

Handbook for Students in

Anthropology and Education & Applied Anthropology

Department of International and Transcultural
Studies Teachers College, Columbia University

Fall 2026 – Spring 2027

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Introduction

This handbook provides Anthropology students with a description and overview of the requirements that they must fulfill during their academic program of study. In addition, students should become familiar with TC-wide policies in the College Catalog and Web pages. There you will find information on full- and part-time status, leaves of absence, health accommodations, and many other topics. Doctoral students should also check frequently for the latest updates to requirements by the Office of Doctoral Studies (ODS), <https://www.tc.columbia.edu/doctoral/>. ***This handbook covers rules and procedures—but it can't cover everything, so whenever you have a question, please ask!***

Program Description

Our program offers three Master's level degree tracks: M.A. (32 points) and Ed.M. (60 points) in Anthropology & Education, and M.A. (32 points) in Applied Anthropology. The degree tracks in Anthropology & Education give recent bachelor's degree graduates and professionals wishing to develop new ways of looking at education in and out of schools a specialized vantage point on educational processes through the social, cultural, political, and economic lenses of anthropology. The Applied Anthropology M.A. provides rigorous training in using ethnographic methods to solve real-world problems, balancing social theory with practical skill-building in qualitative research. All three programs enhance career paths in education, public service, and business that demand systematic understanding of the social and political issues raised such as inequality, governmental policies, social relations, migration, and various forms of population and linguistic diversity in the United States and other regions of the world.

Since 1968, Teachers College and the Department of Anthropology in the Graduate School of Arts and Sciences (GSAS) of Columbia University have implemented a Joint Program in Applied Anthropology that is certified by and serves doctoral students from both institutions. By this agreement, all applied anthropological instruction at Columbia University is administered through Teachers College. The Joint Program provides a thorough grounding in applied anthropology informed by theoretical, methodological, and critical approaches drawn broadly from sociocultural and linguistic anthropology and related disciplines. Students in the program already work or plan careers in NGOs, development, language policy, social justice, research, and civic initiatives and institutions.

The Ph.D. in Anthropology and Education prepares students 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. Students in the Ed.D. program follow a similar path, but with greater emphasis on administration and the specific complexities of schooling.

Students in both Ph.D. and Ed.D. programs design and complete a 75 points (credits) course of study, pass the program's certification and language exams, conduct anthropological field research, and write and defend a research proposal and dissertation.

Anthropology Program Faculty

Professor Keri Brondo

- *Lambros Comitas Chair of Applied Anthropology*

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Educational Background: B.A., University of Delaware;
PhD., Michigan State University



Scholarly Interests: Sociocultural and environmental anthropology; gender and development; feminist political ecology; Indigeneity and territorial rights; critical conservation studies; voluntourism; multispecies relations; climate change encounters; applied and engaged anthropology; Central America, specifically Honduras' Caribbean coast and islands.

Selected Publications:

Vivanco Luis A. and Keri Vacanti Brondo. *Nature, Culture, and Environmental Sustainability: Anthropological Perspectives*. Wiley-Blackwell Press. 2026.

Brondo, Keri Vacanti and Suzanne Kent. Short-term Education Abroad: Reflections on Decolonizing Transnational Educational Arrangements. *Frontiers: International Journal of Study Abroad*. 38(1): 406-432. 2026.

Brondo, Keri Vacanti, Suzanne Kent, Josely Turcios, Kat Robinson, and Alveena Nadeem. "Transforming Vulnerability Studies: Local Knowledge and Environmental Education in the Bay Islands, Honduras." *Human Organization*. 82(2): 95-106. 2023.

Bolles, Lynn A., Ruth Gomberg-Muñoz, Bernard Perley, and Keri Vacanti Brondo (eds.). *Anthropological Theory for the 21st Century: Thinking with the Canon*. Toronto University Press. 2022.

Brondo, Keri Vacanti. *Voluntourism and Multispecies Collaboration: Life, Death, and Conservation in the Mesoamerican Barrier Reef*. Critical Green Engagement Series. University of Arizona Press. 2021.

Brondo, Keri Vacanti. "Entanglements in Conservation: Utila's Emerging Economy of Affect." *Journal of Sustainable Tourism*. 27(4): 590-627. 2019.

Brondo, Keri Vacanti, Suzanne Kent, and Arleen Hill. "Teaching Collaborative Environmental Anthropology: A Case Study Embedding Engaged Scholarship in Critical Approaches to Voluntourism." *Annals of Anthropological Practice*. 40(2): 182-195. 2016.

Brondo, Keri Vacanti. *Land Grab: Green Neoliberalism, Gender, and Garifuna Resistance*. University of Arizona Press. 2012.

Brondo, Keri Vacanti. "When Mestizo Becomes (Like) Indio...or is it Garifuna?: Negotiating Indigeneity and 'Making Place' on Honduras' North Coast." *Journal of Latin American and Caribbean Anthropology*. 15(1): 171-194. 2011.

Professor Grey Gundaker

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Educational Background: B.A. Bennington College; Ed.D., Teachers College, Columbia, Family and Community Education; Ph.D., Yale, Anthropology

Scholarly Interests: literacies and visual communication; historical anthropology; material, and expressive culture; landscapes; academic disciplines, knowledge systems and expertise; United States, Black Atlantic.



Selected Publications:

No Space Hidden: The Spirit of African American Yards. University of Tennessee Press. 2005 (Judith McWillie co-author)

Signs of Diaspora / Diaspora of Signs: Creolization, Literacy, and Vernacular Practice in African America. Oxford University Press. 1998

Articles:

Asserting Rights and Justice through Special Black American Yards. Ch. 8 in *Grappling with Monuments of Oppression and New Commemorations* edited by Christopher C. Fennell. Routledge, in press.

"Design on the World: Blackness and the Absence of Sub-Saharan Africa from the History of Garden and Landscape Design." In John Beardsley, ed. *Cultural Landscape Heritage in Sub-Saharan Africa*, Washington, DC: Dumbarton Oaks (Harvard University Press), 2016, 15-57.

"Give Me a Sign": Networks of Print & Practice in African America, 1770-1840. In Robert A. Gross and Mary Kelley, eds. *A History of the Book in America*, vol. 2., Chapel Hill: University of North Carolina Press, 2010, pp. 483-495.

"Hidden Education among African Americans under Slavery." *Teachers College Record*, pp. 1591-1611. 2007

Professor Nicholas Limerick

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- *Chair, Department of International and Transcultural Studies*

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Educational Background: B.A., Emory University;
Ph.D., University of Pennsylvania

Scholarly Interests: Linguistic and cultural anthropology, anthropology of education, social movements, the state, Indigeneity, multilingualism, language revitalization, Latin America, Ecuador

Selected Publications:

Limerick, N. (2023). *Recognizing Indigenous Languages: Double Binds of State Policy and Teaching Kichwa in Ecuador*. Oxford University Press.

Limerick, N., Schissel, Jamie L., López-Gopar, Mario, & Huerta Córdova, Vilma. (2024). *Multilingual Nations, Monolingual Schools: Confronting Colonial Language Policies Across the Americas*. Teachers College Press.

Articles:

Limerick, N. (2023). Linguistic Registers and Citizenship Education: Divergent Approaches to Content, Instruction, Kichwa Use, and State Relationships in Ecuador's Intercultural Bilingual Education. *American Educational Research Journal*, 60(2), 219-256.

Limerick, N. (2020). Speaking for a State: Standardized Kichwa Greetings and Conundrums of Commensuration in Intercultural Ecuador. *Signs and Society*, 8(2), 185-219.

Limerick, N. (2020). What's the Linguistic Variety of Audit Culture? Administering an Indigenous Language Proficiency Exam in Ecuador's Intercultural Bilingual Education. *Anthropology and Education Quarterly*.

Limerick, N. (2018). Attaining Multicultural Citizenship Through Indigenous Language Instruction: Successful Kichwa Misfires and the Modeling of Modernist Language Ideologies in Ecuador. *Journal of Linguistic Anthropology*, 28(3), 313-331.

Limerick, N. (2018). Kichwa or Quichua? Competing Alphabets, Political Histories, and Complicated Reading in Indigenous Languages. *Comparative Education Review*, 62(1), 103-124.



Professor Amina Tawasil

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- *Instructor, Oral History Workshop, the Middle East Institute, Columbia University*

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Educational Background: B.A., San Jose State University; M.A., Stanford University; Ph.D., Teachers College, Columbia University

Scholarly Interests: Specific to Middle East: women's mobility; women's Islamic education; gender; General: notions of *slow* work; apprenticeship as education; oral history; storytelling; labor migration; human trafficking; mass incarceration

Selected Publications:

Reading as Practice: The Howzevi (Seminarian) Women in Iran and Clair de Lune, Anthropology and Education Quarterly (March 2019).

Towards the Ideal Revolutionary Shi'i Woman: The Howzevi (Seminarian), the Requisites of Marriage and Islamic Education in Iran, Journal of Women of the Middle East and the Islamic World 13(2015).

The Howzevi (Seminarian) Women in Iran: Constituting and Reconstituting Paths. Dissertation Abstract, Journal of Middle East Women's Studies 11(2). July 2015.

Web-based Publications:

Contextualizing Exclusion: Lessons from Kambis, Allegra Lab: Anthropology, Law, Art, World. September 16, 2015.

Buses in South and North Tehran: Education and Schooling, Allegra Lab: Anthropology, Law, Art, World. August 12, 2015.

Measuring Up: Where Has the 'I' Gone in My Writing?, Anthropology News. October 2014.

Islamic Education and the Howzevi (Seminarian) Women of Pirouzi-Tehran, Anthropology News. June 2013.

On the Edge of Protest in Tehran: Discontinuing, Shifting Boundaries, Anthropology News. January 2013.

Down on Vali Asr: Encounters with Tehran's Street Children, PBS Frontline Tehran Bureau. May 2012.

