

# Academic Catalog 2019-2020

## International & Transcultural Studies

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# International & Transcultural Studies

## Contact Information

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## Mission

The Department of International and Transcultural Studies

In recognition of the interconnectedness of all human beings around the globe, Teachers College has a long-standing commitment to the international arena.

New technologies have led to a rapidly increasing flow of people, information, goods, and services within and across national boundaries. As these boundaries become more permeable, modern societies are characterized by greater diversification of people and resources. Such diversification introduces complex forces that can be best understood as transcultural. As individual and institutional identities increasingly reflect diverse cultural traditions and values, a major challenge to education is to promote new ways of understanding and negotiating these identities.

The United States is a powerful example of an international and transcultural society, and the metropolitan area in which Teachers College is located is a particularly vivid expression of such a society. New York City and the United States are, in many ways, harbingers of what the 21st century will bring to cities and countries around the world.

International and transcultural forces will be increasingly present in all societies, and these forces will be crucial in understanding education in every domain of human

experience—family, community, school, the workplace. Such education will take place not only in schools, colleges, and universities, but in all societal institutions—families; churches, synagogues, mosques, and temples; libraries, museums, and parks; mass media such as newspapers, magazines, radio, television, and computer networks; and the various kinds of workplaces that are emerging in our technological era.

Our department prepares professionals to provide leadership in the educative configurations emerging in the new century. To do so, we offer a range of disciplinary and professional programs and concentrations with distinct emphases within the collective mission. The programs in Anthropology and Comparative and International Education emphasize research on the social, cultural, economic, and political aspects of global processes. The program in International Educational Development prepares professionals across the whole range of educational practice to gain a global perspective.

Students work with faculty within the department on a variety of topics including AIDS education, civic education, drugs and society, and language and literacy. Students can concentrate within the department in such areas as African education, family and community education, international humanitarian issues, international educational policy studies, language, literacy, technology, and peace education. We work with other departments at the College to provide our students additional concentrations in such areas as adult education, conflict resolution, curriculum and teaching, educational leadership, health education, and policy studies. In addition, we cooperate with the School of International and Public Affairs at Columbia University to develop regional areas of expertise (e.g., Latin American Studies, African Studies, Eastern European Studies, Middle East Studies, Russian Studies, East Asian Studies, South Asian Studies). Students in Comparative and International Education who select academic disciplines other than anthropology (e.g., economics, sociology, political science, history, or philosophy) also work closely with faculty outside the department. Degrees are offered by programs only, not in concentrations.

# Anthropology

## Department of - International & Transcultural Studies

### Contact Information

**Phone:** 212-678-3309

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**Director:** Professor Hervé Varenne

### Program Description

Within Columbia University, Teachers College has been a pioneer in exploring how anthropology can be engaged in public conversations about practical matters. This has led to the creation of two programs, one in Anthropology and Education and the other in Applied Anthropology. These two programs function as one entity and provide a unique research and training experience for a very select group of students. This highly personal academic environment within the larger university maximizes the interaction between students and faculty while offering a variety of scholarly and professional resources.

Both programs prepare students to enter current research and policy conversations about education, health, the environment, and other fields to which anthropology can contribute. The programs are built on the premise that one can apply anthropology only to the extent that one has been rigorously trained in the theory and methodology of the discipline. The program combines systematic theoretical training with courses on qualitative research methods, including participant observation, advanced ethnographic methods, and discourse analysis. We encourage students to conduct "on-the-ground" research, applying their emerging methodological expertise to situations across the globe. Many of our students also use their training to better social inequality around the world.

The faculty has a distinguished record of publications and research projects, most of which have been conducted in the United States, the Caribbean, South America, and Europe.

### Anthropology and Education

The program in Anthropology and Education prepares professionals and researchers to analyze and understand educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all settings where education may proceed. The department houses the largest group of anthropologists of education to be found in any university in the world. It has been, for decades, one of the prominent places to study the anthropology of education.

### **Applied Anthropology (a joint program)**

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University implemented a joint program of Applied Anthropology. This joint venture is open to graduate students registered at either graduate school. By this agreement, all applied anthropological training at Columbia University is administered through Teachers College. The joint program offers a course of study and thorough training in applied anthropology that is certified by both institutions and capitalizes on the strength of the university's faculty.

This program focuses on the complex issues involved in applying anthropological knowledge and approaches to matters of policy at global, national, and local levels. Students work in a variety of areas, including education, international development, businesses and corporations, the environment, and health.

### **Resources**

Both the Anthropology and Education and the Applied Anthropology programs are conducted in collaboration with the Department of Anthropology at Columbia University, Graduate School of Arts and Sciences, Barnard College, the School of International and Public Affairs, and other professional schools and institutions of the University. Students have access to courses across the university.

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions. Doctoral students may take courses through the Inter-University Doctoral Consortium (for participating institutions, see the Inter-University Doctoral Consortium section in this catalog). They frequently become involved in the plethora of international organizations in New York, and they collaborate with the diverse individuals who call New York home.

Most graduates find academic posts and administrative positions in colleges, universities, and professional schools. Others locate in federal and international agencies, research institutes, private foundations, medical institutions, consulting firms, and social welfare and community service organizations in the United States and abroad.

## **Degree Summary**

### **Anthropology and Education (ANTH)**

- Master of Arts (M.A.)
- Master of Education (Ed.M.)
- Doctor of Education (Ed.D.)
- Doctor of Philosophy (Ph.D.)

### **Applied Anthropology (ANTA)**

- Doctor of Philosophy (Ph.D.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

## Degree Requirements

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### **Anthropology and Education: M.A.**

The Master of Arts program in Anthropology and Education offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in all settings where education may proceed.

Administrators, counselors, evaluators, and research associates can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice. Students should choose an area of emphasis from Urban Education or Ethnographic Methods for Education Analysis.

The program requires at least five courses (15 points) in anthropology offered through the Department. The program should include at least one colloquium or seminar-level course; three courses (9 points) in Complementary / Other Concentration Courses (International & Comparative Education, applied linguistics, philosophy, psychology, sociology); and four other courses (8-9 points) that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. The M.A. program requires an integrative project in addition to the 32-point program.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program.

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### **Anthropology and Education: Ed.M.**

The Master of Education degree program is flexible, allowing students to address various professional concerns, satisfy diverse academic needs, and enhance professional skills.

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 24 points in anthropology. A minimum of five courses (15 points) must be taken in

Complementary/Other Concentration Courses (International & Comparative Education, history, applied linguistics, philosophy, psychology, sociology). An additional 21 points must also be taken that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. Students are also required to conduct an integrative project in addition to the 60 points of coursework.

