a postpaid return envelope, must be submitted prior to April 1. Original typescripts (no carbons or photocopies) are required. To qualify, the author must have been enrolled in a Writing Workshop course at the New School during the current academic year; course number and instructor’s name must be indicated on the manuscript. Authors retain all publication rights. Address submissions to The Aaron H. Rubenfeld Award Committee, Educational Advising Office, no later than April 1. Winners are notified at the end of the Spring semester.

The Margarita G. Smith Award. The Margarita G. Smith Award of $250 is given annually for an original, unpublished short story written during the academic year by a student in the New School Writing Workshops. The award honors the memory of the late distinguished editor and author, who served as a member of the Writing Workshop’s faculty for many years. It was established by her friends and colleagues in recognition of her lifelong encouragement of young writers. To qualify, the author must have been enrolled in a writing workshop at New School University during the current academic year; course number and instructor’s name must be indicated on the manu-
selves to an unusual degree to help others. Candidates should demonstrate evidence of having extended them-
community and the community in which the student lives. Above all, candidates should demonstrate evidence of having extended themselves to an unusual degree to help others.

Thanks to Scandinavia Scholarship. Awarded each year to a New School student, this scholarship is made possible by a gift to the Thanks to Scandinavia Organization by Vera G. List, a life trustee of the University, to show appreciation to the Scandinavian people for their help in rescuing Jews during the Holocaust. Students must apply through the University Financial Aid Office.

On-Campus Employment

Two programs provide on-campus employment for New School University students: the On-Campus Student Employment program (OCSE) and the Federal Work-Study Program (FWSP). OCSE provides employment for students enrolled in a degree program and taking at least six credits and is open to international students who meet the enrollment criteria. Students may work a maximum of 20 hours per week while classes are in session. Both FWSP and OCSE income is taxable, and students are responsible for any federal or state tax liability incurred. Students interested employment should contact the Student Employment Office, 65 Fifth Avenue, Room 105, New York, NY 10013.

Federal Work-Study Program

The Federal Work-Study Program (FWSP) is a school-administered, government-supported work program. Depending on funds available, work grants are made to qualifying students, usually up to a maximum of $3,000 per year. This program provides students with on- and off-campus employment in nonprofit agencies. Part-time work is available when classes are in session and limited full-time employment when Winter break or other vacation periods begin. Work-study employment applications are filed after notification of the award is given to the student, and the job placement process begins immediately following Fall registration. Jobs are posted in the University Financial Aid Office, 65 Fifth Avenue.

Federal Family Education Loan Programs

The following Federal Family Education Loan Programs (FFELP) are available to qualified Lang students:

Federal Perkins Loan. The Perkins Loan is a school-administered federal government loan program. Student eligibility and the size of each loan are determined by the University Financial Aid Office. Undergraduates may borrow up to $12,000 for four years of study. Repayment of the loan begins nine months after graduation or leaving school and may extend up to ten years. The current interest rate, payable during this payment period, is five percent on the unpaid principal. The minimum monthly payment is $50. First-time borrowers will be required to attend a group interview during the registration period to notify them of their rights and obligations.

Federal Stafford Loan. The Stafford Loan is a federally-sponsored loan program available through our preferred lender, Chase Manhattan Bank and other eligible lending institutions. It provides one of the most important means for students to finance an education. A qualifying student

➤ Must be a U.S. citizen or permanent resident
➤ Be matriculated in a degree program and be enrolled at least half-
time
➤ Have completed and submitted the FAFSA (see the instructions on page 39) and demonstrate financial need

Federal Unsubsidized Stafford Loan. The unsubsidized Stafford Loan is available to students who meet the first two criteria noted above for the subsidized Stafford Loan, but who do not demonstrate financial need. The student pays interest on the loan while in school. Other terms are the same as the subsidized Stafford Loan.

Undergraduate students who meet the federal criteria for independence and graduate students may borrow additional funds under this program, as it has replaced the Supplemental Loans for Students (SLS) program.

Additional Information

“Meeting College Costs.” An important source, the book Meeting College Costs, is available free from your guidance office or from the College Scholarship Service, Box 176, Princeton, New Jersey 08540.

Bursar’s Office. The University Bursar’s Office is responsible for the delivery of all student loan funds and student refunds. Registration is not complete until payment or payment arrangements. The repayment of the Perkins Loan program is also handled by the loan coordinator in the Bursar’s Office. Perkins Loan borrowers will continue to have a relationship with the Bursar’s Office after graduation and until the loan is paid in full. You may contact the Bursar’s Office at 212 229-5659 or by email at bursar@newschool.edu.

University Financial Aid Office. For further information, contact the University Financial Aid Office, New School University, 65 Fifth Avenue, New York, NY 10011, phone 212 229-8930.
REGISTRATION, GRADES & GRADUATION

Registration at Eugene Lang College is a three-step process. Continuing students register for the Fall semester in April and for the Spring semester in November; new students register in August or January. New students each semester also take part in a broader orientation designed to acclimate them to the College, to the University and to New York City.

Registration consists of three steps:

➤ Advising
➤ Online registration
➤ Payment in full

All three steps must be completed in order for a student to be fully registered for the semester.

For students receiving financial aid, their account in the Cashier’s Office will already reflect their award. If students have questions or concerns about their financial aid award, they should stop by the Financial Aid Office, located at 65 Fifth Avenue (across the hall from the Registration Office), before proceeding to the Cashier’s Office.

Payment for all outstanding monies (after awards are deducted) is expected at this time.

Payment can be in the form of a personal check, or via charge to a Visa, MasterCard, or American Express account.

Students also have the option of deferring payment by signing up for the Extended Payment Plan. Payment for housing can also be deferred under this option. This plan is run by an outside organization and there is a $110 sign-up fee. Students budget the amount they want to defer for the academic year in $1,000 increments and pay on a monthly basis. It is important to remember that since the plan officially starts in July, new students who sign up at registration will need to have the first three payments at that time.

Registration is not officially complete until payment has been made. If a student has not prepaid, payment is due in full at the time of registration.

Once new students have completed registration, they receive a printout of their course schedules. Continuing students will receive both their schedules and bills in the mail.

Late Registration Fees

Fall Registration. Students who register in April for the following Fall semester will be required to make arrangements to pay by August 10. Failure to do so will result in a late payment fee of $150. Students who are eligible to register in November for the following Spring semester but neglect to do so until after August 10 will be charged a late registration fee of $150.

Spring Registration. Students who register in November for the following 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 are eligible to register in November for the following Spring semester but neglect to do so until after January 10 will be charged a late registration fee of $150.

This policy applies to all continuing students, except those on leave of absence and mobility. It does not apply to newly admitted students during their first semester.