Professor Hervé Varenne

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Educational Background: License-ès-Lettres, Université d'Aix-Marseille; M.A., Ph.D., University of Chicago

Scholarly Interests: Culture and communication theory. Comparative study of education in and out of school. Family dynamics. Constraints and possibilities of the new technologies.

Selected Publications:

Americans Together: Structured Diversity in A Midwestern Town. Teachers College Press. 1977.

American School Language: The Rhetorical Structuring of Daily Life in a Suburban High School. Irvington Publishers. 1983.

Symbolizing America. Editor. University of Nebraska Press. 1986

Ambiguous Harmony: Family Talk in America. Ablex. 1992

Successful failure: The School America builds, with Ray McDermott. Westview, 1998.

Theoretical Perspectives on Comprehensive Education Series with Ed Gordon, 3 volumes. Mellen. 2008 – 2010.

Educating in Life: Ethnographies of challenging new normal, a collective book with de Wolfe, Koyama, Oliveira, Samaddar, Scroggins, Souleles, Van Tiem, Wessler. 2019.

Programs in Anthropology Staff

Caitlin Quinn

- *Program Assistant*

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Educational Background: B.A., SUNY New Paltz;
M.S.W., New York University

Scholarly Interests: feminist theory; queer theory; sociology of gender and sexualities;
survivor advocacy; transformative justice



Student Organization

Association for Educational Anthropology (AEA)

Mission Statement

The Association for Educational Anthropology (AEA) promotes anthropological inquiry in education and supports reflexive praxis within both fields. Situated within the Programs in Anthropology at Teachers College, Columbia University, AEA comprises students, faculty, alumni, and community members in support of graduate student research and professional development.

Vision Statement

AEA seeks to share the varied and unique perspectives of anthropology with the broader academic community and to increase awareness of anthropology as a powerful lens through which academic research can be developed, and progressive societal action can be taken. This is to be achieved through an array of activities including but not limited to educational programming as well as social and political actions.

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2026-2027 Board Co-Chairs:

Amanda Bressack, acb2249@tc.columbia.edu

Soledad Chango, sc5732@tc.columbia.edu

Katherine Goff, klg2177@tc.columbia.edu

Courses in the Anthropology Program

Note: *ITS department-wide course numbers include 5199 special topics courses in anthropology, certain types of internships, independent study, IP research and preparation, and dissertation research and preparation. Search under “International & Transcultural Studies” in the online listings to register for these course numbers.*

The courses listed below are routinely offered. Additional unlisted courses from the TC Course Catalog may be taught in future terms.

ITSF 4010 Cultural and Social Bases of Education

This course is designed as an introduction to cultural anthropology for educators and education researchers.

ITSF 4011 Contexts of Education

This course is the first semester of a year-long critical review of important works in anthropology and education and applied anthropology for the analysis of educational institutions and processes around the world. Required of first-year doctoral students. *Instructor’s Approval Required.*

ITSF 4014 Urban Situations and Education

Increasing populations from disparate places, expanding geographical spaces as political, and widening social inequality continue to mark urban environments as particular types of living spaces. Such processes are as important as ever as over half of the world’s youth now lives in cities. An anthropology of education asks researchers and practitioners to consider how educational events, including those of schools, index phenomena from larger domains of social, political and economic life. In this course, we will analyze what else makes a space urban, what assumptions undergird our imagination of the urban, as well as the varied ways other localities constitute what is urban. Through this localized lens, we also examine forms and structures of education (including but not limited to schooling), as well as the problems and potentials for varied forms of education in urban environments. We will be looking closely at several urban phenomena, asking how do urbanites educate themselves and each other? What might potential answers to this question teach us about ‘education’ and greater systems at play? Some of these phenomena are schooling, gentrification and displacement, the gig economy, educative possibilities in less noticeable spaces like community gardens or street corners, graffiti writing, spaces of cooperation. *As a final project, students in this course will have an option to submit a 15-page research paper or produce/record a podcast episode.

ITSF 4018 Anthropology and development: Critical and Local Approaches

This seminar considers issues and problems of development globally. The course is sometimes taught with a singular area focus on sub-Saharan Africa, Latin America and the Caribbean, Asia, European, the Middle East, North America. It examines specific development projects from different theoretical and empirical perspectives.

ITSF 4026 Technology and Culture

An exploration of technologies, broadly defined, and the contexts of their development, use, and politics of distribution locally and globally, drawing on research in anthropology and related disciplines.

ITSF 4034 Dynamics of Family Interaction

This course has been developed with practitioners of anthropology, educators, health professionals and globalization in mind. This course focuses on family as an agentive space where people construct with what they have around them. Culture of family is understood as processual and distributive situated in context and history and is also a politicized concept. This course engages categories such as biological and social bases of family, honor, sexuality, love, wealth, religion, and institutions such as schools, the humanitarian /development/human rights regimes, and the nation-state. The course will begin with an overview of anthropological research on kinship and relatedness by exploring the various possibilities in the composition of a typical family, how the family is formed, and how belongingness is maintained in different parts of the world. The second portion of the course will be devoted to variables that impact the family and vice versa. Ethnographic examples throughout the semester will focus on the socio-historical context, concreteness of actions, and use of resources.

ITSF 4510 Scholarship and Practice: Applying Anthropology

This course promotes the development of an engaged anthropological praxis by surveying the history, ethics, and methods of applied anthropology, and preparing for the implementation of successful applied research that benefits both students and their interlocutors. It also reviews case studies of major applied projects to understand how people can make their training in anthropology work in a broad array of fields such as education, health and medicine, business and industry, environment, development, etc. We consider the following questions: What does it mean to be an applied, engaged, public, action, or activist anthropologist? What ethical issues need to be considered in anthropological application? How can anthropological theories, methods, and ethics be implemented through research design?

ITSF 4902 Research Independent Study: Anthropology and Education

Advanced masters students may register for research projects related to the IP or 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. *Advisor Approval Required.*

ITSF 5000 Introductory Methods of Ethnography and Participant Observation

This course provides training in knowledge-production through ethnographic research using participant-observation. Students will be able to gain an understanding of ethnography as a way of knowing how people do what they do. Part one of the course will be devoted to research design, which includes developing different types of research questions, selecting sites and anthropological methods suitable for answering these questions, and examining anthropological approaches for applied purposes. Part two of the semester consists of looking at the difficulties of conducting research driven by established categories like culture, as well as the challenges inherent in ethnography such as objectivity, representation, and ethical dilemmas. This half of the semester will be dedicated to helping students produce a research study proposal that they will present to their cohort. Throughout the course, students will be reading examples of ethnographic research relevant to policy-making in order to understand how approaches to ethnography have developed. The peer-review process will be heavily implemented in this course, where students are given the opportunity to evaluate and comment on each other's work. Students will be expected to study and read the assigned readings and be able to participate in class discussions on the course readings. This course is foundational for students who are doing ethnographic fieldwork for their master's IP or doctoral dissertation. There are no prerequisites.

ITSF 5001 Ethnography and Participant-Observation

In an age in which big data is purported to solve contemporary human problems, Ethnography and Participant-observation have much to contribute. One contribution is that these make it possible to call into question the solutions put forth by way of representing human beings and their interactions with numbers. This course asks students to reflect more deeply upon what ethnographic research is and its role in scholarly and practical knowledge production. In the first of this series of courses (ITSF 5000), the emphasis is on operationalizing and designing a research project and writing a proposal that tightly integrates the general problem to be addressed and the method to be used. In this second course in the series, the emphasis is on the actual hands-on process of conducting fieldwork, recording of observations (field notes, mechanical recording and transcription), analysis, and on the writing of the final report. Readings and hands-on activities will be assigned. The semester will be divided into three modules: participant-observation, participant-observation with audiovisual, and virtual ethnography. Each module will involve data analysis and a write-up. This course will take place one day during the week for 1 hour and 40 minutes. However, there will be a component that requires students and the instructor to meet outside for 2-3 Saturdays for 1 hour and 40 minutes for participant-observation work in place of the weekday meetings. This is the more advanced of the two courses on ethnography offered in the department. Beginners in participant-observation research should enroll in ITSF 5000. It is possible to enroll in both simultaneously.

ITSF 5003 Communication and Culture

This course covers theories and ethnographies from linguistic anthropology, or the study of how communication shapes and is shaped by social life. It considers examples from different educational contexts, such as literacy, exams, and teaching, and how they intersect with major categories of inequality such as race, class, and gender. Students are encouraged to think critically about communicative norms in institutions like schools and to apply the themes of the course to their own interests and backgrounds.

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. It also considers political topics, such as social movements and the state.

ITSF 5016 Anthropology and Education

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

ITSF 5037 Global Literacies

This course draws upon the anthropology of literacy, sociology of language, sociolinguistics, and critical, interdisciplinary studies of reading and writing to address basic questions about the nature of writing, reading, and graphic/material communication; the politics and processes of access to various systems; and the significance of various literacies around the world.

ITSF 5045 Globalization, Mobility and Education

Drawing on the anthropology of globalization and sociology of immigration, the course reviews

major theories of immigrant incorporation and exclusion processes, examines case studies of im/migrants, refugees, and displaced persons and their adaptation processes inherent in the process of migration, and considers educational practices and policies that develop in order to address mobility in diverse contexts. The course asks how cultural, social, political, and economic factors influence im/migrant incorporation, and how educators can facilitate im/migrant students' opportunities for learning through changes in policies, pedagogies, and curricula.

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.

ITSF 5504 Feminist Anthropology for Teaching and Research

What is the relationship between feminist theory and anthropology? This class explores feminist critiques of science, feminist and womanist epistemologies, research ethics, and methodologies to study intersectionality. Students will learn about the history of feminist anthropology and explore how it has challenged the broader discipline of anthropology. We will consider key questions and contestations surrounding the politics representation and the relationship between one's personal identity and positionality and ethnographic research and writing. We will critically analyze core concepts such as gender, embodiment, power, equality, and so on, and practice a range of feminist research methods for engaging and elevating the diversity of experiences among underrepresented, understudied, and marginalized populations.