To satisfy program breadth requirements, master's students must complete two Teachers College courses (for this purpose a course is defined as one in which at least 3 points are earned) outside the major program. These courses should be chosen so as to enhance the professional preparation of the student in his or her expected field of practice. Up to 30 of the required 60 points may be transferred from previous coursework to the extent that they fulfill some of the requirements listed above.

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## **Anthropology and Education: Ed.D.**

The Doctor of Education degree is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

A minimum of 90 points of acceptable graduate credit is required for the Doctor of Education (Ed.D.). A minimum of 45 points must be completed through Teachers College registration. Forty-two points of major courses are required. These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student. Fifteen points in research methods and statistical courses are also required.

An objective understanding of education and educational institutions, of persons and the learning process, and the various forms of measurement and evaluation in cognate areas prepares program graduates with the knowledge and skills necessary for researching and working in a variety of formal and non-formal educational settings through 18 points of broad and basic areas.

This leaves 15 points of electives to increase competence in comparative, regional or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8–9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology).

### **Certification Requirements**

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education and to Applied Anthropology.

### **Dissertation Requirements**

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

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## **Anthropology and Education: Ph.D.**

The Doctor of Philosophy degree is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges; universities; professional schools of education and medicine; research institutes; or state, federal, and international agencies and bureaus.

Each student develops, in collaboration with an advisor, a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy (Ph.D.).

Of these 75 points, a maximum of 30 points may be transferred in courses from other recognized graduate schools. Forty-five points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 21 points in required courses must be taken: the four-semester sequence of colloquia and summer field research (a minimum of 12 points); an additional theory course outside of the first semester colloquium (3 points); and two ethnography courses, one within and one outside of a student's interest (6 points).

Fifteen points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology.) Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

### **Certification Requirements**

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

### **Dissertation Requirements**

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

### **Foreign Language Requirement**

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

## **Applied Anthropology: Ph.D.**

The Doctor of Philosophy degree is for students who plan to engage in scholarly writing and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

Each student, in collaboration with an advisor, develops a program of study in anthropology designed to establish a high level of competency. A minimum of 75 points of acceptable graduate credit is required for the Doctor of Philosophy.

Of these 75 points, a maximum of 30 points may be transferred in courses from other recognized graduate schools. Forty-five points of Anthropology courses are required overall. Of these, up to 15 points in anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium.

These courses prepare students with the requisite knowledge of epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. They aim to develop competency in the discipline, while addressing the specific intellectual interests of the student.

Within the major course requirements, 27 points in required courses must be taken: the four-semester sequence of colloquia and summer field research (a minimum of 12 points); an additional theory course outside of the first semester colloquium (3 points); two ethnography courses, one within and one outside of one's interest (6 points); and two sub-discipline courses (6 points), one in linguistics and one from either archaeology or physical anthropology.

Fifteen points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

### **Certification Requirements**

Certification is the means of indicating that the student is regarded as having attained the expected competencies of the program. An overall grade average of B+ is expected. In addition, students must complete a set of written examinations on topics relevant to Anthropology and Education or Applied Anthropology.

### **Dissertation Requirements**

After passing the written certification examination, the candidate prepares a dissertation proposal to be defended in oral examination. One or two years of anthropological field research is required for the collection of original field data based on the dissertation research proposal.

### **Foreign Language Requirement**

Each candidate must satisfy the foreign language requirement by demonstrating a high level of proficiency in one language other than English.

## Application Information

Preference in scholarship awards will be for those applicants who meet the early application deadline.

The GRE General Test is required for all doctoral applicants. If the applicant will be in or near New York City, an interview with one of the program faculty is recommended.

## Faculty List

### Faculty

LAMBROS COMITAS  
Gardner Cowles Professor of  
Anthropology and Education

HERVE H VARENNE  
Professor of Education

NICHOLAS LIMERICK  
Assistant Professor of Anthropology and  
Education

### Lecturers

AMINA UMAMIR TAWASIL  
Lecturer

## Course List

### **ITSF 4010 Cultural and Social Bases of Education**

Analyses of basic anthropological concepts, with particular reference to the sociocultural context of education and the role of educational institutions in community, national, and regional development. Students may enroll for either three or four points. Four-point enrollment requires attendance at film showings before or after class and at discussion sessions held at hours to be arranged.

### **ITSF 4011 Contexts of education**

The exploration of fundamental anthropological concepts for the analysis of educational, cultural, and social institutions, organizations, and processes of different peoples of the world.

### **ITSF 4012 Cross-cultural studies of learning**

Analyses of basic anthropological concepts, with particular reference to the influence of cultures and subcultures on the learning process, to education in multicultural classrooms, and to the relevance of psychological anthropology to educational issues. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

### **ITSF 4014 Urban situations and education**

An introduction to the anthropological study of cities and how larger-scale urban relationships affect schooling. Emphasis is placed on understanding urban inequality.

### **ITSF 4016 Culture and society in Africa**

A general survey of sub-Saharan Africa, using contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomic, ideological and religious, educational, and political analysis of African communities.

### **ITSF 4018 Anthropology and development in Africa**

This seminar considers issues and problems of development in sub-Saharan Africa. It examines specific development projects from different theoretical and empirical perspectives.

### **ITSF 4026 Technology and culture**

An exploration of the impact of technology broadly defined upon cultural evolution as currently discussed in anthropology and related disciplines.

### **ITSF 4034 Dynamics of family interaction**

N/A

### **ITSF 4900 Research independent study anthropology and education**

Advanced students may register for intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### **ITSF 5000 Introductory methods of ethnography and participant observation**

This course examines the methods of the social sciences as they relate to ethnography and participant observation. The course emphasizes the role of theory, characteristics of various research techniques, and the importance of integrated research design. The course provides opportunities to practice ethnographic research techniques, including developing a research question, designing a study, interviewing, conducting observations, and analyzing data. There are no prerequisites.

### **ITSF 5001 Advanced methods of ethnography and participant observation: fieldwork, analysis, reporting**

Permission required. ITSF 5000, 4902, or equivalent required. This course examines methods to analyze ethnographic and, more broadly, qualitative data. Students who enroll are expected to be writing a proposal or to have already completed a significant amount of data collection. The course considers the role of theory in ethnography, different analytical traditions and techniques, and how to write up ethnographic data.

### **ITSF 5003 Communication and culture**

An advanced and critical introduction to major theories of culture, language, and expression as they have proven relevant to the study of education. The focus is on interpersonal processes, the structuring of interaction, the organization of larger groupings (race, gender, etc.), and the personal and institutional consequences of all symbolic processes.

### **ITSF 5007 Race, class and schooling: Ethnographic approaches**

This course examines the role of schooling in the formation of race and class structures across the Americas, including Latin America, the Caribbean, and the United States.

### **ITSF 5012 The anthropology of the Caribbean and postcolonial society**

Detailed survey, utilizing contributions from theoretical approaches to anthropological research on post-colonial societies. Emphasis on socioeconomics, community studies, and sociopolitical analysis.