Tips for Avoiding Late Payment & Late Registration Fees

➤ Register for Fall courses in April and for Spring courses in November. Faculty advisors may not be available during the summer months. Check with the Academic Advising staff for advising availability.

➤ Complete the financial aid application process as quickly and efficiently as possible. Do not delay in submitting critical documents. Check with the Financial Aid Office if you have any questions or concerns about your financial aid package.

➤ Sign up for the payment plan on time. Check with the Bursar’s Office if you need an application or have a question.

➤ Check ALVIN on a regular basis to determine any charges that are on your account. Take care of any charges promptly.

➤ Expect to receive bills in early July for the Fall semester and in early December for the Spring semester. Be sure to check ALVIN as well. If a balance remains on your account after tuition, housing and other fees have been charged, send the balance due by the payment deadline date.

➤ If you will be receiving a third-party reimbursement, be sure to submit the appropriate documents to the Bursar’s Office by the payment deadline date.

➤ If you are charged the late payment fee or late registration fee and have extenuating circumstances that warrant a review of the fee, you may appeal by writing a letter stating your case and attaching appropriate document. You will be required to pay the fee 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 Senior Vice President for Student Services, 66 West 12th Street, New York, NY 10011.

Appealing a Late Fee

If you are charged the late payment fee or late registration fee and have extenuating circumstances that warrant a review of the fee, you may appeal by writing a letter stating your case and attaching appropriate document. You will be required to pay the fee 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 Senior Vice President for Student Services, 66 West 12th Street, New York, NY 10011.

Add, Drop & Withdrawal Procedures

Because the Lang seminar format demands full participation, students may add Lang courses only during the first two weeks of classes. Students may drop Lang courses without receiving a W during the first four weeks of the semester. A student completes an Add/Drop form, gets the approval of the add/drop official and submits it to the University Registration Office for official processing. Procedures for adding and dropping courses in other divisions may vary, and
students are responsible for meeting the required deadlines. A program change is not official until it has been processed by the Registration Office. A student who misses the deadline for withdrawing from a course will receive a WF, which counts as an F in the grade-point average.

Deadlines for adds, drops, and withdrawals are as follows. (See the Academic Calendar on the inside front cover of this catalog for exact dates for the 2003-2004 year.)

Adding a course ............. by the end of the 2nd week of classes
Dropping a course ............. by the end of the 3rd week of class
Withdrawal with a grade of W by the end of the 7th week of class
Withdrawal with a grade of WF........ after the 7th week of class

Repeating a Course
With divisional approval from the assistant dean, undergraduate students with a grade of F or WF are eligible to repeat up to three courses during a single degree program. Although the initial grade will appear on the transcript, the grade earned the second time will be computed in the grade point average and the previous grade will drop out of the cumulative GPA. Students must submit an approved form at the time of registration.

Repeated courses may not be counted twice toward fulfillment of graduation requirements. Nor may they be counted twice for loan or New York Tuition Assistance Program (TAP) certification.

Leave of Absence
A student who would like to be away from the College for specific academic or personal reasons may request a leave of absence for one semester or one academic year. The student must complete an official Student Exit form and have an interview with the director or associate director of academic advising before the leave is granted. If a student remains away from the College for longer than the official leave period, the student must reapply through the Office of Admissions. (See the section called Readmission of Former Students on page 35.)

Medical leaves of absence require appropriate documentation. To return from a medical leave, a student must submit follow-up documentation indicating that the student is successfully able to continue study at the College, at which point a decision will be made as to the student’s eligibility to return.

Withdrawal from the College
If a student decides not to continue at Lang, the student must complete an official Student Exit form and have an exit interview with the director or associate director of academic advising. The form and interview ensure proper tracking of the student’s records.

Refunds
All tuition refund requests must be made in writing to the University Registration Office. Refunds or credits are computed from the day the written notice is received from the student.

If a student’s withdrawal from courses reduces the course load to less than 12 credits in a semester, the tuition is recomputed on a per-credit basis and the refund or withdrawal penalty is adjusted accordingly.

General Refund Schedule. The General Refund Schedule applies to all continuing students (i.e., those who have completed one or more semesters of study at Lang) and all first-time students who are not receiving any federal loan, grant, or work-study assistance.

Time of Withdrawal . . . . . . . . . . . . Tuition Refund
Prior to start of classes . . . . . . . . . . . . . . . . . . 100%
During first week of class . . . . . . . . . . . . 90%
During second week of class . . . . . . . . . . . 80%
During third week of class . . . . . . . . . . . . 70%
During fourth week of class . . . . . . . . . . . . 60%
After fourth week of class . . . . . . . No refund

For withdrawal and refund procedures, first-time undergraduate students receiving financial aid under a federal program should consult the Bursar’s Office. New School University reserves the right to withdraw courses or adjust its curriculum. The University also reserves the right to deny a student admission to or continuance in its course of study.

University Bursar’s Office
The University Bursar’s Office is responsible for the invoicing and collection of tuition, fees, housing and other University related charges. Invoices for the Fall semester will be mailed out mid-July with a payment due date in the second week of August, and invoices for the Spring semester will be mailed out early December with a payment due date of the first week in January.

The Bursar’s Office is also responsible for the delivery of all student loan funds and student refunds. Approved financial aid awards are deducted on any invoice from the balance due. The conferral of approved financial aid awards is contingent upon completing all necessary paperwork with the Financial Aid Office.

Registration is not complete until payment or payment arrangements (e.g., for the Extended Payment Plan or verification of employer reimbursement) have been made. You may contact the Bursar’s Office at 212 229-5659 or by email at bursar@newschool.edu.

Payments. Payment may be made by bank debit card and cash (in person only for both); by personal check; by charge to a Visa, MasterCard, or American Express account; or by wire transfer. Make checks payable to New School University and include the student’s name and New School ID number in the check’s memo section. According to University policy, third-party checks are not accepted, with the
following exception: Checks from parents will be accepted, but must include the name of the student and the New School University ID number in the memo section. A parent may also give written authorization to charge the parent’s credit card as payment. The parent must include the card number, expiration date, amount to be charged, student name and New School University ID number.

Returned Check Fee. All checks returned from the bank are automatically re-deposited for payment. If, for any reason, a check does not clear for payment after being deposited a second time, a penalty of $40 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 $40 returned check fee must be made with cash, certified bank check, or money order. Another personal check will not be accepted. An additional 10% penalty is charged if payment for a returned check is not received within four weeks. After a second returned check, all future charges must be paid with cash, certified bank check, or money order and personal checks will no longer be accepted from that student.