ITSF 5610 First- and Second-year Colloquium in Applied Anthropology

This course is the second semester of 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- and second-year doctoral students. Meets concurrently with ITSF 5611 during the spring semester. *Instructor's Approval Required.*

ITSF 5611 Advanced Ethnographic Methods and Analysis: From Fieldwork to Text

How do you analyze field notes, discourse, and social media and contribute to larger theoretical questions and practical solutions? How do you write a paper based on qualitative and ethnographic research? This course asks students to reflect upon what qualitative research is and its role in scholarly and practical knowledge production. Topics include: relationships between evidence and theory; storing, transcribing, analyzing, and portraying ethnographic evidence; writing about people while shifting away from anthropology's colonial history; and authoring an above average draft of an article-length paper. It is required for second-year anthropology doctoral students, who will report on their completed summer fieldwork. This course is also open to doctoral students in other programs, as well as advanced anthropology master's students. Students are required to have already carried out pilot research that they will analyze during the class. *Instructor's Approval Required.*

ITSF 6510 Education and Cultural Production

Education intersects cultural production in myriad ways involving large scale planning, environmental interventions, institutions like museums and parks, heritage initiatives, media old and new, and individual and local projects. This course investigates these and other modes of cultural production through the lenses of semiotic theories, anthropology, and related fields.

ITSF 6902 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. *Advisor Approval Required.*

Anthropology Degree Program Requirements

Master of Arts in Anthropology & Education

M.A. Fast Facts

- 32 total points
- Approximately 11 courses in a 1.5 - 2.5 year span
- 15 pts Anthro, 9 pts Complementary, 8-9 pts directly related to student's goals
- Full-time or Part-time
- Integrative Project (Master's Thesis/Article)

Program Description — The MA program in Anthropology and Education concerns the cultural, social, and linguistic dimensions of education. Our program offers insight to better understand inequalities, cultural differences, linguistic diversity, and the wealth of human life for educational purposes. We examine educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all other non-conventional education settings.

Anthropology is well positioned to answer some of the toughest questions of education and policymaking because it emphasizes spending time with and learning from people. The program highlights participatory ethnography: engaging in and observing human activities and conversing with people as a means of improving education and collaborating with local groups and organizations. As one of the only Master programs in Anthropology and Education in the world, we offer a unique outlook on how to understand and support diverse approaches to education in and outside the classroom.

Our program offers students courses and related concentrations in a highly individualized fashion. We strive to maintain smaller entering cohorts to magnify every student's experience. In addition to core Anthropology courses, we encourage our students to take courses with other departments and programs at Teachers College and Columbia University, more generally. For example, many of our students take courses in the International and Comparative Education, Technology in Education, and Applied Linguistics programs.

Each student receives an advisor prior to arrival, who will help with planning and offer guidance throughout your studies. Students must meet with their advisor for approval of their program plan at the beginning of each semester before finalizing their course schedule.

The concentrations below help students organize individualized course selections into cohesive courses of study. Our students choose a concentration that most aptly fits their research or professional interests, while advisors and other faculty work with students to create a course schedule that supports these interests. Below is a list of concentrations that serve as guidelines to you:

- **Urban Education**

- **Culture and Communication**
- **Ethnographic Theory and Methods**
- **Education Beyond Schools**
- **Applied Anthropology**

Urban Education:

As the human population increases, moves around the globe, and settles in ever denser urban environments, we must develop new understandings of the populations educators face. To the classic issues regarding poverty and class stratification, or ethnic and racial multiplicity, new issues have arisen surrounding migration and the delocalization of many groups. Our emphasis in Urban Education introduces students to the issues and current thinking on how to reform educational institutions to serve populations in their conditions.

Careers for students who have emphasized Urban Education include working in governmental and non-governmental agencies concerned with the educational aspects of their work (in the worlds of medicine, communication, business, etc.) both in the United States and abroad.

Suggested programs of study include:

- 16 points in general anthropology
- 6 points in research methods techniques
- 10 points in courses related to specific issues in urban education (including courses in sociology, economics, international education, etc.)
- an internship in an urban educational institution
- an integrative project related to the course work and internship

Culture and Communication:

Much of education has to do with communication. Teachers project their voices to classrooms of students. Students read and write, though how they do so may not coincide with the predominant languages or varieties of schools. Disagreements happen on playgrounds. Young people learn from grandparents and parents. Students take standardized exams, upon which schools can be judged as “failing.” Much, if not all, of education is communicative, and communication is inextricably linked to and indicative of cultural and linguistic differences.

Our emphasis on communication means that educational initiatives must be culturally and linguistically relevant and sustaining. We aim to re-think much of educational research through a more communicative-focused perspective that foregrounds diversity. This concentration encourages students to ask: How does communication happen? How can we, as researchers, teachers, policymakers, and activists, understand language? What consequences do ways of speaking and writing have for students, teachers, and administrators? And how do institutional conceptions of communication and identity complicate successful schooling and life for students?

Careers for students who have emphasized Communication & Culture include teaching, working in governmental and non-governmental agencies concerned with the educational or communicative aspects of their work (in the worlds of medicine, communication, business, etc.) both in the United States and abroad, curriculum design, and ethnographic consultation.

Suggested programs of study include, with 32 total points:

- 15 points in general anthropology (for example, courses like Communication & Culture; Languages, Cultural Politics, and Education; Dynamics of Family Communication; or other anthropology courses that the student sees as relevant)
- 3 or more points in ethnographic research methods techniques (to better be able to listen to others)
- 6 points in courses related to communication and/or culture outside of the anthropology program, including courses in bilingual education, applied linguistics, international education (where there are several courses on language policy and literacy), literacies etc.
- 6 points in courses outside the program that develop practical skills (such as about culturally relevant pedagogy) • an internship that applies the themes of the course of study • an integrative project related to the course work

Ethnographic Theory and Methods:

This concentration seeks to combine critical approaches of the study of organizations, schools, and other kinds of institutions with close ethnographic observation and analysis. We train students in anthropological theory that considers various levels of social life, moving from the details of daily life to state governance and regimes of power, as well as across the globe with today's mobile flows of people, technologies, and ideas. This concentration combines this approach to theory with methods courses that help students systematically understand how to learn from people, not merely to study, measure, or evaluate them.

Students from this concentration are well prepared to apply to doctoral programs in anthropology, other social sciences, or education, as well as to seek jobs based on their methodological expertise. Increasingly companies, NGOs, and multinational corporations seek employees who can carefully observe, interview, and write up reports about how to improve their workplace, as well.

This two-year program builds on an apprenticeship model around a supervised research project. While students have much flexibility, they are encouraged to follow our colloquium sequence, including a first year focusing on readings foundational to anthropology; a course that meets with two years of cohorts and various faculty members to discuss the students' original research projects; and a second-year course that works with students to analyze the research that they have conducted. It also focuses on courses introducing ethnographic methods and techniques.

The first year culminates with a research proposal and summer ethnographic fieldwork. The second year develops what was started through courses and seminars that take the students through the analysis and writing of the research project they conducted at the end of their first year. For their paper for graduation, students end up with a draft of an article (around 25-30 pages) that has benefited from significant feedback of peers and faculty.

Suggested program of study includes:

- 15 points in general anthropology (courses like Social Contexts of Education, Cultural Foundations of Education, Globalization, Mobility, & Education, Anthropology of Education)

- 6 points in methodology (such as Introduction to Participant Observation and Ethnography, Advanced Ethnographic Methods, Introduction to Quantitative Methods)
- 6 points in complementary social science and educational courses that can enhance student expertise (such as international and comparative education, sociology of education, political science of education)
- 5 points in relevant electives (such as regional studies courses like Schooling Across the Americas; courses on culturally relevant pedagogy; organizational management, etc.)

Education Beyond Schools:

Education is everywhere, from babies' first exploratory grabs and bumps to adults' groping encounters with new technologies. Schools actually account for relatively little of what we must learn to get along in everyday life. This concentration encourages close examination of settings and practices that fly beneath the educative radar, like sports or gardening or cooking, as well as those that more closely resemble schooling but take place elsewhere, like gyms, community centers, businesses, libraries, and museums.

Schooling itself also extends beyond school walls. For example, middle class American families take school-like behavior with them into all kinds of non-school places like the supermarket when a parent holds up an item and asks a child, "what is this?" or points at a clock and asks, "what time is it?" If judging the answer right or wrong is part of the sequence, then school-talk makes schooling present, beyond school. Further, doing school outside school prepares participants for school, while the education it takes for competency in many jobs like farming, waiting tables, and making things by hand can be arduous yet count for little in the world of credentials. Thus looking at education beyond schools not only helps us understand what happens around us but also how various trajectories on the way to expertise track with or fall outside relations of power.

Suggested programs of study include, with 32 total points:

- 15 points in general anthropology (for example, courses like Communication & Culture; Technology and Culture; Dynamics of Family Interaction; Globalization, Mobility and Education; or other anthropology courses that the student sees as relevant)
- 3 or more points in ethnographic research methods techniques (to better be able to learn from and with others)
- 6 points in courses outside of the anthropology program related to settings and practices through which educating takes place, including courses in media and technology, International & Comparative Education, Family & Community Education.
- 6 points in courses outside the program that develop practical skills (such as arts management or program assessment).
- an internship that applies the themes of the course of study (Note that students find their own internships. Some may be combined with Independent Study for course credit.)
- an integrative project focused on education beyond schooling

Applied Anthropology:

Applied anthropologists learn from people what they need in order to contribute to reaching a goal or solving a problem. For example, a past student studied disaster warning and response

systems for her IP with the aim of designing a system to warn residents of impending mudslides. Another focused on how small farmer communities obtained and used government grants to improve crop yields. A recent MA graduate investigated ways to bring urban and rural Chinese students together online so that urbanites would be exposed to values beyond economic success and rural students could practice their English. Yet another interviewed members of arts groups about their civic contribution with an eye toward developing such a program herself.