### **ITSF 5013 Psychological anthropology**

The concepts, theories, and methods of psychological anthropology. Cross-cultural studies of learning processes. Emphasis on recent work in the field, problems of cross-cultural methodology, and the study of socialization.

### **ITSF 5015 Political anthropology: Labor, race, and belief**

This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It analyzes contemporary theories for the study of power and their use in ethnographies of education.

### **ITSF 5016 Anthropology and education**

Introduction to the ethnographic investigation of educative institutions (villages, neighborhoods, families, peer groups, schools, etc.) and to the policy issues it addresses.

### **ITSF 5018 Drugs and Society**

Utilizing theoretical and methodological perspectives from social and cultural anthropology, this course is designed to explore the contextual dimensions of illicit drug use as well as other drug-related issues. A comparative, cross-cultural approach will be utilized and case material drawn from traditional as well as modern settings.

### **ITSF 5020 Practicum in anthropological field techniques**

For anthropologists and non-anthropologists contemplating independent, qualitative research, this course provides hands-on experience in basic techniques for generating, recording, and managing anthropological data in the field.

### **ITSF 5037 Global Literacies**

This course draws upon the sociology of language, sociolinguistics, applied linguistics, and the anthropology of literacy to consider current debates in the field as well as trends in language and literacy in international contexts, specifically in regards to evaluation, teacher training, and curriculum development.

### **ITSF 5045 Globalization, Mobility & Education**

Drawing on the anthropology of globalization and sociology of immigration, this course reviews major theories of immigrant incorporation and exclusion processes, examines case studies of im/migrants, refugees, and displaced persons and their adaptation process in countries in the North and South, and considers educational practices and policies that develop to address mobility in diverse contexts.

### **ITSF 5610 First-year colloquium in applied anthropology**

Permission required. This is a year-long critical review of important works in anthropology and education and applied anthropology. During the spring semester, students present proposals for their summer fieldwork before the members of both programs. Required of, and open only to, first-year doctoral students. Meets concurrently with ITSF 5611 during the spring semester.

### **ITSF 5611 Second-year colloquium in anthropological method**

Permission required. This is a year-long review of the methods of field research and data analysis in anthropology, with special reference to educational systems and processes. Network analysis, systematic observation, quantification procedures, participant observation, ethnographic interview, use of film and videotape, cross-cultural survey techniques, and testing and experimental design. During the spring semester, students report on their completed summer fieldwork before the members of both programs. Required of, and open only to, second-year doctoral students. Meets concurrently with ITSF 5610 during the spring semester.

### **ITSF 6510 Education and cultural production**

Seminar reviewing theoretical developments in culture theory as it focuses on education as the foundation of cultural production.

### **ITSF 6900 Research independent study anthropology and education**

Advanced students may register for intensive individual study of some aspect of their concentration. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual

conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### **ITSF 6911 Workgroup in psychological anthropology**

This workgroup meets every other week to discuss current issues in psychological anthropology. It also discusses and reviews current research and proposals for research of workgroup members, including faculty, alumni, and doctoral students concentrating in psychological anthropology.

# International and Comparative Education Program

Department of - International & Transcultural Studies

## Contact Information

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**Director:** Mary Mendenhall, Ed.D. Associate Professor of Practice

## Program Description

The International and Comparative Education Program provides advanced preparation for professional careers in a wide range of teaching, policy and evaluation, administrative, and research positions. Students may combine their studies with other areas of concentration offered throughout the College.

### *Description of the Program:*

In 1899, Teachers College became the first graduate institution in the United States to develop a program in Comparative Education. In 1956, its faculty members co-founded the Comparative and International Education Society and created one of the field's most prominent peer-reviewed journals, *Comparative Education Review*.

By the 1960s, Teachers College became instrumental in the study of the international development of education as well and founded the program in International Educational Development. The program's faculty plays prominently in research and other education-related initiatives around the world.

Graduates of the program in International and Comparative Education may assume numerous positions, including academic research and teaching, educational planning, project design and evaluation, program management in foundations, non-governmental organizations, governmental organizations, businesses and corporations, and private and public educational institutions.

The primary distinction between the Ph.D. and Ed.D. degree programs is the area of concentration. Students applying to the Comparative and International Education track select a discipline focus (Anthropology, Economics, History, Philosophy, Political Science, or Sociology), whereas students applying to the International Educational Development track select a concentration within the field of education (African Education; Family and Community Education; Finance and Planning; International Humanitarian Issues; International Policy and Planning; Languages, Literacies and Cultures; Latin American and Latinx Education; or Peace and Human Rights Education). The courses offered in concentrations vary each academic year.

Students in the International and Comparative Education Program are encouraged to select a geographical area of specialty. Geographical areas currently represented by faculty in the Department of International and Transcultural Studies are Africa, the Caribbean, Central Asia, East Asia, Europe, Latin America, the Middle East, South Asia, and the U.S. (for a transcultural/immigration focus). Area studies courses are available within our program and through various departments at Teachers College and Columbia University and our students in International and Comparative Education have access to those offerings.

Applications are reviewed once a year for matriculation in the fall semester only. The deadlines for applications are in December or January depending on the degree program.

### *Comparative and International Education*

Up to 30 graduate-level credits can be transferred into the Ed.M. and Ph.D. degree programs.

Areas of concentrations offered inside the Department of International and Transcultural Studies:

- Anthropology

The following presents a description of concentrations in Comparative and International Education offered in the department.

Anthropology has a long and distinguished history of contributing directly to the major issues facing all educators. Throughout its history, the discipline has offered powerful alternatives. Anthropologists have participated in the shaping of policy and reform at all levels, from the most general to the most local. The anthropology concentration

offers a disciplinary approach to analyzing the entry of matters of social class, ethnicity, language, race, gender, and other factors into issues of educational achievement, of health disparity, disability, among other concerns. It also helps students understand the ways of knowing specific to the discipline, how to apply them to practical issues, and participate in the continuing evolution of the field, including better methods for application.

The list of courses offered in Anthropology can be found under the degree programs, listed in this section of the catalog.

Areas of concentrations offered outside the Department of International and Transcultural Studies:

- Economics
- History
- Philosophy
- Political Science
- Sociology

The courses for these areas of concentration in the Comparative and International Education program - offered outside the department - can be found under the respective degree programs, listed in other sections of the catalog.

The Ph.D. program in Comparative and International Education includes a foreign language requirement as well as comprehensive training in research methods and data analysis. Ph.D. students are expected to take some of the courses in their discipline at the Graduate School of Arts and Sciences, Columbia University.

### *International Educational Development*

Up to 30 graduate-level credits can be transferred into the Ed.M. and 45 credits into the Ed.D. degree programs.