A penalty of 10% is charged to student accounts with an outstanding balance. If it becomes necessary to forward an account to a collection agency, an additional 10% penalty will be charged on the remaining account balance.

Extended Payment Plan. The University offers an Extended Payment Plan (EPP) as an alternative means of managing tuition costs. Through this plan, tuition, fees and housing for Fall and Spring semesters may be paid in ten monthly installments rather than in lump sums at the beginning of each semester. (EPP is not available for Summer charges.) Only matriculated students taking six or more credits per semester are eligible. There is a participation fee of $50 per academic year. All questions about EPP may be directed to Tuition Management Systems, 800 722-4867, or you may visit their website at www.afford.com. Brochures are also available at the Financial Aid and Bursar’s Offices.

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

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

Payment to the University is the responsibility of the student. Payment is not contingent on receiving grades, receiving passing grades, or completing courses.

Immunization Requirement
New York State law requires that all degree-seeking students registering for six or more credits and born on or after January 1, 1957, must provide documentation proving their immunity to measles, mumps and rubella prior to course registration. Students who do not provide the proper documentation will be ineligible to register. Students must mail or fax proof of immunity to measles, mumps and rubella to the Student Health Services Center. Foreign students must provide documentation in English.

Change of Address
Students who change their home or local residences are required to notify the University Records Office, using a Change of Address form, and to notify the Office of Student Services.

Student Status
Full-Time Students. All Eugene Lang College degree candidates are admitted as full-time students. Full-time status is considered as 12 credits or above. The flat-rate tuition covers the following:

➤ 12 to 19 credits for the B.A. program
➤ 12 to 21 credits for the combined B.A./B.F.A. program at Parsons School of Design or the Jazz & Contemporary Music Program

Part-Time Students. After completing at least one year of full-time study in the College, a student may, with the approval of the director of academic advising, continue on a part-time basis (fewer than 12 credits, which will affect financial aid eligibility). Part-time students pay on a per-credit basis, which is based on Lang tuition even if the course is in another division.

Special or Nondegree Students. Students who are admitted as Special Students are eligible to enroll in a maximum of two courses for up to two semesters. Special students pay on a per-credit basis and are not eligible for financial aid.

Visiting Students. Students visiting from other colleges, including students registering through the New York Connection Program, Sarah Lawrence Exchange and University of Amsterdam Exchange, may enroll for a full-time course load. Visiting students follow full-time student regulations.
Grades

Letter grades are issued for credit courses. These grades are as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>3.7</td>
</tr>
<tr>
<td>B+</td>
<td>3.3</td>
</tr>
<tr>
<td>B</td>
<td>3.0</td>
</tr>
<tr>
<td>B-</td>
<td>2.7</td>
</tr>
<tr>
<td>C+</td>
<td>2.3</td>
</tr>
<tr>
<td>C</td>
<td>2.0</td>
</tr>
<tr>
<td>C-</td>
<td>1.7</td>
</tr>
<tr>
<td>D+</td>
<td>1.3</td>
</tr>
<tr>
<td>D</td>
<td>1.0</td>
</tr>
<tr>
<td>D-</td>
<td>0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>

The semester grade-point average is computed at the end of each term by multiplying the number of credits earned by the numerical values associated with those grades. The figure is then divided by the total number of graded credits completed, including any failed courses.

The cumulative grade-point average is computed by dividing the total number of grade points earned by the total number of credit hours attempted. It is used to determine eligibility for graduation, probation, honors, dismissals and continuation of financial assistance.

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

- **W** (. . . Withdrawal)
- **I** (. . . Temporary incomplete)
- **N** (. . . Permanent incomplete)
- **AU** (. . . Audit)
- **P or S** (. . Pass (Credits count toward degree.))
- **NP** (. . . Grade not yet posted)
- **GM** (. . . Grade missing)

Credits transferred from another institution are not included in the grade-point average.

Special Grade Status Abbreviations

**I** (Temporary Incomplete). A temporary grade of Incomplete (I) may be issued when course work has been delayed for unavoidable or legitimate reasons. Temporary Incomplete grades are given only by student request and with written approval of the instructor prior to the end of the semester. Procedures for requesting and receiving I grades vary by division; see below for Lang policies and procedures regarding Incomplete grades.

Undergraduates must complete their course work within four weeks after the last class period. Deadlines for course work completion for graduate programs vary.

**W** (Withdrawal). The Registration Office assigns a grade of W if the student officially withdraws from a course during the drop/add period. If the student withdraws between the fourth and seventh weeks of classes and properly obtains advisor approvals, the student will receive a W. There is no penalty for a W grade.

**WF** (Withdrawal Failing). If an undergraduate student has unofficially withdrawn from a course, stopped attending, or has failed to complete a final project or examination without prior faculty approval, then a grade of WF will be assigned. A WF is calculated as 0.0 in the grade-point average.

**GM** (Grade Missing). A grade of GM indicates that the student has not yet been graded by the professor. If a grade is not submitted by the end of the grading period, the student will be assigned a WF.

**P** (Pass). A grade of P may be issued under certain circumstances by the instructor or Dean's Office. The credits obtained count toward a degree, but the grade is not figured into the grade-point average. For information on taking courses on a pass/fail basis, or the circumstances under which a student may receive a P grade, consult the division course bulletin or the Dean's Office.

Attendance & Lateness Policy

Students are expected to attend classes regularly and promptly. For courses that meet twice a week, more than three absences will result in a failing final grade. For courses that meet once a week, more than two absences will result in a failing final grade. If a student is more than ten minutes late to a class, this will count as an absence. The course instructor may set stricter guidelines for a particular course.

This policy should not be construed as permitting absences from class up to the maximum. Participation is key to seminar pedagogy.

In case of personal and medical emergencies, students should contact their instructors as well as the director of academic advising.

Academic Progress

Lang standards for academic progress are as follows:

- First-year students have 0.0 to 30.9 credits.
- Sophomore students have 31 to 61.9 credits.
- Junior students have 62.0 to 92.9 credits.
- Senior students have 93.0 to 120.0 or more credits.

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

Dean’s List & Graduation “With Honors”

Dean’s List. Full-time undergraduate students at Lang who have 3.7 GPA for the term will be named to the Dean’s List.

Graduation Honors. Undergraduates who have completed at least 60 credits in residence for a bachelor’s degree and who have a 3.7 cumulative GPA may graduate “with honors” noted on their diplomas and transcripts. Departmental graduation honors will continue to be internally awarded and will be noted on transcripts but not on diplomas.