Students with specific goals and projects in mind can thus build insights on method and strategy from their coursework, while planning an Integrative Project that reviews relevant anthropological literature or incorporates information on previous applied anthropological endeavors into an essay that can inform an actual proposal to gain support for the project.

Suggested programs of study include, with 32 total points:

- 9-12 points in general anthropology (for example, courses like Communication & Culture; Technology and Culture; Dynamics of Family Interaction; Globalization, Mobility and Education; or other anthropology courses that the student sees as relevant)
- 3-6 points in ethnographic research methods techniques (to better be able to listen to others)
- 6 points in courses outside of the anthropology program related to the contexts of your focal issues (health, language, policy, conflict, diversity)
- 6 points in courses outside the program that develop practical skills (mediation and peace-building, media and technology, planning...)
- an internship that applies the themes of the course of study (Note that students find their own internships. Some may be combined with Independent Study for course credit.)
- an integrative project related to the course work

Grade Requirements — An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

Required Courses — No individual course is required, per se, for the M.A. in Anthropology and Education. However, courses offered by the department are all considered “core courses” and can be used to fulfill the core course requirements.

****See Appendix A on Page 47 for a Course Planning Worksheet to use as a guide when selecting courses.****

Integrative Project — A non-course, advisor-approved, culminating project is a requirement of all masters’ degrees in Anthropology and Education. The exact nature of this requirement is determined with a faculty member.

Master of Arts in Applied Anthropology

M.A. Fast Facts

- 32 total points
- Approximately 11 courses in a 1.5 - 2.5 year span
- 6 pts Anthro, 9 pts Research Methods, 5 pts Practicum & IP, 12 pts electives
- Full-time or Part-time
- Integrative Project (Master's Thesis/Article)

Program Description — The MA degree program in Applied Anthropology provides rigorous training in using ethnographic methods to solve real-world problems. Comprised of 32 credits, the curriculum balances social theory with practical skill-building in qualitative research, preparing graduates for careers in NGOs, government agencies, and the private sector by teaching them to navigate the cultural dimensions of diverse global settings and their social and political infrastructures.

There are four core components to the program: (1) foundational coursework in social theory and applied anthropology; (2) research methods; (3) an area of specialization for applying anthropology (developed through elective courses); and (4) a capstone experience in the form of an applied practicum.

Students in the MA of Applied Anthropology program gain practical experience applying anthropological theory and methods to real-world concerns through a semester-long practicum with an agency/organization external to the ITS Department. Students select an organization, agency, community group, or business to engage in applied research. The placement must be approved by the student's faculty advisor.

Each student receives an advisor prior to arrival, who will help with planning and offer guidance throughout your studies. Students must meet with their advisor for approval of their program plan at the beginning of each semester before finalizing their course schedule.

Required Courses — The program requires two core anthropology courses (6 points) that provide a foundational understanding of anthropological theory and praxis; three core research methods courses (9 points); practicum and Integrated Project (5 points); and four elective courses (12 points) that support students' areas of specialization and intended career pathways. M.A. students are also required to attend a bi-weekly one-hour MA Advising and Career Workshop, also to assist with the IP, for noncredit. 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.

Anthropology Courses (6 points):

- ITSF 4011: Contexts of Education (3)
- ITSF 4510: Scholarship and Practice: Applying Anthropology (3)

Research Methods Courses (9):

Choose 2 or 3:

- ITSF 5000: Introductory Methods of Ethnography and Participant Observation (3)
- ITSF 5001: Ethnography and Participant-Observation (3)
- ITSF 5611 Advanced Ethnographic Methods and Analysis: From Fieldwork to Text (3)

Choose 1:

- ITSF 4101: Introduction to Quantitative Data Analysis (3)
- ITSF 4092: Qualitative Methods
- ITSF 5009: Social Network Analysis (3)
- ITSF 5040: Mixed Methods in International Comparative Education (3)

Practicum & Integrated Project (5):

- ITSF 5020: Practicum in Anthropological Field Techniques (3)
- ITSF 4200: Integrative Project Research & Writing Practicum (2)

Electives (12)

See Appendix A on Page [x] for a Course Planning Worksheet to use as a guide when selecting courses.

Integrative Project — Working collaboratively with the staff of the student's practicum organization, students engage in applied research to address an issue of mutual interest and concern. The practicum experience culminates in the Integrated Project, where the student produces a tangible product or products reviewed by both the anthropology faculty (IP) and host agency.

Grade Requirements — An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

Master of Education in Anthropology and Education

Ed.M. Fast Facts

- Up to 30 of the required 60 credits may be transferred
- Approximately 20 courses in a 2 - 2.5 year span
- Full-time or Part-time
- Integrative Project (Master's Thesis/Article)

Program Description — The Ed.M. in Anthropology and Education is concerned with the cultural, social, and linguistic dimensions of education. Our program offers insight to better understand inequalities, cultural differences, linguistic diversity, and the wealth of human life for educational purposes. We examine educational processes in schools and classrooms, in families, on street corners, in community centers, in churches, and in all other non- conventional education settings.

The Ed.M. is for students who have already obtained a master's degree and are looking to extend their knowledge of anthropology and/or education. Students can usually transfer up to 30 credits from their previous master's degree. The program description reflects the same as broad goals the Master of Arts program developed to a greater degree.

Anthropology is well positioned to answer some of the toughest questions of education and policymaking because of its emphasis on spending time with and learning from *people*. The program highlights participatory ethnography: engaging in and observing human activities and conversing with people as a means of improving education and collaborating with local groups and organizations. As one of the only master programs in Anthropology and Education in the world, we offer a unique outlook on how to understand and support diverse approaches to education in and outside the classroom.

In addition to core Anthropology courses, we encourage our students to take courses with other departments and programs at Teachers College and Columbia University, more generally. For example, many of our students take courses in the International and Comparative Education, Technology in Education, and Applied Linguistics programs.

Each student receives an advisor prior to arrival, who will help with planning and offer guidance throughout your studies. Students must meet with their advisor for approval of their program plan at the beginning of each semester before finalizing their course schedule.

Minimum Point Requirement — Minimally, candidates for the Master of Education degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 25 points in sociocultural anthropology. This may include work at GSAS or in one of the other professional schools, or area institutes of the University. A minimum of three courses (9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology).

An additional 20 points must also be taken to complete the course of study. These courses should be chosen to enhance the professional preparation of the student in their expected field of practice, whether it is in education, public service (either at home or abroad), business, etc. They may be organized to satisfy the requirements for a Master of Arts degree in a professional field. These courses may be taken at Teachers College, GSAS, one of the other professional schools, or area institutes of the University.

Required Courses — No individual course is required, per se, for the Ed.M. in Anthropology and Education. However, courses offered by the department are all considered “core courses” and can be used to fulfill the core course requirements.

****See Appendix A on Page 47 for a Course Planning Worksheet to use as a guide when selecting courses.****

Integrative Project — A non-course, advisor-approved, culminating project is a requirement of all masters’ degrees in Anthropology and Education. The exact nature of this requirement is determined with a faculty member. If the student has already completed an IP at TC during prior studies for the MA, they should consult with their advisor to design a suitable culminating project for the Ed.M.

TC Breadth Requirement — To satisfy college breadth requirements, master students must complete a minimum of 6 points in TC courses that are outside of their major programs. They can reach that 6-point threshold by any combination of courses that they choose in consultation with their advisors. Note that courses in the ICed Program are outside the Anthropology programs and thus meet the breadth requirement.

Transfer Credit Evaluation — We encourage students to request 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 all remaining 30 points must have been cleared by us as anthropological. Up to 30 of the required 60 points may be transferred from graduate credit taken in a previous program outside of Teachers College to the extent that they fulfill some of the requirements listed above. In the case of students designing a joint M.A./Ed.M. with other programs at the College, the requirements for both programs are combined.

Grade Requirements — An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

Concentrations — Ed.M. students can select from the following list to form cohesive courses of study or they can work out personalized courses of study with their advisor that meet the minimum point distributions for the degree: Urban Education; Culture & Communication; Ethnographic Theory & Methods; Education Beyond Schools; Applied Anthropology.
(See the M.A. section for full descriptions of concentrations.)

Doctor of Education in Anthropology and Education (Ed.D.)

Program Description —The program in Anthropology and Education’s disciplinary approach explores and contributes to better understanding of educational processes in schools and classrooms, institutions of higher education, and community organizations. This degree is designed for students who plan to engage in policy development and administrative responsibilities in school systems, colleges, universities, professional schools, research institutes, or state, federal, and international agencies and bureaus, as well as scholarly research and writing, applied research, evaluation, and teaching. The Ed.D. degree is awarded by Teachers College, Columbia University.

General Requirements

Minimum Point Requirement — The degree requires a minimum of 75 points of acceptable graduate credit, 45 points of which must be completed through Teachers College registration. These credits may be earned by course work, independent study, and guided research.

Program Plan — 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, and substantive areas of anthropology. These courses aim to develop competency in the discipline while addressing the specific intellectual interests of the student.

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 (30 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).

Specific Requirements and Typical Course of Study

Specifically Required of All Doctoral Students:

- **ITSF 5000 (*Introductory Methods of Ethnography & Participant Observation*)** — Taken in the student's first year.
- **ITSF 4011 (*Contexts of Education / First Year Colloquium*)** — First course in colloquium sequence, to be taken during the student's first Fall semester.
- **ITSF 5610 (*First- and Second-Year Colloquium in Applied Anthropology*)** — Taken in the Spring semesters of the student's first and second years.
- Ten to twelve weeks of summer field research to be carried out at the end of the student's first year.
- **ITSF 5611 (*Second Year Colloquium in Anthropological Method*)** — Taken in the student's second Fall semester.

