

Doctor of Philosophy in Anthropology and Education (Ph.D.)

Brief Program Description —The program in Anthropology and Education offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in schools and classrooms, in families, community centers, in churches and in all settings globally where education may proceed. The Ph.D. degree is awarded through the Graduate School of Arts and Sciences of Columbia University.

General Program Requirements*

Minimum Point Requirement

Each student develops, in collaboration with his or her advisors, 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 Ph.D. These credits may be earned by course work, through independent study, and through guided research.

Other requirements

Along with the faculty report of the examination and proposal, students are required to complete a “Program Plan” of study utilizing the college Degree Audit system. For more information on this, please see the ODS website under the tab Degree Audit. Upon administrative review by ODS, the student will be requested to acquire recommendation for the Master of Philosophy from the department. After receiving approval from the department, ODS will finalize the process with GSAS which signals a change of status, particularly as it relates to the student’s relationship to Columbia University.

Continuous Registration

The student becomes obligated to register for continuous dissertation advisement (ITSF 8900) until the dissertation has received final approval. The fees can be waived through a variety of means for at least four semesters (e.g., by registering for ITSF 6200: Fieldwork Outside the United States; leaves of absence; etc.)

Examination Credit

Of the 75 graduate points required for the degree, a minimum of 45 must be taken for evaluative letter grade.

Major Courses (45 points)

These courses prepare students with the requisite knowledge of the epistemological, theoretical, methodological, ethnographic, and substantive areas of anthropology. These courses also aim to develop competency in the discipline while addressing the specific intellectual interests of the student. At least 40 of these points must be in anthropology courses.

At least 15 points of the anthropology requirements must be taken within the program. A minimum of 25 points of the 40 points of the anthropology course requirements must be taken at Teachers College or in other faculties of Columbia University. Up to 15 points in anthropology courses may be taken at other graduate institutions who are members of the Inter-University Doctoral Consortium, to satisfy the major course requirements.

Several required kinds of courses must be taken (24 points): the four semester sequence of

colloquium (plus summer field research), which represents the core training module of the program (12 points); two area courses, one within and one outside of one's focus (6 points); two sub-field courses in linguistic anthropology, as most other courses will be in cultural anthropology (6 points), and research methods courses beyond the colloquium (6 points), which must include at least one methods course uncommon to anthropology (such as statistics).

Foreign Language Requirement

Both programs in Anthropology and Education and Applied Anthropology require a high level of proficiency in one language other than English. For more information, see Appendix D of the ODS Ph.D. Requirements Bulletin.

From the outset of their studies students should begin ensuring that they have adequate competence in any field language(s) necessary for the dissertation research they will propose. In some cases necessary field languages differ from those covered by the language examination, which focuses on languages of scholarship.

The purpose of the exam is to test reading knowledge of a language of scholarship. Spoken fluency is a plus but in some cases insufficient preparation for the written translation of scholarly texts. Students should keep this in mind and prepare accordingly. Passage of the language exam is required for admission to candidacy, the M.Phil. degree, and ABD status, which is required by many dissertation grants such as the Wenner Gren and NSF. Therefore students should complete the exam prior to the qualifying exam and dissertation proposal defense.

Specific Requirements and Typical Course of Study

Specifically required of all students:

- ITSF 5610 (*First Year Colloquium in Applied Anthropology*) — Two-semester sequence to be taken during the student's first year.
- Ten to twelve weeks of summer field research to be carried out at the end of the student's first year. Up to 6 points in ITSF 6910 Studies in Anthropology and Education may be earned for this research.
- ITSF 5611 (*Second Year Colloquium in Anthropological Method*) — Two-semester sequence to be taken during the student's second year.

Other course requirements:

- *Two area courses:* Two ethnographic area courses. An "area" may be a geographic region as well as a substantial population with self-identifying members such as ethnic, gendered, and racialized groups, subcultures, professions, and transnational populations. One geographic regional ethnographic course must be taken from outside the student's main area of ethnographic interest; the other area course should be from within the student's area of specialization. If no area course focused within a student's primary area of interest is offered during the period of coursework, students will need to arrange an independent study focused on this area.