Midterm Evaluations

Halfway through each semester, students may receive written evaluations of their work from their instructors. Copies of these evaluations are also sent to students’ faculty advisors and are to be used as an advising tool and as personal feedback for the students. Students having trouble in a particular course should also schedule an appointment to speak with the course instructor, or contact the director of academic advising.
Midterm Warnings
Before the deadline for officially withdrawing from a course (resulting in a grade of W), students whose performance has been deemed poor or unsatisfactory by their instructors will receive an official notice of warning through their New School University email accounts and their University mailboxes. Upon receipt of such a notification, students should immediately meet with their instructor, or their faculty advisor, or the director of academic advising to determine the most appropriate course of action.

Incomplete Grades
I (Incomplete) grades and blank grades for undergraduates will be converted to WF four weeks after the last class.

Your request for an incomplete grade will become official only after you have obtained all required signatures on the Incomplete form and returned it to the office of the assistant dean. The following information outlines the conditions under which an incomplete grade is granted and your specific responsibilities. Contact the Dean’s Office at 212 229-5617 if you have any questions about the procedure or if you would like assistance of any kind. Be sure that you read and understand the terms and conditions below.

The grade of I (Incomplete) may be granted to a student under unusual and extenuating circumstances, when the student’s normal academic life is interrupted by a medical or personal emergency. Incompletes are not granted automatically, but are awarded by a professor at the professor’s discretion. An incomplete gives the student an additional four weeks to complete the work for the course. (It is the student’s responsibility to make arrangements with the faculty member for delivery and pick-up of materials during the additional four-week period after the end of the semester).

Requests for an Incomplete must be made in writing, by filling out the Incomplete form, copies of which are available in the Lang Dean’s Office. After the form is signed by both the student and faculty member, the student submits the form to the office of the assistant dean for signing. The assistant dean keeps track of the total number of Incompletes being requested by that student and forwards a copy of the contract to the student’s faculty advisor.

Limitations. A Lang student may take no more than two incompletes in any given semester. Both incompletes need to be completed within the four-week limit and before the beginning of the following semester. If, for some reason, a grade does not appear in the student’s record by that time, the student needs to meet with the faculty advisor to discuss the situation as soon as possible. The meeting between student and advisor should be scheduled for Orientation week, prior to the beginning of the new semester.

Exceptions. Possible exceptions to the limitations for Incompletes are as follows:

- **Maximum of two incompletes per semester.** Exceptions will be made only on a case-by-case basis and only in response to a serious, documented medical or personal emergency. In such a situation, the student should contact the assistant dean or chair of the Academic Standards Committee and submit a written explanation of the circumstances at the time of the request. If medically disabled, someone acting on behalf of the student may make the contact via telephone or email, and the student may submit the written explanation at a later date.

- **Four-week time limit for finishing incompletes.** Exceptions will be made on a case-by-case basis and only in response to a documented medical or personal emergency. As above, the student should contact the assistant dean or the chair of the Academic Standards Committee by the last Friday of the four-week period and submit a written explanation of the circumstances warranting the exception. If medically disabled, someone acting on behalf of the student may make the contact via telephone or email, and the student may submit the written explanation at a later date.

Decisions regarding the granting of such exceptions will be made by the Academic Standards Committee during the Fall and Spring semesters and by the assistant dean during the Summer months and Winter or Spring breaks. Decisions will be made in consultation with the appropriate faculty member(s) and forwarded to the student, to the faculty member and the student’s faculty advisor.

If the student has not submitted the required work by the end of the four-week period, but has neither requested (nor been granted) an exception in the manner outlined above, then the incomplete grade is automatically changed to a WF by the registrar and becomes part of the student’s permanent record.
Grade Appeals

Students may petition for an academic grade review by following the procedure outlined below within 60 days after the grade was issued. Before deciding to appeal for a grade change, the student should request a verbal explanation of the basis of the grade from the instructor. If the student is not satisfied with the explanation, the student may appeal the grade according to the following steps:

➤ The student submits a letter outlining any questions and/or objections directly to the faculty member, with a copy to the department chair. (If the faculty member is also the chair, the copy will be sent to the Dean’s Office.)
➤ The instructor submits a written response to the student’s letter within one month of receipt, with a copy to the department chair, or the Dean’s Office if the faculty member is also the chair.
➤ If the student is still unsatisfied after the faculty member’s written response, the student may appeal further by writing and sending copies of previous communication to the Dean’s Office designee. This designee will convene an appeals committee to review both letters, clarify any outstanding questions or issues and make a recommendation to the dean of the College. The dean’s decision is final.

Appeal of Academic Dismissal

Students who are dismissed from their degree program may petition to their Dean’s Office to reverse the decision by filing a formal, written appeal. All appeals must be presented in writing, with supporting documentation, within two weeks of receipt of notice of academic dismissal. Students may expect to hear the results of an appeal within two to four weeks of its submission. Otherwise the student must wait one year before reapplying.

Appeals must contain the following information:

➤ an explanation of poor performance and/or failure to complete required coursework
➤ a description of plans to improve academic performance and/or to complete outstanding work
➤ any other relevant information pertaining to academic history or potential

Students dismissed based on Fall term grades must be notified before Spring semester classes begin. If the dismissal status is determined after classes begin, the student will be allowed to attend classes and be placed on probation for the Spring term.

An international student must make an appointment with an international student advisor to discuss immigration status.

Academic Transcripts

Students or alumni wishing to receive their transcripts through the mail must obtain a Transcript Request form from the University Records Office either through written or telephone request. To obtain a form, call 212 229-5720, or write University Records Office, 65 Fifth Avenue, New York, NY 10003. Forms are also available on the University website at www.newschool.edu/admin/registrar/recindex.html. Forms may be returned by mail, or by fax to 212 229-5470.

Students may pick up transcripts or have them delivered by mail. There is no fee for transcripts processed with regular five-day service. For next-business-day service, a fee of $4 per transcript is charged, and for Federal Express delivery, a fee of $15. Cash and credit card payments must be made in the Bursar’s Office. Check and money order payments are accepted at the University Records Office window.

Graduation

To earn an undergraduate degree, students must have a minimum 2.0 cumulative GPA and complete departmental requirements.

All students must meet with the assistant dean the semester before they plan to graduate for a transcript review to make sure all requirements have been met.

Students must file a Graduation Petition with the Records Office by the appropriate deadline.

Graduation Petition

Students wishing to graduate from New School University must submit a Graduation Petition to the University Records Office. The University has two graduation dates, one in January and one in May. All degree requirements as specified in the division bulletin must be completed prior to the graduation date if a degree is to be awarded. For January graduation, students must file a petition on or before October 1. For May graduation, students must petition on or before February 15.