Other Course Requirements:

- ***Area Courses (6 points):*** 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 (6 points):*** 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 (6 points):*** Two courses in linguistic anthropology or sociolinguistics. Some possible courses include:
 - Language, Cultural Politics, and Education
 - Communication and Culture
 - Global Literacies
- ***Other Major Courses (15 points):*** 15 additional points of anthropological coursework. 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.

See Appendix A on Page [x] for a Course Planning Worksheet to use as a guide when selecting courses.

Grade Requirements — An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

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.

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.

Students who will need to transfer credits accumulated from institutions other than Teachers College or from other departments will need to apply for a transfer of credit. It is advisable to have transfer credits done by the end of the first year of study, but it must be completed prior to the completion of the certification exam process to ensure that the student has met all requirements and is ready to begin the dissertation process. The transfer of credits policy, procedures, contact information, and FAQ are available through the [Office of the Registrar's website](#).

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. Students must meet with their advisor for approval of their program plan at the beginning of each semester before finalizing their course schedule. 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

their theoretical, methodological, or area expertise. Often this faculty member becomes the advisor of the dissertation.

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.

Certification as Ed.D. Student, Dissertation, and Completion of Program

All Ed.D. students are required to go through the following steps:

Comprehensive Exam —All doctoral students must pass the Advanced Certification Exam. Its purpose is to test the student's proficiency with key concepts and issues in anthropology as well as mastery of basic professional literature in the chosen areas of specialization. Certification shows that the student has attained competencies outlined in the course requirements as well as the methodological, area, and topical knowledge necessary to conduct their proposed research and meet expectations of anthropological professionalism.

The Advanced Certification Exam consists of three written examinations: Area, Theory, and Methods. The precise scope must be approved at the onset of the exam preparation process by the major advisor or advisors. After the written exams have been graded by First and Second Readers, an oral examination follows. It includes follow-up questions on the written exams. Upon successful completion of the three written examinations, an oral examination is given (typically immediately preceding the dissertation proposal hearing — see next section). The student must pass the oral examination satisfactorily to advance to the dissertation proposal hearing.

Typically, one written examination focuses on the ethnographic world region or global population most relevant to the student's dissertation project. The second focuses on the theoretical perspectives most relevant to the proposed dissertation research and the student's future professional goals. The third focuses on either anthropology and education or applied anthropology.

These proctored examinations are administered live in one of the Program's offices unless special arrangements have been made through the Office of Access and Services for Individuals with Disabilities.

Exam Preparation and Scheduling —

****See Appendix B on Page 54 for the full ACE Exam Guide.****

Each written examination is prepared and graded by two examiners, the First and Second Readers, based upon bibliographies the student prepares in collaboration with the examiners, who, along with the student's advisor, must approve the final lists.

1. Exams are best taken in the third year, even before all courses have been completed.
2. The Advisor for the exams must be a member of the core faculty of the Programs in Anthropology.
3. Assembly of final bibliographies for the exams **MUST** start no later than early in the semester before the student plans to take the exam and minimally 6 months prior to the month of the exams. Ideally, students will begin assembling preliminary lists as soon as they enter the program, drawing on their coursework and independent reading.
4. Bibliography length is flexible within a range of 50 to 75 items. The final draft of each bibliography should include a brief statement (200 words) summarizing the main issues the exam addresses, as well as 5 questions that the bibliographies help to answer. Students will find that assembly of bibliographies works best if they develop questions and select readings in a reciprocal process, listing the 10-12 most relevant items below each question.

5. In initial meetings with the advisor, 4-6 of the exam readers will be selected. Readers must be approved by the advisor. At least 2 of the 6 readers must be members of the core faculty of the Programs in Anthropology. The other readers may come from the Program, elsewhere at TC, CU, or other institutions, with qualifications that conform to TC (EdD, PhD) and GSAS (PhD) rules.
6. One of each pair of readers is designated First Reader. First Readers must be specialists in the topics focal to the exam and Second Readers must be conversant with those topics.
7. Students are expected to draft bibliographies in consultation with the readers in time for the readers and the student's advisor to approve the bibliographies by the end of the semester prior to the exam.
8. While students are drafting bibliographies, they should also start choosing dates for each of their exams. This must be scheduled with the Anthropology Program Assistant. Note that exams are not scheduled in the summer or in the latter half of the semester.
9. The final drafts of each bibliography must be officially approved no later than 3 months prior to the student's exams, and ideally 6 months prior. This means that bibliographies for Fall semester exams must be approved by the end of the Spring semester in May, and Spring exam lists no later than the end of November.
10. Once each draft is approved, the student will have their advisor and each reader sign the 'Final Approval of ACE Bibliographies' form and send it in to the Anthropology Program Assistant, along with the ACE Scheduling Form that indicates the dates of the student's exams for the following semester.
11. The readers of exams may edit the questions the students will be asked to answer during the exam.

Dissertation Proposal

1. Although the language exam is not required for the Ed.D., students should be sure they have adequate competence in any field language(s) necessary for the dissertation research they will propose. Grant applications now require evidence of this.
2. After passing the comprehensive exam, an oral examination is given on the student's proposal for field research. It is typically held immediately after the oral component of the certification examinations.
3. The student's academic advisor forms a committee of two to three members of the core faculty of the Program and the student's dissertation advisor. If the dissertation advisor is different from the academic advisor, they will assume the role of official advisor subsequent to passage of the proposal oral exam.
4. Candidates must pass both the written and oral part of the examination to be recommended for certification. In the term the Dissertation proposal defense oral is held, students must be registered for ITSF 7500.

Dissertation Field Research — One to two years of original anthropological field research is required in preparation for the writing of the dissertation. In each term this post-proposal dissertation field research is held, students must be registered for ITSF 6200. This course grants full-time status and meets the requirements of Obligation for Continuous Enrollment from ODS.

Dissertation — After completing a period of field research, the student starts writing. This is best done in close contact with the advisor who determines when drafts are ready to be circulated to other members of the committee. When the advisor and at least one other committee member

deem the dissertation ready, a defense is set. The membership of the final committee is discussed in consultation with the advisor. The candidate is required to register for continuous dissertation advisement (ITSF 8900) until the dissertation has received final approval.

Post-Coursework Registration — Refer to the **Doctoral Post-Coursework Guide on Page 42** for registration information once you have completed your coursework and/or are holding your proposal hearing. Students must register every semester until all requirements for the graduate degree have been satisfactorily completed unless a leave of absence has been requested and approved.

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

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 Requirements

Minimum Point Requirement —Each student develops, in collaboration with their 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.

Program Plan — 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 (30 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).

Specific Requirements and Typical Course of Study

Specifically Required of All Doctoral Students:

- **ITSF 5000 (*Introductory Methods of Ethnography & Participant Observation*)** — Taken in the student's first year.
- **ITSF 4011 (*Contexts of Education / First Year Colloquium*)** — First course in colloquium sequence, to be taken during the student's first Fall semester.
- **ITSF 5610 (*First- and Second-Year Colloquium in Applied Anthropology*)** — Taken in the Spring semesters of the student's first and second years.
- Ten to twelve weeks of summer field research to be carried out at the end of the student's first year.
- **ITSF 5611 (*Second Year Colloquium in Anthropological Method*)** — Taken in the student's second Fall semester.

Other Course Requirements:

- ***Area Courses (6 points):*** 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 (6 points):*** 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 (6 points):*** Two courses in linguistic anthropology or sociolinguistics. Some possible courses include:
 - Language, Cultural Politics, and Education
 - Communication and Culture
 - Global Literacies
- ***Other Major Courses (15 points):*** 15 additional points of anthropological coursework. 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.

****See Appendix A on Page 47 for a Course Planning Worksheet to use as a guide when selecting courses.****

Grade Requirements — An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

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.

Students who will need to transfer credits accumulated from institutions other than Teachers College or from other departments will need to apply for a transfer of credit. It is advisable to have transfer credits done by the end of the first year of study, but it must be completed prior to the completion of the certification exam process to ensure that the student has met all requirements and is ready to begin the dissertation process. The transfer of credits policy, procedures, contact information, and FAQ are available through the [Office of the Registrar's website](#).

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 Requirement — 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 advisor 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. Students must meet with their advisor for approval of their program plan at the beginning of each semester before finalizing their course schedule. In addition, each student meets with the assembled faculty two or three times a year—at registration and at the end 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 their 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.

Certification as PhD Student, Dissertation, and Completion of Program

See **Page 39** for important guidelines on exam and dissertation processes.

Doctor of Philosophy in Applied Anthropology (Ph.D.)

Program Description — Teachers College and GSAS of Columbia University initiated and implemented a joint program of Applied Anthropology. This program trains graduate students registered at either graduate school. By this agreement, all applied anthropological training 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 concern in economic and community development, education, medicine, psychiatry, businesses and corporations, institutional programs, and ecological and environmental change.

General Requirements

Minimum Point Requirement — Each student develops, in collaboration with their 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.

Program Plan — 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 (30 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).

Specific Requirements and Typical Course of Study

Specifically Required of All Doctoral Students:

- **ITSF 5000 (*Introductory Methods of Ethnography & Participant Observation*)** — Taken in the student's first year.
- **ITSF 4011 (*Contexts of Education / First Year Colloquium*)** — First course in colloquium sequence, to be taken during the student's first Fall semester.
- **ITSF 5610 (*First- and Second-Year Colloquium in Applied Anthropology*)** — Taken in the Spring semesters of the student's first and second years.
- 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*)** — Taken in the student's second Fall semester.