Areas of concentrations offered inside the Department of International and Transcultural Studies:

- African Education
- Family and Community Education
- International Humanitarian Issues
- International Policy and Planning
- Languages, Literacies and Cultures

- Latin American and Latinx Education
- Peace and Human Rights Education

The following presents a description of concentrations in International Educational Development.

### **African Education**

Liaison Faculty: Professor S. Garnett Russell

The concentration in African Education reflects the growing demand within schools and other public agencies for persons knowledgeable about the diverse institutions and historical processes that have shaped the African continent and its educational systems. There is also an unprecedented need for educators and policy makers who understand the fundamental changes in African education stemming from decentralization, democratization, and privatization as well as religious and political movements on the continent. The concentration provides students with a foundation in African studies through courses on cultural and social relations in African communities, demographic changes on the continent, and comparative studies of education in specific African countries. Those who select this concentration will be prepared for further academic studies as well as for professional careers in teaching, policy-making, and international development. Students are encouraged to consult with the concentration liaison or faculty advisor to select courses from other departments at Teachers College as well as from other programs at Columbia University.

### **Family & Community Education**

Liaison Faculty: Professor Hope Jensen Leichter

Teachers College continues its long history of groundbreaking work on Family and Community Education through the concentration in Family and Community Education in the ITS Department. In this concentration a founding premise concerning educational configurations is central. In all societies individuals learn from many others in their social networks, e.g. parents, siblings, grandparents, peers, religious leaders, as well as teachers and other professionals. What is more, education takes place through many institutions, e.g. families, day-care centers, businesses, the media, museums, libraries, community agencies, religious institutions, as well as the schools. Since the configurations of these educational networks and institutions are subject to change - sometimes drastic changes such as those associated with new technological enterprises - studies in Family and Community Education examine the changing linkages among

educative institutions in the community. Fundamental changes in education also stem from the extensive transnational migration and immigration taking place in many areas of the world today. Given increasing geographic mobility, together with new forms of communication, an understanding of the connections between local and global cultures and the resources families and communities bring from one area to another is essential for educators and policy makers. Thus, another focus of the concentration is studies of family migration, immigration, and education. Courses examine basic processes of education within families, for example, the social construction of family memories, the mediation of television and other forms of technology by families, as well as the changing configurations of education in community settings, for example, linkages among museums, families, and schools. Frameworks for these courses are interdisciplinary, drawing upon concepts from the social sciences and the humanities.

### **International Humanitarian Issues**

Liaison Faculty: Professor Mary Mendenhall and Professor S. Garnett Russell

The International Humanitarian Issues (IHI) Concentration is an interdisciplinary specialization within the Program in International Educational Development. It is designed for students interested in conducting research on humanitarian issues or in providing humanitarian assistance in regions experiencing conflict, post-conflict recovery, or natural disasters. Through courses offered at Teachers College, the School of International and Public Affairs (SIPA), the School of Social Work, the Earth Institute, and the Mailman School of Public Health, students will examine the social, political, environmental, and economic dimensions of humanitarian emergencies and the impact of these emergencies on the education sector. Coursework in these different departments and programs will allow students to explore from an interdisciplinary perspective the role of formal and non-formal education in periods of conflict and crisis and to consider the limitations of education in resolving different kinds of humanitarian emergencies. Students in the IHI concentration will plan an appropriate course of study with their advisors, but they are required to take courses from at least one program outside the International and Comparative Education Program. Additionally, at the doctoral level, students are recommended to complete an internship with an organization involved in humanitarian issues, such as the African Services Committee or the International Rescue Committee with whom standing internship

programs exist. In addition, master's and doctoral students are advised to take foreign language and area studies classes to help them obtain familiarity with cultural, historical, and linguistic contexts in which they plan to work.

### **International Policy and Planning**

Liaison Faculty: Professor Oren Pizmony-Levy and Professor Gita Steiner-Khamsi

The International Policy and Planning (IPP) concentration is interdisciplinary and applies a cross-national and comparative lens for understanding educational reform at the different levels of an educational system, that is, early childhood education, school (primary, lower secondary, upper secondary), teacher education, vocational-technical education, and higher education. In addition, the IPP concentration is attuned to non-formal education systems and programs. Courses are taught with attention to multiple paradigms and worldviews to prepare future scholars and policy analysts to engage in the work of educational reform, formation, and study. Faculty who teach international policy and planning courses are experts on theories of policy change (e.g., globalization studies, cross-national policy borrowing/lending, transfer of “best practices,” etc.), education reform, and social movements as well as experienced in techniques and methods for carrying out applied analytical work in international policy and planning: sector reviews, policy analysis, public opinion, indicator research, monitoring and evaluation, international large scale assessments, public-private partnerships, innovative financing in education as well as strategic planning in international educational development. Students in this concentration learn about the craft of policy making and analysis, build a strong foundation in theory and debates, and learn empirical methods and analysis. Upon completion of the program, students are equipped with the knowledge to analyze education change in the context of political, economic, and social processes. Equally important, they are able to apply skills that are necessary for developing evidence-based sector reviews, design, monitor and evaluate projects in culture-sensitive and context-specific ways, and use participatory methods for sector planning in international educational development.

### **Languages, Literacies and Cultures**

Liaison Faculty: Professor Carol Benson and Professor Nicholas Limerick

This interdisciplinary concentration encourages students to analyze relationships between linguistic and educational practices in the context of an increasingly globalized and technical world. Courses in this concentration address themes of individual and societal multilingualism, multiliteracies and multiculturalism in a range of contexts, including management of social institutions with diverse languages, the education of immigrant and refugee groups, and revitalization in situations of language endangerment/loss. Students may study the role of family, community, school, and/or regional or national-level policy in promoting and valorizing non-dominant languages and cultures. Others may consider how to plan for and teach additional regional, national or international linguistic varieties. Research methods include participant observation, discourse analysis, comparative policy studies, assessment of student achievement and literacies competencies, and classroom-based observation. Courses are designed to help students develop a critical, comparative perspective regarding questions of power, identity, Indigeneity and interculturalism in economically developing as well as developed countries. Associated fields include linguistic human rights, language policy, language-in-education policy and practice, languages and literacies pedagogy and assessment. More recent paradigms include multimodal communication, such as understandings of how visual and digital literacies influence communication and teaching.

### **Latin American and Latinx Education**

Liaison Faculty: Professor Regina Cortina

Latin American and Latinx Education (LALE) is an interdisciplinary concentration focused on education across the Americas. Responding to the importance of the Latin American and Caribbean region as well as the growing numbers of immigrants from that region to the United States, this concentration provides students with a foundation in Latin American/Latino studies through courses that consider topics such as, the impact of economic processes on education in the region; language policy in schools; the social, cultural, and political dimensions of education, ethnicity, and academic achievement; gender and social change; educational access and quality; teacher preparation and curricular development; patterns of migration within and between countries in the Western hemisphere; intercultural education; and the impact of international and bilateral educational policies and institutions on educational policy and practice in the region. Students are also encouraged to pursue relevant coursework

at the School of International and Public Affairs, the Mailman School of Public Health, and other Columbia-affiliated institutions to examine the variety of linguistic, cultural, social, political, and economic processes that shape education across the Americas.