There is no fee for petitions filed on time. There is a $20 late fee for petitions filed after the due date. The late fee will increase to $50 on November 1 for January graduation; and no petitions will be accepted after November 15. The late fee increases to $50 on March 15 for May graduation; and there will be no petitions accepted after March 30.
UNIVERSITY POLICIES

Communication
The Administration routinely communicates with students through these channels:

University mailboxes. These are located temporarily in the basement of 65 West 11th Street.

University email accounts. All students must activate their New School University email accounts. This can be done at the University Computing Center at 55 West 13th Street. Students can easily set up forwarding rules for their University email if they have a preferred email account.

Students should check both their University email accounts and mailboxes at least twice a week. Failure to do so may result in missing out on a variety of important deadlines and opportunities, especially registration and graduation information.

University Diversity Initiative
The University Diversity Initiative puts New School University’s commitment to be “the most diverse private university of excellence in the country” into action. Students can take part in the initiative in many ways, including:

The University Committee on Diversity works to encourage and assist with all aspects of the University’s commitment to creating a more diverse and pluralistic environment. Student representation is important to the work of the committee.

Cocurricular programming supports multiculturalism in the curriculum. All members of New School University are invited to develop proposals for performances and presentations that offer diverse perspectives to the University community and that reach out to the multiethnic communities of New York City for their participation.

For more information regarding the University Diversity Initiative, contact Patricia Underwood, Director, Office of Employment Services, phone 212 229-5671.

Policy on Nondiscrimination
New School University, as well as its individual academic divisions, is committed to a policy of equal opportunity in all its activities, admissions, scholarship and loan programs, employment and promotion. The university does not discriminate on the basis of race, color, national origin, citizenship status, religion, sex, sexual orientation, age, physical handicap, veteran or marital status.

Policy on Academic Honesty
From the University Code of Conduct
The University community, in order to fulfill its purposes as an educational institution, must maintain high standards of academic integrity. Students in all divisions of the University and in all facets of their academic work are expected to adhere to these standards. Plagiarism and cheating of any kind in the course of academic work will not be tolerated.

Academic honesty includes the accurate use of quotations, as well as appropriate and explicit citation of sources in instances of paraphrasing and describing ideas, or reporting on research finds or any aspect of the work of others (including that of instructors and other students). These standards of academic honesty apply to all forms of academic work (examinations, essays, theses, dissertations, computer work, art and design work, oral presentations, musical work and other projects).

The New School recognizes that the differing nature of work across divisions of the University may entail different procedures for citing sources and referring to the work of others. Particular academic procedures, however, are based on universal principles valid in all divisions of the New School University and among institutions of higher learning in general. It is the responsibility of students to learn the procedures specific to their disciplines for correctly and appropriately differentiating their work from that of others.

Definition of Plagiarism. Plagiarism is the unacknowledged use of someone else’s work as one’s own in all forms of academic endeavor (such as essays, theses, examinations, research data, creative projects, etc.) which may be derived from a variety of sources (such as books, journals, Internet postings, student or faculty papers, etc.).

A detailed definition of plagiarism in research and writing can be found in the fourth edition of the MLA Handbook for Writers of Research Papers, pages 26-29.
The use without permission of the same paper or other work to fulfill more than one requirement constitutes plagiarism. A student may submit a single research or creative project to fulfill the requirements for two separate courses only with the acknowledgment and prior approval of the instructors. In such a case, s/he must submit a request in writing to both of the professors, who must sign the agreement; although individual cases will vary, the proposed research or creative project should be approximately twice the length of a single project. The proposal is submitted to the Committee on Academic Standards for approval, with a copy of the decision forwarded to the student, the two instructors and the student’s academic advisor. In the case of sequenced writing courses, where a student may work on several drafts of a longer work over the course of more than one semester and more than one course, acknowledgment of the continuation of the project and the permission of the writing instructor to do so are sufficient.

Adjudication. Step One: Informal Procedures. When a faculty member suspects that plagiarism has occurred, s/he must notify the student and arrange an informal meeting to discuss the incident, before any official action is contemplated or taken.

During this informal meeting, the instructor should come to a detailed understanding of the student’s knowledge and understanding of plagiarism, as well as the student’s intentions in using unacknowledged materials.

If a student accuses another student of plagiarism and brings this matter to the attention of the instructor, the initial steps should be similar, with the instructor arranging an informal meeting with each student individually to discuss the incident as fully as possible.

If the student admits to the charge of plagiarism, the instructor follows the procedures outlined under Penalties (see below).

Step Two: Formal Procedures. If the student denies the charge of plagiarism, the instructor may lodge a formal, written complaint to the student, with a copy addressed to the Ad Hoc Committee on Plagiarism and Cheating, to be comprised of five individuals: the chair of the appropriate concentration, a member of the Academic Standards Committee; the assistant dean and the two elected student representatives who serve on the Academic Standards Committee.

The letter should outline the instructor’s charge in detail and present supporting evidence for the claim. Once the Ad Hoc Committee receives all supporting materials and finds that a hearing is warranted, it notifies the student in writing within a week and asks the student to respond to the charges, in writing, within the next week. Copies of all correspondence are forwarded to the student’s academic advisor.

One week after receiving all the pertinent materials, both from the instructor and the student, the Ad Hoc Committee convenes a meeting, where both parties are given a full opportunity to explain the charge. The Ad Hoc Committee then renders a decision within the next two weeks and notifies each party of its decision, with copies forwarded to the student’s academic advisor and to the office of the assistant dean.

If the Ad Hoc Committee finds in favor of the student, the charges are dismissed; if the committee finds in favor of the instructor, the appropriate penalties are imposed. Appeals may be made regarding the decision of the Ad Hoc Committee by either the student or the instructor, submitted in writing to the dean, who reviews all supporting materials and whose decision is considered final.

Penalties. The penalties for plagiarism depend on the extent of the plagiarism, which may range from a three-sentence paragraph to a full essay; on the student’s understanding of the nature and implications of plagiarism; on whether it is the first or a repeated offense.

For the first offense, the penalty is an F for the essay or creative project in question. For a minor infraction, the instructor may allow the student to submit a new essay or creative project; for a more serious infraction, the instructor may simply calculate the grade of F toward the final grade for the course. The instructor also writes a letter documenting the situation to the student; copies are forwarded both to the student’s academic advisor and to the office of the assistant dean for tracking purposes. The letter does not become part of the student’s official file but remains there until graduation.

For the second offense, the student automatically receives a failing grade of F for the entire course and an official warning from the Dean’s Office about the serious nature of the offense; in the case of a serious infraction, the student may also be dismissed from the College.

For the third offense, the student is dismissed from Lang.