Other Course Requirements:

- **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 subfields such as Linguistic Anthropology, Archaeology, or Biological Anthropology. Some possible courses include:
 - Language, Cultural Politics, and Education
 - Communication and Culture

- Global Literacies

- **Other Major Courses (15 points):** 15 additional points of anthropological coursework. 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.

****See Appendix A on Page 47 for a Course Planning Worksheet to use as a guide when selecting courses.****

Grade Requirements — An overall grade average of B+ is expected. Receiving two B grades or lower, two Incomplete grades, or one F grade will lead to a review by the program faculty and may result in dismissal from the program.

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.

Students who will need to transfer credits accumulated from institutions other than Teachers College or from other departments will need to apply for a transfer of credit. It is advisable to have transfer credits done by the end of the first year of study, but it must be completed prior to the completion of the certification exam process to ensure that the student has met all requirements and is ready to begin the dissertation process. The transfer of credits policy, procedures, contact information, and FAQ are available through the [Office of the Registrar's website](#).

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 Requirement — 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 advisor 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. Students must meet with their advisor for approval of their program plan at the beginning of each semester before finalizing their course schedule. In addition, each student meets with the assembled faculty two or three times a year—at registration and at the end 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 their 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.

Certification as Ph.D. Student, Dissertation, and Completion of Program

All students are required to go through the following steps:

Comprehensive Exam — All doctoral students must pass the Advanced Certification Exam. Its purpose is to test the student's proficiency with key concepts and issues in anthropology as well as mastery of basic professional literature in the chosen areas of specialization. Certification shows that the student has attained competencies outlined in the course requirements as well as the methodological, area, and topical knowledge necessary to conduct their proposed research and meet expectations of anthropological professionalism.

The Advanced Certification Exam consists of three written examinations: Area, Theory, and Methods. The precise scope must be approved at the onset of the exam preparation process by the major advisor or advisors. After the written exams have been graded by First and Second Readers, an oral examination follows. It includes follow-up questions on the written exams. Upon successful completion of the three written examinations, an oral examination is given (typically immediately preceding the dissertation proposal hearing — see next section). The student must pass the oral examination satisfactorily to advance to the dissertation proposal hearing.

Typically, one written examination focuses on the ethnographic world region or global population most relevant to the student's dissertation project. The second focuses on the theoretical perspectives most relevant to the proposed dissertation research and the student's future professional goals. The third focuses on either anthropology and education or applied anthropology.

These proctored examinations are administered live in one of the Program's offices unless special arrangements have been made through the Office of Access and Services for Individuals with Disabilities.

Exam Preparation and Scheduling —

****See Appendix B on Page 54 for the full ACE Exam Guide.****

Each written examination is prepared and graded by two examiners, the First and Second Readers, based upon bibliographies the student prepares in collaboration with the examiners, who, along with the student's advisor, must approve the final lists.

1. Exams are best taken in the third year, even before all courses have been completed.
2. The Advisor for the exams must be a member of the core faculty of the Programs in Anthropology.
3. Assembly of final bibliographies for the exams **MUST** start no later than early in the semester before the student plans to take the exam and minimally 6 months prior to the month of the exams. Ideally, students will begin assembling preliminary lists as soon as they enter the program, drawing on their coursework and independent reading.
4. Bibliography length is flexible within a range of 50 to 75 items. The final draft of each bibliography should include a brief statement (200 words) summarizing the main issues the exam addresses, as well as 5 questions that the bibliographies help to answer. Students will find that assembly of bibliographies works best if they develop questions

and select readings in a reciprocal process, listing the 10-12 most relevant items below each question.

5. In initial meetings with the advisor, 4-6 of the exam readers will be selected. Readers must be approved by the advisor. At least 2 of the 6 readers must be members of the core faculty of the Programs in Anthropology. The other readers may come from the Program, elsewhere at TC, CU, or other institutions, with qualifications that conform to TC (EdD, PhD) and GSAS (PhD) rules.
6. One of each pair of readers is designated First Reader. First Readers must be specialists in the topics focal to the exam and Second Readers must be conversant with those topics.
7. Students are expected to draft bibliographies in consultation with the readers in time for the readers and the student's advisor to approve the bibliographies by the end of the semester prior to the exam.
8. While students are drafting bibliographies, they should also start choosing dates for each of their exams. This must be scheduled with the Anthropology Program Assistant. Note that exams are not scheduled in the summer or in the latter half of the semester.
9. The final drafts of each bibliography must be officially approved no later than 3 months prior to the student's exams, and ideally 6 months prior. This means that bibliographies for Fall semester exams must be approved by the end of the Spring semester in May, and Spring exam lists no later than the end of November.
10. Once each draft is approved, the student will have their advisor and each reader sign the 'Final Approval of ACE Bibliographies' form and send it in to the Anthropology Program Assistant, along with the ACE Scheduling Form that indicates the dates of the student's exams for the following semester.
11. The readers of exams may edit the questions the students will be asked to answer during the exam.

Dissertation Proposal — 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.

After passing the comprehensive exam, an oral examination is given on the student's proposal for field research. It is typically held immediately after the oral component of the certification examinations. The oral examination, also called the dissertation proposal defense, lasts for around an hour. The student briefly presents their research (<10 minutes), and the faculty members discuss and ask questions about the project.

The student's academic advisor forms a committee of two to three members of the core faculty of the Program and the student's dissertation advisor. If the dissertation advisor is different from the academic advisor, they will assume the role of official advisor subsequent to passage of the proposal oral exam.

Candidates must pass each written exam and the oral proposal defense to be recommended for certification. In the term the Dissertation proposal defense is held, students must be registered for ITSF 7500.

Dissertation Field Research — One to two years of original anthropological field research

is required in preparation for the writing of the dissertation. In each term this post-proposal dissertation field research is held, students must be registered for ITSF 6200. This course grants full-time status and meets the requirements of Obligation for Continuous Enrollment from ODS.

Dissertation — After completing a period of field research, the student starts writing. This is best done in close contact with the advisor who determines when drafts are ready to be circulated to other members of the committee. When the advisor and at least one other committee member deem the dissertation ready, a defense is set. The membership of the final committee is discussed in consultation with the advisor. In the final term of defense, all Ph.D. students must register for TI 8900, a course that signals to GSAS that a Ph.D. defense is being held.

Post-Coursework Registration — Refer to the **Doctoral Post-Coursework Guide on Page 42** for registration information once you have completed your coursework and/or are holding your proposal hearing. Students must register every semester until all requirements for the graduate degree have been satisfactorily completed unless a leave of absence has been requested and approved.

Doctoral Post-Coursework Registration Guide

Below is the sequence of courses that all doctoral students must register for following the completion of their major coursework and/or when completing their exams and proposals. **Students must consult their advisors for approval before registration each semester.** All courses below grant full-time status.

Course	Time	# of Semesters
ITSF 6583 <i>Dissertation Academic Writing</i>	- Take after completing all coursework - Take while preparing for exams / proposal hearing	Up to 2
ITSF 7500 <i>Dissertation Seminar</i>	- Take in semester of proposal hearing - Incomplete grade if proposal hearing is not successfully completed	1
ITSF 6200 <i>Field Research</i>	- Take after completing exams/proposal - For working on dissertation research and writing	Up to 4
ITSF 8900 <i>Dissertation Advisement</i>	- Take after all 6200 courses have been used or when ready to defend - Required for EdD students instead of TI 8900 - Tuition Cost: 3 points	Up to 8
TI 8900 <i>Dissertation Defense</i>	- Take in semester of defense - Required for PhD students, not for EdD - Tuition Cost: 3 points + \$1200	1

Checklist of Steps for Doctoral Certification

To be certified as a Doctoral candidate, doctoral students must satisfactorily complete the following eight requirements:

1. A minimum of 75 points of coursework satisfying the required courses for the Program.
2. File an approved Program Plan of Study with ODS, (including applying for the transfer of credit with ODS at the start of the doctoral program if necessary).
3. Pass the foreign language requirement (Ph.D. Students only).
4. Pass the three Certification Examinations.
5. Prepare and defend a dissertation proposal, have it approved and filed with the appropriate forms with ODS.
6. Work with the Anthropology Program Office and ODS to apply for M.Phil. degree (Ph.D.) or Certified Doctoral Candidate (Ed.D.).
7. Complete the dissertation and defend it at a Dissertation Oral Defense.
8. Deposit the dissertation manuscript online, following the final document preparation requirements.

Important Steps Toward the Dissertation Defense

1. File an “Intent to Defend” application with ODS early in the semester you plan to defend.
2. Submit an application for an oral defense date.
3. Deposit the dissertation online, as per instructions from GSAS (Ph.D.) or ODS (Ed.D.).

The handbook was developed with the most up to date information about doctoral degree requirements. This information can also be found on the ODS website

[\(www.tc.columbia.edu/doctoral/\)](http://www.tc.columbia.edu/doctoral/)

Standard Policies and Procedures for All Degree Levels and Programs

Statement on Satisfactory Progress: Students are expected to make satisfactory progress toward the completion of degree requirements. Program faculty will annually review each student's progress. Where there are concerns about satisfactory progress, students will be informed by the program faculty. If a student is performing below expectations, they may be required to complete additional course work. The program will provide a plan and timeline for remediation, so students know the expectation for them to continue in the program. If satisfactory progress is not maintained a student may be dismissed from the program.

Services for Students with Disabilities: The College will make reasonable accommodations for persons with documented disabilities. Students are encouraged to contact the Office of Access and Services for Individuals with Disabilities for information about registration (301 Zankel Hall). Services are available only to students who are registered and submit appropriate documentation.

Statement on Academic Conduct: A Teachers College student is expected to refrain from any conduct, including cheating, plagiarizing, or purchasing documents submitted for academic evaluation, which calls into question their academic and/or professional probity. Decisions regarding academic evaluation in all aspects of students' work at the college, including coursework, certification examinations, clinical or field experiences, and preparation of dissertations, are within the sole jurisdiction of the faculty concerned, including as appropriate, the department or program staff members. Disciplinary actions (e.g., reprimand, suspension, or dismissal) in cases of academic misconduct can be imposed by the Vice Provost or the Committee on Student Conduct.