### **Peace & Human Rights Education**

Liaison Faculty: Professor S. Garnett Russell and Professor Felisa Tibbitts

In recognition of the unprecedented challenges related to security and conflict, democratic institutions, human migration, human rights and global justice, and sustainable development, the International and Comparative Education program offers a degree concentration in Peace and Human Rights Education. Peace and Human Rights Education is primarily concerned with addressing direct, structural and cultural violence through the transformation of pedagogy, curriculum, and policy related to education in both formal and non-formal contexts. Through the concentration, students are provided with a conceptual understanding of issues related to peace and human rights, as well as practical skills in curriculum design and program development. Students are encouraged to follow a program that will prepare them to pursue the objectives of peace and human rights in whatever area of education they choose to concentrate.

Various areas of concentrations are offered outside the Department of International and Transcultural Studies as well:

- Bilingual/Bicultural Education
- Conflict Resolution
- Curriculum and Teaching
- Educational Leadership
- Higher Education

The courses for these areas of concentrations in the International Educational Development program - offered outside the department - can be found under the respective degree programs, listed in the catalog. Note that any program offered at Teachers College qualifies, in principle, as an area of concentration for the International Educational Development program.

## **Degree Summary**

### Comparative and International Education (COMP)

- Master of Arts (M.A.)
- Master of Education (Ed.M.)
- Doctor of Philosophy (Ph.D.)

### International Educational Development (INTL)

- Master of Arts (M.A.)
- Master of Education (Ed.M.)
- Doctor of Education (Ed.D.)

For a complete listing of degree requirements, please continue on to this program's "Degrees" section in this document

# Degree Requirements

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## General Degree Requirements

The program is designed to provide students with challenging coursework related to international and transcultural dimensions of education. Requirements include work in four areas: a core curriculum, a concentration that is either a discipline (for Comparative and International Education) or a professional field of education (for International Educational Development), transcultural or geographically related study, and elective credits.

The program arrangements are designed to be as flexible as possible so that previous educational and professional experiences and the future career goals of the student may be taken into account in the choice of appropriate coursework. Each student is expected to assume major responsibility for formulating, in cooperation with the academic advisor, a plan of study that will best meet the general program requirements in a way most compatible with her/his own professional goals. Keep in mind that degrees are offered only by program, that is, applicants need to specify to which of the two international education programs they are applying.

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## Master of Arts (32 points)

### Description of the Master of Arts (M.A.) Program Requirements

International Educational Development (IED – code: INTL)

Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

### 1. Coursework (at least 32 graduate level credits).

M.A. coursework falls into four broad areas:

*Area 1: Core Courses (6 credits)*

- Choose one: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education)
- ITSF Research Methods Course

*Area 2: Concentration (at least 12 credits)*

- Courses counting towards the concentration must be faculty advisor-approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.

*Area 3: Transcultural/Area Studies (at least 8 credits)*

- Courses must come from at least two of the following categories: topics, research methods, professional skills, internship/practicum.

*Area 4: TC Electives (at least 6 credits)*

- To fulfill the TC breadth requirement, M.A. students must take at 6 points of courses that are at TC but outside of the International and Comparative Education program.
- Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.

## **2. Integrative Project (IP)**

- Completion of an IP is required for the M.A. degree. Please see the *Guidelines for Master's Integrative Project (IP)* in the handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but are not registered for any other classes may register for IND 4000 (Masters Candidate).

## **3. Graduation**

- Full-time students can complete the M.A. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## Master of Education (60 points)

### Description of the Master of Education (Ed.M.) Program Requirements

International Educational Development (IED – code: INTL)

Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### 1. Coursework (at least 60 graduate level credits, including up to 30 transferred credits).

Ed.M. coursework falls into four broad areas:

##### *Area 1: Core Courses (9 credits)*

- Choose one: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education)
- ITSF Research Methods Course
- One other advisor-approved ITSF course

##### *Area 2: Concentration (at least 18 credits)*

- Courses counting towards the concentration must be faculty advisor-approved.
- Students considering a change in concentration must discuss the change with the faculty advisor.
- In some cases, transferred credits may be applied in this area.

*Area 3: Transcultural/Area Studies (at least 18 credits)*

- Courses must come from at least three of the following categories: topics, research methods, professional skills, internship/practicum.
- Transferred credits may be applied in this area.

*Area 4: TC Electives (at least 15 credits)*

- To fulfill the TC breadth requirement, Ed.M. students must take at least 6 points of courses that are at TC but outside of the International and Comparative Education program. Courses offered by other programs within the ITS department (anthropology) can also count as TC breadth electives if they are outside of the student's concentration.
- Other elective courses can be taken outside of the ITS department or transferred from other schools.

**Transfer credit:**

A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

**2. Integrative Project (IP)**

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.
- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

### 3. Graduation

- Full-time students who transfer the full 30 credits can complete the Ed.M. degree within one academic year (fall semester, spring semester, and summer session).
- In order to graduate, students need to review their coursework on Degree Audit (accessed through myTC portal) and have it approved by their faculty advisor. Once the IP is completed, the student's faculty advisor must approve it through Degree Audit. Students may contact the Registrar for specific deadlines. Students must submit a soft and hard copy of the IP to be filed in the International and Comparative Education Program office (374 GDH). Students will complete a release form indicating whether or not they grant permission for the IP to be viewed by other students.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## Doctor of Education (90 points)

### Description of the Doctorate in Education (Ed.D.) Program Requirements

International Educational Development (IED – code: INTL)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### 1. Coursework (at least 90 graduate level points, including up to 45 transferred credits).

Ed.D. coursework falls into four broad areas:

*Area 1: Core Courses (12 credits)*

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose two other ITSF courses (approved by the advisor)

*Area 2: Concentration (at least 27 credits)*

- Courses counting towards the concentration must be advisor-approved.
- In some cases, transferred credits may be applied in this area.

*Area 3: Transcultural/Area Studies/Research Methods (at least 27 credits)*

- At least 6 credits must be in research methods
- Other Area 3 courses must come from at least two of the following categories: topics, professional skills, internship/practicum
- In some cases, transferred credits may be applied in this area.
- In some cases, language credits may be applied in this area. Please check with the Registrar for restrictions on applying language credits

*Area 4: Broad & Basic/Electives (at least 24 credits)*

- Can include courses dealing with the nature of education, the nature of a person's learning processes, and the methods of evaluation and research
- Can include courses that do not fit into any of the previous categories such as courses in related scholarly disciplines, and/or those which give an understanding of the functions of related specialties.
- Transferred credits may be applied in this area

**Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than six credits of language courses can be used towards a graduate degree.