Student Right-to-Know Act

New School University makes available to all students and prospective students information about the persistence of undergraduate students in pursuing their degree programs, as required by the Student Right-to-Know Act. During the 2001-2002 academic year, New School University will provide the “persistence rate” of the freshman class of Fall 1998 (i.e., the percentage of all first-time freshmen studying full-time in Fall 1998 who were continuing to study full-time in their degree programs in Fall 1999.) This information may be requested at any time between July 1, 2001 and June 30, 2002 from the offices of Admissions or Financial Aid.
Family Educational Rights & Privacy Act

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

The University has established the following student information as public or directory information that may be disclosed by the institution at its discretion: student name, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended, addresses, phone numbers, photographs, email addresses and date and place of birth.

Students may request that the University withhold the release of directory information by notifying the University Records Office in writing. Notification is required annually and must be renewed at the beginning of each Fall term.

Students have the right to file a complaint with the Family Educational Rights and Privacy Act Office in Washington, D.C., concerning alleged failures by the institution to comply with the act. The University has developed a written policy that explains in detail the procedures used to comply with the provisions of the act. Copies of the policy statement are on file in the University Records Office and Deans’ Offices. Questions concerning the Family Educational Rights and Privacy Act can be directed to those offices.

Equal Opportunity & Educational Opportunity

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

A full copy of New School University’s Affirmative Action Plan is available for inspection by any employee or applicant for employment. It can be found in the Office of Human Resources, located at 80 Fifth Avenue, 4th Floor, New York, NY 10011.

Inquiries concerning the application of laws and regulations concerning equal employment and educational opportunity at New School University (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, New School University, 66 West 12th Street, Room 804, New York, NY 10011. Inquiries may also be referred to the Office of Federal Contract Compliance Programs, U.S. Department of Labor, 201 Varick Street, Room 750, New York, NY 10014 or the U.S. Equal Employment Opportunity Commission (EEOC), New York District Office, 33 Whitehall Street, New York, NY 10004, telephone 212-336-3620. For individuals with hearing impairments, the EEOC’s TTY number is 212-336-3622.

Employees who believe they have been discriminated against on the basis of a disability may contact their division’s Dean’s Office, their department director or the Office of the vice president for human resources, who is the University disability official.

University Accreditation

New School University is accredited by the Commission on Higher Education of the Middle States Association of Colleges and Schools. A privately supported institution, the University is chartered by the Board of Regents of the State of New York and its programs are approved by the State’s Division of Veterans Affairs. In addition, several of the University’s professional schools and programs are accredited separately: Parsons School of Design by the National Association of Schools of Art and Design and the program in graduate architecture by the National Architectural Accrediting Board; the Graduate Faculty’s Ph.D. in Clinical Psychology by the American Academic Program Psychological Association; and Milano Graduate School’s M.S. in Urban Policy Analysis and Management by the National Association of Schools of Public Affairs and Administration.
RESOURCES

New School University occupies thirteen buildings in the historic Greenwich Village area of Manhattan, principally between Fifth and Sixth Avenues, and 11th and 14th Streets.

Eugene Lang College is housed in the original University complex, which extends between tree-lined streets of beautiful brownstones. The main building of the complex, at the University Center, 66 West 12th Street, was designed by the Austrian architect, Joseph Urban, and was the first significant example of Bauhaus architecture in the United States. Across the courtyard, on West 11th Street, is Eugene Lang College. This building houses the Dean’s Office, the Office of Admissions, faculty offices and classrooms, The Writing Center, a reading room, a science laboratory and a cafeteria.

The combined resources of the University include six auditoriums and film theaters; three cafeterias; five student lounges; and numerous dance, crafts, fine arts and design studios. There are, as well, three photography labs; film editing and screening rooms, all within easy walking distance.

First Year Orientation

Orientation at Lang acclimates students to academic and social life. Held just prior to the first week of classes, the week of Orientation and the registration period which follows gives students ample opportunity to interact with faculty, administrators, peer advisors and other students to discover the academic, cultural and social richness of the College, the University and the city. Orientation programs include opportunities to meet faculty, advising and counseling, cultural activities in the city, library and computer facilities workshops, safety workshops, a student activities fair and other University-wide activities.

Office of Student Development

The University’s Office of Student Development is responsible for the creation, implementation and oversight of student programs and activities outside the classroom. These include Orientation, recreation, campus activities and student organizations.

Two members of this office are housed in the Lang Student Center. They are available for general counseling and can refer students, as needed, to other services on or off campus.

Office of Career Programs

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

Arts at New School University

Each year the four arts divisions of the University — The New School, Parsons School of Design, Mannes College of Music and the Actors Studio Drama School — along with the New School University Diversity Initiative, sponsor readings, discussions, intimate conversations with famous actors, gallery exhibitions, jazz jams, full orchestral concerts and more. Lang students may take advantage of these events, which are both educational and inspiring.

Readings & Publications. At Eugene Lang College, students are directly exposed through workshops and readings to the work of professional writers on the faculty and in New York City. Release — the College’s literary magazine — and other occasional publications, as well as readings and student-faculty forums, provide students with opportunities to present their own work to the College community.

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

Whether the project is an academic paper, a poem, or a Senior Experience proposal, it is easy to lose focus at some point during the writing process. The Writing Center can offer a fresh perspective.

Writing Center staffers are professional teachers who specialize in writing. They work one-on-one with students in appointments that can take up to an hour and may address any aspect of the writing process, from first ideas to fine tuning. The student sets the agenda. Some students come in regularly and establish a relationship with a particular staffer; others play it by ear. To make an appointment, come to the Writing Center at 70 Fifth Avenue, Ground Floor and sign up on the bulletin board; or email langwc@newschool.edu. If possible, drop off a copy of your writing in advance.

Why Students Come to the Writing Center

For a little reaction. The best writers know when to ask for feedback. Every writer knows this feeling. You’ve just finished a poem, story or essay. You enjoyed writing it; in fact, it spilled right out of you. But then you start wondering if it would make sense to another reader. You wonder whether or not it’s finished. If it needs work, you’re not sure how to start revising. Our consultants will listen to you, read your work and offer an educated response.

For help coming up with a compelling idea. When starting a first draft, you need a topic that is rich enough to develop in an extended paper. Maybe your paper is due soon and you still aren’t sure what to write about. You need an original idea for your paper—one that will have an impact. It should be broad enough to allow for development without seeming too general. A conversation with a Writing Center consultant can prevent your paper from reaching a dead end later.

When your essay has lots of good ideas but lacks focus, you need to make a few decisions. Your teacher wants you to do another draft and says your paper needs a single clear idea. You need someone to discuss the topic with you. A Writing Center consultant can help answer your questions: Which of the ideas in the paper should be the main idea? How much needs to be cut out? How much new writing should be done?