Resolution of Student Academic Program Concerns: Any student who has a concern regarding an academic matter may seek assistance. The procedure for resolving academic program concerns (see note of grade correction process in this section of the handbook) begins with either the faculty member (if the concern is related to a course) or the student's advisor. If the student is not satisfied with the response or resolution achieved at this first level, or if speaking with the faculty member presents a conflict of interest for the student, the student should proceed to speak with the Program Director in the area in which the academic concern resides. If the student is not satisfied with the response or resolution achieved through the Program Director, the student should proceed to speak with the Chair of the academic department in which the academic concern resides. If the student is still not satisfied with the response or resolution achieved through the Department Chair, or if speaking with the Department Chair presents a conflict of interest for the student, the next step is to contact the Office of the Vice Provost. At any stage of the process, students are welcome to seek the advice and guidance of the Ombudsman, who is charged with attempting to informally resolve student dissatisfaction of an academic nature on a completely confidential basis.

Grade Correction Procedure: The instructor for a course has the responsibility for setting the requirements for a course and making an evaluation of students' work. Once a grade has been given, the instructor is not free to change the grade unless the instructor indicates to the Registrar that an error was made in the original grade transmitted. If a student believes that an error has been made, they must take the initiative in bringing about the necessary correction prior to the conclusion of the semester immediately following the semester in which the course was taken. The normal procedure for effecting a correction would be through direct discussion between the student and the instructor. If redress cannot be attained through such discussions, the student may next appeal to the department chairperson of the department offering the course. If resolution cannot be attained through appeal, the student may next appeal to the Dean. In situations where the student feels that such an appeal process might not be in the student's interest, counsel and assistance can be sought from the Office of the College Ombudsman and the Office of the Vice Provost.

Continuous Registration: All students must register every semester until all requirements for the graduate degree have been satisfactorily completed unless a leave of absence has been requested and approved. The leave of absence is approved based on sustained illness, family leave, or national military service, usually for no longer than a year.

Applications for the request of a leave of absence are available through the Office of the Registrar. For doctoral students who are post-proposal, a Personal Exemption or Waiver may be possible. For more information, consult the Office of Doctoral Studies Ed.D. or Ph.D. Requirements Bulletin.

Statement on Communications: Teachers College students have the responsibility for activating the Columbia University Network ID (UNI), which includes a free Teachers College email account. As official communications from the College — e.g., information on graduation, announcements of closing due to severe storm, flu epidemic, transportation disruption, etc. — will be sent to the student's Teachers College email account, students are responsible for either reading email there or for utilizing the mail forwarding option to forward mail from their Teachers College account to an email address that they will monitor.

Other Useful Information

Office	Location	Telephone	Service
Admissions	301 Bldg. 528	(212) 678-3710	Transfer of credit applications; re-applications for change of degree level, program, and department.
TC NEXT (Career Services)	157 Bldg. 528	(212) 678-3140	Information on employment and internship opportunities.
ITS Department Office	357 Grace Dodge	(212) 678-3947	General information, special enrollment, Department Chair signature.
Office of Doctoral Studies (ODS)	324 Bldg. 528	(212) 678-4050	All matters related to doctoral study policies and procedures including forms pertinent for the program plan, dissertation proposal hearing, dissertation defense, and the depositing of the final version of the defended dissertation.
Anthropology Program Office	375 Grace Dodge	(212) 678-3309	General questions about the program, college policy and procedures.
Housing/ Residence Halls	107 Whittier	(212) 678-3235	Information on housing.
Office of International Students and Scholars (OISS)	L5 Whittier Hall	(212) 678-3939	Assistance for international students.
Bursar	133 Thompson	(212) 678-3056	Payment of tuition and other fees.
Registrar	324 Bldg. 528	(212) 678-4050	Course registration, permission to register, change of grade, teacher certification, course withdrawal, requests for transcripts, certification to Government, degree application, certificate of equivalency.
Financial Aid	310 Bldg. 528	(212) 678-3714	Applications for financial aid.
Graduate Student Life & Development	155 Bldg. 528	(212) 678-3690	Student organizations, graduate writing center, discount tickets for events.

Appendix A:
Course Planning Worksheets

M.A. (Anthropology and Education) ... Page 48

M.A. (Applied Anthropology) ... Page 49

Ed.M. (Anthropology and Education) ... Page 50

Ed.D. (Anthropology and Education) ... Page 51

Ph.D. (Anthropology and Education) ... Page 52

Ph.D. (Applied Anthropology) ... Page 53

M.A. in Anthropology & Education

Course Planning Worksheet

Total Points Required: 32

Anthropology & Education Courses (15 points) <i>At least five courses, with at least one course at 5000 level or higher</i>			
Course #	Course Name	Term	Points
Total			

Complementary/Other Concentration Courses (9 pts) <i>Selected courses from other fields/disciplines such as International & Comparative Education, Applied Linguistics, History, Philosophy and Sociology</i>			
Course #	Course Name	Term	Points
Total			

Professional/Practical Courses (8 points) <i>Various specialized skills useful in future professional settings</i>			
Course #	Course Name	Term	Points
Total			

Integrative Project / Thesis <i>Register for this course in the semester you are completing your IP</i>			
Course #	Course Name	Term	Points
ITSF 4200	Integrative Project Research & Writing Practicum		
Total			

***TC Breadth Requirement:** You must take two courses of at least three points each, at Teachers College, but outside of the Anthropology & Education program. This is a requirement that if left unfulfilled WILL prevent you from graduating.

***At least 20 points must be earned in Teachers College courses.**

M.A. in Applied Anthropology

Course Planning Worksheet

Total Points Required: 32

Anthropology Courses (6 points)			
Course #	Course Name	Term	Points
ITSF 4011	Contexts of Education		3
ITSF 4510	Scholarship and Practice: Applying Anthropology		3
Total			

Research Methods Courses (9 pts) Choose 2 or 3: <i>ITSF 5000, ITSF 5001, ITSF 5611</i> Choose 1: <i>ITSF 4101, ITSF 4092, ITSF 5009, ITSF 5040</i>			
Course #	Course Name	Term	Points
Total			

Practicum & Integrated Project (5 points)			
Course #	Course Name	Term	Points
ITSF 5020	Practicum in Anthropological Field Techniques		3
ITSF 4200	Integrative Project Research & Writing Practicum		2
Total			

Electives (12 points) <i>Courses that support your areas of specialization and intended career pathways</i>			
Course #	Course Name	Term	Points
Total			

***TC Breadth Requirement:** You must take two courses of at least three points each, at Teachers College, but outside of the Anthropology & Education program. This is a requirement that if left unfulfilled WILL prevent you from graduating.

***At least 20 points must be earned in Teachers College courses.**

Ed.M. in Anthropology & Education

Course Planning Worksheet

Total Points Required: 60

Anthropology Courses (24 points)			
Course #	Course Name	Term	Points
Total			

Complementary/Other Concentration Courses (15 points) <i>Selected courses from other fields/disciplines such as International & Comparative Education, Applied Linguistics, History, Philosophy and Sociology</i>			
Course #	Course Name	Term	Points
Total			

Professional/Practical Courses (21 points) <i>Various specialized skills useful in future professional settings</i>			
Course #	Course Name	Term	Points
Total			

Integrative Project / Thesis <i>Register for this course in the semester you are completing your IP</i>			
Course #	Course Name	Term	Points
ITSF 4200	Integrative Project Research & Writing Practicum		
Total			

***TC Breadth Requirement:** You must take two courses of at least three points each, at Teachers College, but outside of the Anthropology & Education program. This is a requirement that if left unfulfilled WILL prevent you from graduating.

***Transfer Credit:** A maximum of 30 points may be transferred in from approved programs. List transfer credits in the appropriate category according to advisor's approval.

***At least 30 points must be earned in Teachers College courses.**

Course Planning Worksheet

[illegible]

With Regard to the “Major Courses”: At least 15 points must be taken within the Program at TC. A minimum of 25 points must be taken at TC or CU affiliate. No more than 15 credits may be taken at the Consortium schools for major courses. At least 40 points worth of Major Courses must be Anthropology courses.

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Course Planning Worksheet

Major Courses	Required Courses: Four semester Colloquium Series (12 points)			
	Course #	Course Name	Term	Points
	ITSF 4011	Contexts of Education (register Fall semester of first year)		3
	ITSF 5610	First- and Second-Year Colloquium (register Spring semester of 1st and 2nd year)		6
		Summer field research after first year		
	ITSF 5611	Second Year Colloquium: Advanced Ethnographic Methods and Analysis (register Fall semester of 2nd year)		3
	One Course in Ethnographic Methods: ITSF 5000 (3 points)			
	ITSF 5000	Introductory Methods of Ethnography & Participant Observation		3
	Two Subfield Courses in Linguistic Anthropology (6 points)			
	Two Area Courses (6 points) - one within area of interest, one from outside area of interest			
	Additional Research Methods or Statistical Course (3 points)			
	Other Major Courses (15 points)			
	Major Courses Total	45		

Electives	Electives (30 points)		
	Elective Courses Total	30	
		Total	

Transfer Credit: A maximum of 30 points may be transferred in from approved programs. List transfer credits in appropriate category according to advisor's approval.