**Courses Outside of TC:**

Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

### **Transfer credit:**

A maximum of 45 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

### **2. Departmental certification examination**

- Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the "" page on the International and Comparative Education website.

### **3. Specialization examination**

- Each professional specialization has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

### **4. Defense of a dissertation proposal**

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing.

- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned in to ODS.

- After a successful proposal hearing, students must submit an application to TC’s Institutional Review Board (IRB) for the research project.

Please refer to the TC IRB website for more information (<http://www.tc.columbia.edu/admin/irb/>). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

## **5. Program Plan**

- Download the document "Ed.D. Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

## **6. Ed.D. Certification**

- Once students have 1) completed most of the required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) received IRB approval for the dissertation research, and 4) submitted the approved program plan, students are eligible for Ed.D. certification. This process must be completed through the International and Comparative Education program office with the assistance of the International and Comparative Education program assistant. Final determination of certification is by the Office of Doctoral Studies.

## **7. Fieldwork Outside of the United States**

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit course. If this course will be taken, it should be included in the program plan.

## **8. Preparation and defense of a research dissertation**

- All Ed.D. students must register for ITSF8900, Doctoral Dissertation Advisement, after the Dissertation Proposal Hearing or the submission of the Recommendation for Certification to the Office of Doctoral Studies, whichever comes first. Students who are unable to receive advisement may be eligible for a waiver. Contact the Office of Doctoral Studies for more information.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Doctor of Education Degree: A Manual of Style" downloadable from the ODS website for more information on dissertation preparation.
- The "Guide to the Dissertation Oral Defense" is available on the ODS website for general guidance on preparing for the dissertation defense.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## **Doctor of Philosophy (75 points)**

### **Description of the Doctorate in Philosophy (Ph.D.) Program Requirements**

Comparative and International Education (CIE – code: COMP)

Check the Course Planning sheet in the Student Handbook for the most recent degree requirements.

#### **1. Coursework (at least 75 graduate level points, including up to 30 transferred credits).**

Ph.D. coursework falls into four broad areas:

##### *Area 1: Core Courses (9 credits)*

- ITSF 6580: Advanced Seminar in Comparative Education
- ITSF 6581: Advanced Seminar in International Educational Development
- Choose 1 other ITSF course (approved by advisor)

*Area 2: Concentration in an Academic Discipline (at least 30 credits)*

- Courses counting towards the concentration must be advisor-approved.
- Many of these courses can be taken at Columbia's Graduate School of Arts and Sciences (GSAS).
- This area may include discipline-based research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- In some cases, transferred credits may be applied in this area.

*Area 3: Comparative Education/Transcultural/Area Studies (at least 18 credits)*

- The majority of these courses will come from the ITS department.
- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

*Area 4: Non-Major Foundations/Electives (at least 18 credits)*

- This includes courses taken outside the primary program of study.
- Transferred credits may be applied in this area.

**Languages:**

Only graduate-level language courses at an advanced level of proficiency count towards the degree. These require approval from your advisor and the Registrar. No more than 6 credits of language courses can be used towards a graduate degree.

*Courses Outside of TC:* Please see the TC Catalog for information about taking courses through the Inter-University Doctoral Consortium.

**Transfer credit:**

A maximum of 30 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing

Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

**Note:**

Ph.D. students must complete all degree requirements in no more than seven years. Those with 30 points of advanced standing prior to doctoral admission are to complete requirements within six years.

**2. Departmental certification examination**

Students complete their certification exam (AM) by the end of their first year in the program. The exam is integrated with the Advanced Seminar and includes two parts: one completed in the fall semester and one completed in the spring. Students must be authorized by ODS to take this exam; please see advisor for more details. The certification exam may be attempted twice. More information is available on the “Ed.D/Ph.D Policies and Procedures” page.

**3. Specialization examination**

Each discipline has different examination requirements. Students must register for the exam with ODS during the first week of the semester and should consult the main advisor for more information.

**4. Defense of a dissertation proposal**

- The dissertation proposal defense requires two readers. The advisor/ sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the “Dissertation Proposal Hearing Report,” available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned in to ODS.

- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information ([www.tc.columbia.edu/administration/osp/irb/](http://www.tc.columbia.edu/administration/osp/irb/)). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

## 5. Foreign Language Examinations

- Ph.D. students are required to pass two proficiency examinations in foreign languages. Examinations are usually arranged through the appropriate language department at Columbia University.
- One of these examinations may be replaced by receiving a passing grade for two of the following statistics courses offered at TC: HUDM 4122 (Probability and Statistical Inference), HUDM 5122 (Applied Regression Analysis), HUDM 5123 (Experimental Design).
- Languages to be used must be listed on the program plan.

## 6. Program Plan

- Download the documents, "Instructions for Completing the Ph.D. Course Program Plan" and "Ph.D. Course Program Plan Form" from the ODS website. Students should complete the Program Plan and obtain the advisor's signature on the form. This should be done by the time of the proposal hearing.

## 7. M.Phil. Certification

- Once students have 1) completed all required coursework, 2) passed the department exam, the specialization exam, and the proposal hearing, 3) passed the foreign language examinations, 4) received IRB approval for the dissertation research, and 5) submitted the approved program plan, students are eligible for M.Phil certification. This process must be completed through the International and Comparative Education program office with the assistance of the International and Comparative Education program assistant.

## 8. Fieldwork Outside of the United States

- Students who are conducting fieldwork outside of the United States may register for ITSF 6200 for one or two semesters. This is a 0-credit course. If this course will be taken, it should be included in the program plan.

## 9. Preparation and defense of a research dissertation

- After taking ITSF 7500, all Ph.D. candidates are required to continuously register for ITSF 8900 and pay a fee in the term in which the dissertation is defended. Students who are not going to receive advisement may submit a “Personal Exemption for Dissertation Advisement” to ODS. Students may instead register for IND 6000 and file a Certificate of Equivalency with the Registrar.
- Students may also refer to the document "General Instructions for the Preparation of Dissertations for the Degree of Doctor of Philosophy" downloadable from the ODS website for more information on dissertation preparation.
- Consult the Office of Doctoral Studies for requirements on continuous enrollment.

For more information, review the full International and Comparative Education Student Handbook [here](#).

## Application Information

Applicants to the master's and doctoral degrees in the international education program should indicate their area of concentration and a geographical area or transcultural topic of interest on their application for admission. These concentrations are not binding, and enrolled students are at liberty to change their concentration and specialty at the beginning of their studies.