For help dealing with difficult texts. Sometimes it’s hard to be sure what a professor wants when the professor asks for a “close reading.” You read the assigned text, you liked it well enough, but you do not know how to write about it in an interesting way. Your teacher has asked you to avoid summarizing the work, and you want to do more than just express an opinion. A Writing Center consultant can help you ask the right questions about the text and develop your initial reactions into a thorough explication.

It can be hard to gracefully incorporate secondary sources into your writing. The professor asked you to use one or more readings in your paper, but you’re not sure when to paraphrase and when to quote. A Writing Center consultant can show you how to make use of the authors you quote in a way that strengthens and advances your argument.

To clean up their writing. The best ideas can fall flat when your writing has too many errors. Your teacher may have said your grammar needs work, and you have to figure out what is incorrect and how to fix it. Our consultants can help you edit your writing so you can turn in a more presentable draft. More importantly, they can show you how to avoid making the same mistakes in the future.

The Writing Center is located on the ground floor of 70 Fifth Avenue. It opens at 11:00 a.m. every weekday. If you have questions about the Writing Center or would like to make an appointment, contact Robin Mookerjee, Director, at langwc@newschool.edu.

Library & Research Resources

Raymond Fogelman Library
65 Fifth Avenue, Lower Level
Phone 212 229-5307

The Fogelman Library’s collection is strong in the social sciences, literature and philosophy. Its resources include materials in several formats (print, electronic and microform); a solid reference collection; over 800 journal subscriptions; and an extensive reserve collection which supports study at five divisions of the University. There are also specialized resources such as the NACLA Archive of Latin Americana, containing unique primary source material, and an index to many of the plays in the Fogelman’s collection.

Adam & Sophie Gimbel Design Library
2 West 13th Street, 2nd Floor
Phone 212 229-8914

The Adam and Sophie Gimbel Design Library supports art, architecture and design degree programs offered by the Parsons School of Design. These include graphic, product and fashion design and decorative arts. Special Collections holdings number over 4,000, including many rare and valuable items. The Stephen and AnnaMaria Kellen Archives of the Parsons School of Design, also part of the collection, holds material pertaining to the history of Parsons and its alumni. The Gimbel collection is used by Lang students enrolled in combined Lang–Parsons School of Design programs.

The Harry Scherman Library
150 West 85th Street, 4th floor
Phone 212 580-0210, ext. 232

The Scherman Library supports programs at the Mannes College of Music. Its circulating collection is strong in music scores and books on music history, literature, theory and analysis. There is also a reference collection of sound recordings and a listening room. The overall emphasis is western music.
Elmer Holmes Bobst Library  
New York University  
70 Washington Square South  
Phone 212 998-2520 for hours of operation

Shelved in open stacks, the library's circulating collection numbers 2.5 million volumes. The collection includes a broad range of materials in the humanities, social sciences and sciences. Bound volumes of journals and books are shelved in the stacks by subject arrangement. Housed in the Microforms Center is another significant component of the collection — 2.3 million microform items to which 40,000 units are added per year.

Cooper Union Library  
41 Cooper Square (7th Street @ Third Avenue)  
Phone 212 353-4189

Strong in architecture, art and engineering, the Cooper Union library supplements the resources of the Gimbel Library. Many of the architecture books are in open stack reserve and, although they do not leave the library, they may be consulted on site.

Chutick Library  
Cardozo School of Law, Yeshiva University  
55 Fifth Avenue  
Phone 212 790-0220

A wide range of legal materials, including materials in international law, are accessible at this nearby library. Note, however, that certain online databases are restricted to full-time Cardozo students and faculty.

**Computer Resources**

Proficiency with computers plays a vital role in today's society. Use of tools such as word processors, graphical applications, statistical packages and Internet browsers are commonplace. Access to quality technological services within the University has continued to grow and strengthen due the commitment of the board of trustees and the president of New School University. The Office of Academic Computing, a division of Information Technology, assists in this venture by providing the necessary tools, environments and support to the University community using the latest technology. Academic computing facilities include Windows, Macintosh and Multimedia environments, as well as myriad software applications and peripheral devices.

The University communicates with its constituencies via World Wide Web at www.newschool.edu and via electronic mail. Students receive University electronic mail accounts through the Academic Computing Centers. Information relating to Academic Computing resources, such as the computing facilities, Help Desk, documentation, seminars and schedules can be found at www.newschool.edu/ac.

The University Computing Center is a fully networked, two-floor facility housed on the third and fourth floors of 55 West 13th Street. The third floor is an open lab facility with one multimedia classroom and the fourth floor consists of eight classrooms with varied seating capacities. Each classroom is configured with projection capabilities and the entire facility is equipped with 225 Macintosh and 51 Windows workstations. In addition there is a Print Output Room with Fuji Pictography 4000 printer, networked Fiery printers and a 54-inch...
photo quality plotter. Additional equipment includes black-and-white printers, scanners, multimedia and MIDI devices. Software includes the Macromedia Suite, Adobe Suite, FormZ and Internet browsers. There is a lounge on the fourth floor that serves food.

Knowledge Union
55 West 13th Street, 8th & 9th Floors
Phone 212 229-5669
The Knowledge Union (KU) is the central hub for linear and nonlinear audio-video technologies. There are 110 Macintosh workstations and approximately 80 high-end Windows workstations. The eighth floor consist of two presentation rooms, a multimedia classroom, an audio classroom, six video-audio suites, a transfer room, an animation studio and a large open lab environment. Hardware devices include Media 100’s, Alias, Maya, 3D Studio Max and SoftImage. This facility is fully networked and has access to the Internet. There is a small lounge on this floor.

Fashion Computing Center
560 7th Avenue, 4th Floor
Phone 212 229-2518
The Fashion Computing Center is equipped with seven Windows workstations, Macintosh and Unix systems as well as scanners and black-and-white and color printers. Software includes Lectra Modaris and Diamento, Lectra U4ia, Adobe Suite and Macromedia Suite. The Fashion Computing Center provides support for undergraduate, graduate and continuing education programs in fashion and textile design. The aim of the facility is to offer the most current and widely used industry standard software applications and equipment.

The Mannes Computing Center
150 85th Street, Room 602
The Mannes Computer Center is equipped with seven Windows workstations, MIDI keyboards and printers. Software includes Finale, Cake-walk, Microsoft Office, Internet browsers and University electronic mail. Music students primarily use this uptown facility.