- *Research Methods courses*: Six points besides the colloquium sequence. These courses should be chosen to provide a thorough grounding in anthropological research methods, such as Introductory Methods of Ethnography and Participant Observation plus a different kind of methods course (outside the program):
 - Introduction to Statistical Analysis
 - Quantitative Methods in International and Comparative Education
 - Network Analysis

- *Subfield courses*: Two courses in linguistic anthropology or sociolinguistics. Some possible courses include:
 - Language, Cultural Politics, and Education
 - Communication and Culture
 - Language and Its Limits (GSAS)

- *Electives (15 points)*: Most, if not all, of these courses should be seminars in social theory and/or ethnography that relate to the topics of the student's research. Mainly these will be in anthropology at Teachers College, GSAS's Department of Anthropology, or elsewhere within the consortium where students find the most relevant courses.

Grade Requirements --- An overall B+ average is expected. At least two-thirds of all credits taken through Teachers College prior to certification must be taken for an evaluative letter grade. Grades below B in any course taken through Teachers College will not be regarded as showing the above competence.

Transfer Credit Policy:

We encourage students to request for transfer credits as part of program planning. We regularly approve the transfer of credits even if the courses are not directly anthropological however, if the program faculty determine that transfer credits are not directly related to anthropology it must be clear that:

1. that all remaining 45 points must have been cleared by us as anthropological; and that
2. should problems surface at exam time, we might require extra classes beyond the minimum.

Transfer credit evaluation — Of the 75 points required for the degree, a minimum of 45 points must be completed at Teachers College, and a maximum of 30 points may be transferred or earned in graduate courses from other recognized graduate schools.

Language:

Both programs in Anthropology and Education and Applied Anthropology require a high level of proficiency in one language other than English. To demonstrate this please see Appendix D in the ODS Ph.D. Requirements Bulletin. The programs are committed to the fundamental importance of language skills for anthropological research, whether for gaining access to secondary literatures in a foreign language, to utilize works in other intellectual traditions, or in primary research. Evidence of appropriate language training is now required by granting agencies, and advanced language skills are a requisite for making contributions to many fields of anthropological inquiry.

Language training should be considered central to a student's program of graduate training. Language courses are not generally calculated as part of the regular course load, and they do not satisfy GSAS requirements for graded courses. First- and second-year students should seek advice from the faculty about gaining advanced proficiency in a principal research language to satisfy the program requirement. Thereafter, the dissertation sponsor should be consulted.

The purpose of the language proficiency exam is to test reading knowledge of a language of scholarship. Spoken fluency is a plus but in some cases insufficient preparation for the written translation of scholarly texts. Students should keep this in mind and prepare accordingly. Passage of the language exam is required for admission to candidacy, the M.Phil. degree, and ABD status, which is required by many dissertation grants such as the Wenner Gren and NSF. Therefore students should complete the exam prior to the qualifying exam and dissertation proposal defense.

Course, Examination, and Dissertation Advisement

Advising at TC can seem a bit confusing because there are occasions in a doctoral student's career that may or may not involve different faculty members in the advisor role: a *preliminary* advisor, an *exam* advisor, and a *dissertation* advisor (formerly called "sponsor.") In addition, students may change advisors at other times, if this seems appropriate, given the student's changing interests.

In accordance with TC policy, all students are assigned a randomly selected preliminary advisor prior to arrival to assist with coursework planning and other matters. In addition, each student meets with the assembled faculty two or three times a year—at registration and at the ends of the first and second years. Students are expected to talk about their interests and plans with all members of the faculty.

By the end of the first semester of the second year, or after they have completed a third of the total required courses, students are required to ask one of the program faculty members to advise them on the organization of their examinations and preparation of the dissertation proposal, and other matters related to the dissertation process. The faculty member should be chosen based on his or her theoretical, methodological, or area expertise. Often this faculty member becomes the advisor of the dissertation. However, within certain guidelines (check with ODS), any faculty member of Columbia University is eligible to serve as dissertation advisor.

As their interests change, students may decide to ask a different faculty member to serve as

advisor. This process is relatively informal in the initial stages. By the time the proposal has been accepted and an advisor has signed on the dissertation, changing this advisor requires that a formal request be made to the Program Director, Department Chair, and ODS so that all involved are made aware of the change.