Applicants to the Ed.M., Ph.D., and Ed.D. degrees must have a master's degree. Doctoral applicants must submit an academic writing sample, and an informal meeting (in person or virtually) is recommended. Please visit the program website to review guidelines for informal meetings. Applicants for the Ph.D. program in Comparative and International Education are expected to have already completed some coursework in the discipline they select as their concentration.

Application deadlines:

- M.A., Ed.M.: January 15
- Ed.D.: January 2
- Ph.D.: December 15

## Faculty List

### Faculty

CAROLYN J. BENSON

Associate Professor of International &  
Comparative Education

REGINA CORTINA

Professor of Education

HOPE LEICHTER

Elbenwood Professor of Education

NICHOLAS LIMERICK

Assistant Professor of Anthropology and  
Education

MARY ANNE MENDENHALL

Associate Professor of Practice

OREN PIZMONY-LEVY

Assistant Professor of International and  
Comparative Education

SUSAN GARNETT RUSSELL

Asst Professor in Int'l and Comparative  
Education

GITA STEINER-KHAMSI

Professor of Education

**Lecturers**

FELISA L. TIBBITTS

Lecturer

**Adjunct**

FENOT BERHAN AKLOG

Director of Research and Development

RUTH K WESTHEIMER

Adjunct Professor

HENAN CHENG

CoCE Seminar Series Manager

NANCY L. GREEN SARAISKY

Adjunct Assistant Professor

## Course List

### **ITSF 4005 Education in Emergencies and Reconstruction**

This course provides students with a comprehensive introduction to the growing and increasingly complex field of education in emergencies, one which encompasses crises caused by natural disasters and armed conflict and which spans the relief-development spectrum.

### **ITSF 4009 Introduction to Research Methods in International and Comparative Education**

This course is designed to serve as an introduction to the concepts, methods, and applications of empirical research in international and comparative education. The course readings, lectures, class discussion, activities, and course assignments will examine fundamental issues and processes of research design and practice from a variety of methodological perspectives —qualitative, quantitative, and mixed methods.

### **ITSF 4013 Literacy and International Development**

This course problematizes common assumptions about the relationship between literacy and cognitive, social, political and economic development. A sociocultural approach to languages and literacies is taken, while critical studies of international development are examined, applying a gender lens throughout.

### **ITSF 4025 Languages, Societies, and Schools**

This course examines the role that languages play in societal and educational contexts from an interdisciplinary perspective, incorporating economic, cultural, political and historical analyses. Diverse language ideologies are considered, along with how language policies are enacted by stakeholders at different levels, with a focus on multilingual contexts.

### **ITSF 4038 Monitoring and Evaluation in International Educational Development**

This course explores small- and large-scale research and evaluation methods and their potential for valid, reliable, efficient evaluation of educational outcomes as well as project outcomes. Needs assessment, capacity assessment, project evaluations (mid-term and final), performance appraisals and impact

evaluations done for a range of agencies and organizations are analyzed for diverse educational programs (including formal and non-formal education) in low-income country contexts.

### **ITSF 4060 Latinxs in Urban Schools**

Students will be introduced to theories and research explaining why Latinxs in the United States are least likely of all major social groups to be enrolled in school and, as adults, are most likely to lack a high school diploma. The course will explore the racial/ethnic differences that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latino subgroups. Topics will include assimilation of new immigrants, educational achievement and persistence in school, language and schooling, the interplay of race and gender and class with educational attainment, and transnational communities.

### **ITSF 4090 Issues and Institutions in International Educational Development**

This course explores theoretical approaches to the study of education in international development and uses these approaches to consider current topics and debates in the fields of international and comparative education. This course also introduces students to institutions involved with educational development in diverse global settings, such as the United Nations and the World Bank. This course is also offered at the doctoral level (ITSF 6581).

### **ITSF 4091 Comparative Education**

This course introduces theories in comparative and international education, along with comparative methods and current issues in the field related to cross-national assessment, educational development indicators, educational transfer and borrowing, gender analysis and linguistic and cultural issues. This course is also listed at the doctoral level (ITSF 6580).

### **ITSF 4092 Qualitative Research Methods**

The study of qualitative methodologies appropriate to various kinds of educational programs, issues, and problems in diverse research settings.

### **ITSF 4093 Curriculum and Pedagogy in International Contexts**

This course explores the problems, issues, and approaches in the development of curricula, preparation of instructional materials, and training of educators internationally.

### **ITSF 4094 Educational Planning in International Educational Development**

The course explores educational planning and policy analysis in developing countries. A special focus is placed on aid effectiveness, aid modalities, and the aid architecture in countries where educational reforms are sometimes funded by multilateral organizations, development banks, and non-governmental organizations. Critical issues, such as global benchmarking, target setting, and monitoring by the World Bank, OECD, and other international organizations are examined. Students learn about current debates and controversies in international educational development and reflect on the impact of externally funded projects on educational planning and reform in developing countries.

### **ITSF 4098 Educational Development and Policies in China**

Historical and national development contexts of educational development in China. Key policy issues in education by level and across levels.

### **ITSF 4101 Quantitative Analysis in Comparative and International Education**

This course serves as an introduction to quantitative analysis as applied to the field of Comparative International Education. The course covers fundamental concepts of quantitative analysis, inferential statistics, and introduces the assumptions and mechanics of the classical normal linear regression model.

### **ITSF 4160 Human Rights Education in Africa: Politics, Policies, and Pedagogies**

Students examine the historical conditions that give rise to human rights violations and the efforts to protect rights through policy and education. They explore different approaches to human rights education, apply them to case studies of specific African countries, and develop human rights education curricula.

### **ITSF 4195 Academic literacies**

This course is designed to help students develop the professional knowledge and skills necessary for effective communication through such genres as research projects, conference presentations, contributions to journals, grant proposals, and evaluation reports.

### **ITSF 4603 Human and Social Dimensions of Peace**

This course focuses on issues of human rights, global ethics, and various aspects of structural and cultural violence. Students explore notions of identity, diversity and reflexive narrative in relation to the concepts of (positive and negative) peace and human dignity. Students are then introduced to examples of nonviolent social movements and reflect on the process of peaceful transformation.

### **ITSF 4613 International Perspectives on Peace and Human Rights Education**

This course provides a grounding in the theory, pedagogy, and practice of peace and human rights education. It draws from the international literature of the field as it has been developed over the past three decades, and reviews teaching practices relevant to various cultures and learning settings.

### **ITSF 4614 International Organizations, Civil Society and Peace Education**

Peace Education is concerned with the prevention of violence, but this theoretical framework also draws on diverse practices, or co-disciplines, including Global Citizenship Education, Human Rights Education and Education for Sustainable Development. This course explores key governmental and non-governmental actors, processes, curriculum and issues in these peace education areas.