University Help Desk
55 West 13th Street, 3rd & 4th Floors
Phone 212 229-2828
The University Help Desk is the point of contact for faculty and staff requiring assistance or information on all University computing issues. The Help Desk is open Mondays through Fridays from 8:30 am to 6:00 p.m. and can be contacted by phone at 212 229-2828 or email to helpdesk@newschool.edu. When the phones can not be answered or in off hours, a voice message can be left. Voice messages are returned during business hours, usually within one hour.

When you call the Help Desk, a staff member will troubleshoot and attempt to correct your problem with you over the phone. If the problem cannot be solved immediately, it is assigned to a queue in an online database. Other members of the Information Technology support staff monitor this database and provide additional service. The Help Desk follows up to see that all problems in the database are attended to and resolved in a timely and satisfactory manner.

University Housing
Following are on-campus housing options.

Union Square Residence Hall. Located on East 16th Street between Fifth Avenue and Union Square West, this residence hall is reserved for approximately 105 Eugene Lang College, Jazz & Contemporary Music Program and Parsons School of Design students. Residents live in single-sex suites of three, four, five, six, or eight students. Suite-mates share a kitchen area, bathroom and common area. The beds are lofted. There is a lounge on one of the floors. The residence hall staff consists of a live-in residence hall director assisted by four resident advisors. There is security at the front door 24 hours a day. The cost for a double-occupancy room in 2003-2004 is $8,860.

Henry & Louise Loeb Residence Hall. The Henry and Louise Loeb Residence Hall, at 135 East 12th Street, opened in the Fall of 1989. It is a 15-story building that houses 248 students attending Eugene Lang College, the Jazz & Contemporary Music Program and Parsons School of Design. Residents live in single-sex suites of four students. Suite-mates share a kitchen area, bathroom and common area. All of the suites in Loeb Hall are wired for Internet service and cable TV. An art studio, a reading room, a TV room and a laundry room are located in the lower level. The residence hall staff consists of a live-in residence hall director assisted by seven resident advisors. There is security at the front door 24 hours a day. The cost for a double-occupancy room in 2003-2004 is $8,860.

Marlton House Residence Hall. The Marlton House is located on 8th Street near Fifth Avenue. This residence hall houses 120 students. Both graduate and undergraduate students reside at Marlton House. Some rooms have private bathrooms, others share bathrooms. There are no kitchen facilities at Marlton House; however, students can rent microwave ovens and small refrigerators. There is an art studio and a lounge on the second floor. The residence hall staff consists of a live-in residence hall director assisted by four resident advisors. There is security at the front door 24 hours a day. The cost for a large double occupancy room with a shared bathroom in 2003-2004 is $9,200.

William Street Residence Hall. The William Street Residence Hall is located at 84 William Street, near South Street Seaport. This residence hall houses 462 undergraduate and graduate students. William
Street offers apartment-style housing with both closed bedrooms and open loft spaces. Each apartment has a full kitchen and a bathroom. In addition, each is equipped with telephone connections, Internet access and cable TV. In 2003-2004, the cost for a double-occupancy room within an apartment is $8,860 for the academic year.

13th Street Residence Hall. Located between Sixth and Seventh avenues on 13th Street, this seven-story facility houses 180 students and is one block from most University buildings. There are single-, double-, triple- and quadruple-occupancy rooms and one six-person suite.

Rooms are not equipped with kitchen units but the building has a full-service cafeteria on the lower level. Students in the 13th Street residence hall are required to participate in a meal plan. Mannes College students attending classes at the 85th Street facility are exempt. Other building conveniences include a laundry room and a lounge. The cost for a double occupancy room in 2003-2004 is $8,860.

Student Health Services Center
Counseling, psychotherapy and psychiatric treatment are offered at the Student Health Services Center. Cigarette smoking, drug and alcohol use and difficulties with depression, anxiety, social life and other serious personal problems are all confidentially treated by highly experienced, caring professionals. Complete medical and gynecological care, immunizations and consultations on STDs or other special concerns are also offered. If you have further questions, call the Student Health Services Center at 212 598-4796.

Confidentiality. The right to privacy in health care is protected by law and by the ethical standards of all staff at the Student Health Services Center (SHSC). No one outside the center may be given verbal or written information without the express consent of the student (except where required by law or in a life-threatening situation). This includes friends, relatives, parents, faculty, administration and outside agencies.

Medical Services. The Student Health Services Center is staffed by licensed, experienced professionals and is fully equipped for primary outpatient medical care. Diagnosis, treatment and routine laboratory tests are performed. Prescriptions are written when needed and certain medications are dispensed within the center. Physical exams may be scheduled in advance. Relationships are maintained with specialists, hospitals and other agencies to ensure continuity of care.

Counseling & Psychotherapy. Our licensed therapists and psychiatrist at the SHSC offer confidential consultations, short-term therapy, medication and referrals. Students frequently want to talk about social concerns, eating or sleeping problems, anxiety, depression, substance abuse, family problems, sexual or gender issues, or academic stress. Appointments are made for 45-minute sessions.

Gynecology Clinic. Gynecological examinations and treatment include routine care, reproductive health counseling and diagnosis. Pap smears and other laboratory tests can be performed. Our gynecologists are fully trained, licensed medical doctors.

Referrals. After consultation, a referral may be made to a specialist or another agency known to the professional staff. Referrals for such things as dental care, abortion services and HIV testing can be given over the phone to anyone calling the SHSC.

Health Education. Materials are available addressing issues such as sexual health, birth control, nutrition, depression, substance abuse and stress. Workshops which focus on disease prevention and self-help are also provided. Students should call ahead to 212 598-4796 for appointments at the center.

Immunization Requirement. To register for courses, students must show proof of immunization. (See page 46 for more information.)

Group Health Insurance Plan
The University-sponsored Group Health Insurance Plan offers degree-seeking students the opportunity to purchase basic and supplemental health insurance at a reasonable cost. The plan provides 24-hour worldwide coverage for basic medical, surgical and hospital expenses due to accidents or sicknesses. Typical expenses covered are services (outside of the SHSC) including physicians, inpatient and outpatient hospital services, laboratory fees, X-rays, prescriptions, psychotherapy and pregnancy. Certain deductibles, exclusions and maximum benefits may apply. For more details, refer to the "Student Accident and Sickness Insurance" brochure available at Student Health Services and the Student Life Offices of each division.

Basic Accident Insurance Enrollment. All degree-seeking students who pay the Health Services fee are automatically covered by the group accident insurance plan at no additional cost.

Basic Sickness Insurance Enrollment. The University-sponsored Group Health Insurance Plan is required (and will be automatically charged) for degree-seeking students unless the student is covered by a comparable insurance plan. A Health Insurance Waiver form demonstrating coverage in another plan is required in order to waive this fee. Refer to registration materials for enrollment and waiver procedures.
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