### **ITSF 5006 Comparative Policy Studies: Overview**

The course is designed to help students to understand foundations and techniques of policy analysis underlying education sector strategies of low-income countries. Part 1 will review critical debates over the role of donors and aid recipients in development contexts and introduce students to tools and techniques for producing education sector strategies. Part 2 will provide an overview of theories of the policy process from an international comparative perspective and therefore also include theories of global education policy, “traveling reforms,” and transnational policy borrowing and lending. Part 3 will discuss trends in various sub-sectors that international agencies tend to frame as “best practices” and for which they provide technical assistance and external financial support.

### **ITSF 5008 Gender, Education, and International Development**

This seminar examines the field of international education development from the standpoint of feminist and gender studies. We will read and discuss relevant studies in anthropology, economics, history, political science, and sociology, as well as interdisciplinary research in the fields of development studies and gender studies. We will begin by considering the political and legal advances in women’s rights within the daily reality of people’s lives in developing countries through the multiple lenses of democratic theory, neoliberal policies, and multiculturalism.

### **ITSF 5023 The Family As Educator**

Permission required. Analysis of the family as educator and its interrelations with schools and other educational institutions. Emphasis on inquiry deriving from educational practice and behavioral science theory.

### **ITSF 5026 The Family and Television**

Permission required. An analysis of the impact of television on the family's educative functions, with special attention to the process by which the family mediates television.

### **ITSF 5029 Education, Conflict and Peacebuilding**

This course examines the politics of armed conflict and peace building and the role of education in promoting peace or exacerbating violence in conflict-affected and post-conflict contexts. We will investigate several of the most pressing challenges facing the various stakeholders (external actors such as international organizations, bilateral donors, and NGOs; local actors, such as governments, civil societies, and nationalist/ideological state factions) and the influence of those stakeholders on education systems in times of war and emerging peace and on educational practices, policies, and curricula in conflict and post-conflict situations.

### **ITSF 5031 Education and Sustainable Development: Comparative and International Perspectives**

This course critically examines ESD-related policies and practices within a variety of contexts and perspectives. Beginning with an overview of the foundations of ESD, we will explore key issues in the field: (a) the development of ESD policy in different levels (e.g., supranational, national, and subnational); (b) the links between ESD and other curricular movements (e.g., environmental education, human rights education and peace education); (c) drivers and barriers that shape ESD policy/practice (e.g., environmental NGOs); and, (d) ESD "best practices" and their impact on teaching and learning.

### **ITSF 5035 Social Analysis of International Large-Scale Assessments**

The course provides students with an introduction to international large-scale assessment of student achievement (such as TIMSS, PIRLS, and PISA). The first section of the course is dedicated to the history of international assessments and to conditions that facilitated their emergence and diffusion. The second section is focused on the methodology behind global and regional projects. The third section is focused on critical analysis of the ways in which scholars, media, and policy makers use data from international assessments. Prerequisite: ITSF 4090 (Issues and Institutions in International Educational Development) or ITSF 4091 (Comparative Education) or by permission of instructor.

## **ITSF 5040 Mixed Methods in International Comparative Education**

The course is designed to develop students' ability to critically consume and produce research in their specialized field within International and Comparative Education or other programs in the department, college and university. Students will be oriented to the epistemological and other assumptions and methodological practices of quantitative and qualitative methods including experimental, survey research, ethnographic, and historical approaches to disciplined inquiry. Students will be exposed to positivist, interpretive, and critical/feminist traditions or paradigms associated with these approaches as well as ethical dilemmas encountered in planning, conducting, reporting, and consuming research.

## **ITSF 5043 Decolonial Theories in Comparative Education**

In this graduate seminar, we will explore the application of Decolonial Theories to advance new perspectives and knowledge in comparative education. We will read the work of Walter Mignolo, Arturo Escobar and Boaventura de Sousa Santos. We will frame the discussion within relevant theories, such as Critical Thinking (*Pensamiento Crítico*), Dependency Theory, Internal Colonialism, Liberation Theory, and Indigenous ways of knowing. Among the issues to be discussed are the rights of Indigenous peoples to education and the preservation of cultural and linguistic diversity of people in the developing world in parallel with the struggles of immigrant students in the United States to improve their educational opportunity at the high school and postsecondary levels. Topics include the right to education, the nature of citizenship, intercultural and bilingual education, transnational networks in support of Indigenous movements, Indigenous resistance, and internal colonialism in the United States. An overarching theme is national policies to improve access, teacher training, and intercultural understanding within education systems.

## **ITSF 5050 Language, Cultural Politics, and Education**

Over recent decades, discourses of multiculturalism and multilingualism have become standard in the educational initiatives of nation-states, multinational corporations, and nongovernmental organizations. In much of the world, practitioners no longer ask whether they should educate for diversity but rather how they should carry out such efforts within many existing alternatives. This course covers historical moments in which different types of

multicultural and multilingual education have arisen; social theories about social inequality, language, and education that help us understand them; and examples of educational initiatives that reinforce or change inequity. Students are encouraged to consider radical possibilities for educational change.

### **ITSF 5120 Education in Community Settings: Museums**

Permission required. A review and an analysis of educational issues and opportunities in various community settings.

### **ITSF 5430 Internship**

Permission required. Supervised experiences in diverse settings designed to develop skills in research, development, planning, and evaluation.

### **ITSF 6200 Field research outside the United States**

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. One year of field experience under supervision in approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance and render periodic reports.

### **ITSF 6520 Seminar in Families and Communities as Educators**

Permission required. A research seminar in the family and the community as educational systems.

### **ITSF 6580 Advanced Doctoral Seminar in International and Comparative Education I**

This course will focus on the history, methods and theories in the field of international and comparative education.

### **ITSF 6581 Advanced Doctoral Seminar in International and Comparative Education II**

This course will focus on issues, institutions, and applications in the practice of international and comparative education.

### **ITSF 6590 Doctoral Seminar in International and Transcultural Studies**

Permission required. Presentation of research in progress and examination of professional roles.

### **ITSF 6902 Studies in International and Transcultural Studies**

### **ITSF 6990 Studies in International Educational Development**

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be

undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### **ITSF 6991 Studies in Comparative Education**

In each of the areas within the department, advanced students may register for intensive individual study of some aspect of their specialization. Registration is only by permission of the instructor under whose guidance the work will be undertaken. Times for individual conferences will be arranged. Enrollment may be for 1 or more points each term, and registration is not limited to one or two terms.

### **ITSF 7500 Dissertation Seminar in International and Transcultural Studies**

Permission required. Proposal writing. Required of doctoral students in the semester following successful completion of certification examinations.

### **ITSF 8900 Dissertation Advisement in International and Transcultural Studies**

Individual advisement on doctoral dissertations. Fee to equal 3 points at current tuition rate for each term. For requirements, see section in catalog on Continuous Registration for Ed.D./Ph.D. degrees.