Course Planning Worksheet

Course #	Course Name	Term	Points
Required Courses: Four semester Colloquium Series (12 points)			
ITSF 4011	Contexts of Education (register Fall semester of first year)		3
ITSF 5610	First- and Second-Year Colloquium (register Spring semester of 1st and 2nd year)		6
	Summer field research after first year		
ITSF 5611	Second Year Colloquium: Advanced Ethnographic Methods and Analysis (register Fall semester of 2nd year)		3
One Course in Ethnographic Methods: ITSF 5000 (3 points)			
ITSF 5000	Introductory Methods of Ethnography & Participant Observation		3
Two Subfield Courses in Linguistic Anthropology, Archaeology, or Biological Anthropology (6 points)			
Two Area Courses (6 points) - one within area of interest, one from outside area of interest			
Additional Research Methods or Statistical Course (3 points)			
Other Major Courses (15 points)			
	Major Courses Total	45	

Electives	Electives (30 points)			
Elective Courses Total			30	
			Total	

With Regard to the “Major Courses”: At least 15 points must be taken within the Program at TC. A minimum of 25 points must be taken at TC or CU affiliate. No more than 15 credits may be taken at the Consortium schools for major courses. At least 40 points worth of Major Courses must be Anthropology courses.

Transfer Credit: A maximum of 30 points may be transferred in from approved programs. List transfer credits in appropriate category according to advisor's approval.

Appendix B:

Advanced Certification Exam (ACE) Guide for Doctoral Students

Passing the advanced certification exams (ACE), among other indicators, assures the doctoral student and faculty that the required expertise in the discipline of anthropology has been fundamentally achieved. This expertise includes but is not limited to a thorough grounding in and understanding of a variety of theoretical concepts and perspectives, exposure to and familiarity with various ethnographic literatures, and a command of appropriate research methodologies for both academic and applied settings. Ideally, exams are designed around the student's strengths, experiences, research interests and professional aspirations.

These guidelines focus mainly on the PhD ACE exams. Students in the EdD track will find these guidelines useful, but should also consult their advisors about differences in focus between the two degree tracks. In general, while PhD exams must conform to Columbia University GSAS rules and expectations and those of academic anthropology and applied anthropology programs, the EdD is a TC degree. Because of the degree's professional education focus, TC permits somewhat greater flexibility about which faculty can serve as readers. The EdD exam's focus on professional activities may permit a narrower scope for the Area and Method (Anthropology & Education) exams. There are also differences in the research expectations of the two degrees because the EdD focuses more narrowly on preparation for professional and administrative roles in schools and related educational institutions. Thus, dissertation prospectuses may differ in helping to meet the requirements of different types of dissertation research funding applications.

Typically, an individual exam consists of five or six questions. You are expected to choose and answer three of the questions and are given four hours to complete your answers. Individual questions and each exam may be given a letter grade, but the examinations as a whole are rated High Pass, Pass, or Fail.

Exam preparations are not activities independent from completing required course work. In fact, preparations for these exams begin with course work and conscious preparations for these exams should begin on arrival at TC, including with the first year colloquium. Having the foresight to begin preparations early and to avoid a wild period of preparation a semester before the exam is the key to preparing and passing the exam with more confidence.

Finding and cultivating potential examiners is a crucial aspect of exam preparation that should begin early. Specialized course syllabi are also important ingredients of exam lists. The core program faculty guides overall progress to the exams and the degree, but cannot possibly support all the interests and specializations of students. This is especially evident regarding ethnographic areas and populations. During their first year, doctoral students should learn from colleagues and faculty about relevant courses in anthropology in the CU GSAS Department of Anthropology, other units of CU, and in member institutions of the Interuniversity Doctoral Consortium (IUDC). By "cultivating" we mean recognizing that faculty service as an exam reader is not an entitlement. It is voluntary and a significant addition to faculty's other responsibilities, whether the faculty member is based in our program, elsewhere at CU, or in the IUDC. Therefore, it serves students well to find faculty with mutual interests and impress them with your best work as soon as possible. Many faculty also welcome auditors when the classroom has enough space to accommodate them.

Below is more information concerning the examinations and some guidelines on how to prepare

for the exams during your period of course work.

The Examinations

The advanced certification exams consist of three written exams that test the mastery of basic literature in the field. The exams will be divided into a focus on an ethnographic world region or global population, one or more theoretical orientations, and the methodological and topical scope of either applied anthropology or anthropology and education. The three exams are distinct, with few if any readings appearing on more than one list. Acceptable theoretical subjects and ethnographic world regions and global populations must be approved by your advisor as well as exam readers. Some examples can be found below.

Each exam is jointly composed and read by a first and second reader, assisted by preliminary lists that the student submits for their consideration. The faculty readers for the exam should be knowledgeable about or specialists in your chosen exam subjects. You should work closely with your advisor in deciding who would be the appropriate readers for your exams. The exam advisor must be a member of the core faculty of the Programs in Anthropology. At least two program core faculty must serve as readers. All must meet TC criteria (EdD, PhD) and GSAS criteria to serve as examiners. If in doubt about specific potential examiners, check with the Office of Doctoral Studies (ODS).

NOTE: Any evidence of academic dishonesty pursuant to the Teachers College policy on Academic Integrity will be taken very seriously and may result in dismissal from the program and Teachers College.

Before scheduling exams you should submit a bibliography of published materials for each exam subject the semester prior to the one you intend to sit for the exams. The format and content of the bibliography should be discussed with your **advisor** and **first readers** for each exam. Afterwards, the updated lists and questions should be shared with the **second readers** for feedback. To finalize your bibliography, submit your proposed exam questions for each exam along with your bibliography to the first and second readers so that they can verify whether the lists adequately represent the depth and breadth of anthropological research and theoretical literature for your field (anthropology & education or applied anthropology), theoretical orientation(s), and area or global population.

It is both professionally courteous as well as mutually beneficial that you meet and discuss your bibliography with all of your readers before you take the exam. Once your bibliography has been finalized and approved by your advisor and readers, submit one copy each to the Anthropology office, your advisor, and your first and second readers. Then with the approval of your advisor and readers to take the exams, schedule your exam dates and times with the Anthropology Program Assistant.

Exam Period

The exam periods are usually during the early months of the semester and never during the summer. Please contact your advisor the semester before you intend to sit the exams to make the appropriate arrangements. Three weeks after the written exams, it is strongly suggested you submit and orally defend the dissertation proposal. With advanced planning with your advisor, it is also possible to submit and orally defend the dissertation proposal in the semester immediately following the semester of the written exams. The defence must take place and IRB requirements met prior to leaving for fieldwork. You may schedule your exams to start between 9:30 AM–12:30 PM only. Exams cannot be scheduled on Fridays. You arrive at the appointed time armed only with writing implements and a hard copy of your bibliography, and you will be guided to the room where you will take the exam.

Comprehensive Exam

The anxiety most students have about these exams is due to intermittent self-doubt expressed as, “I may fail these exams and be denied the chance to achieve a doctoral degree after giving so much time, money, and effort.” However, you can dramatically reduce this anxiety if you are well prepared and stick to these guidelines. The outline below defines what every student can do to prepare themselves for the exams.

Quickly Select the Basic Elements of Your Dissertation Project

The anthropology program’s first and second year colloquium, courses in theory, ethnographic areas, and subfields, the summer research proposal and fieldwork, and public presentation of your second year research paper are the basic conditions provided to allow you to

- develop the expertise to produce an acceptable dissertation proposal
- do competent fieldwork
- write and defend an original dissertation.

To make the most of these conditions, each student, as early as possible in the doctoral program, should select the following basic elements for use in the formation of a dissertation project:

- an ethnographic world region or population who claim one or more unifying identities, and country(ies) and locale(s) for fieldwork. The dissertation proposal will likely require a tighter focus on countries and locales than the literature covered by the area exam.
- a research problem or set of research interests
- theoretical/analytic perspective(s), research methodologies and applied issues that are useful in exploring your problem or research interests. Meeting expectations of dissertation grant proposals may also involve somewhat different configuration of the relevant theoretical literature than the Theory exam.

Create a Course of Study that Builds Towards Your Dissertation Project

Ideally, in collaboration with your advisor and faculty, as well as from the multitude of resources available to you, you should design a course of study that builds towards your envisioned dissertation project and long-term career goals such as researching, teaching, NGO work, or administration.

Early selection of the basic elements allows you to search for and incrementally obtain

knowledge that supports your academic and research interests and language needs from:

- university-wide offered courses
- independent study courses
- courses available in other colleges or universities
- faculty and student discourse
- research institutes
- individual library study

It is not unusual for a student to discover that available courses, on and off campus, do not neatly correspond with one's research program. However this is not an obstacle to gathering the information needed to produce materials that fit nicely with ACE preparation and the dissertation project. Theory, seminar, and independent study courses can be used as a means to explore, gather, and construct knowledge into a form most useful to the student.

Consciously Produce from Your Course of Study a Collection of Ideas and Materials to be Used for Your Dissertation Project

From your planned course of study you can produce:

- a collection of papers, research proposals, literature reviews, and fieldnotes related to your research problems, interests, or future dissertation project
- a working (annotated?) bibliography of materials from your studies that represent the past, present and possibly the future cutting edge of area ethnography, theoretical perspectives, research methodologies and applied issues related to your dissertation project
- a current understanding of the issues, problems, and prospects in your chosen ethnographic area, theoretical perspective, and research methodology.

These materials in turn become the bases for your exam subjects and the questions you submit to your advisor and first reader. Many will also inform your dissertation proposal. Perhaps there will be some additional materials and study suggested by faculty for the dissertation proposal, but you would have basically done what is necessary for the dissertation proposal to prepare for the exams.

Of course, all of this is easier said than done. Nevertheless, in one way or another you will have to make these choices. The choices can be made voluntarily by early self-selection, or more or less coercively later by your advisor, the readers, and the structural requirements of the exams and dissertation.

Taking the Exam

On each exam, you are allowed four hours to answer three questions. Five to ten minutes may be spent selecting the questions you will answer and adjusting your heart rate. Some time will be spent to think or outline your answers, perhaps five or ten minutes. And a similar amount of time will be spent reading over your answers, correcting things here and there, etc. Thus, you will spend approximately 15 or 20 minutes per question (or about an hour for the whole exam) selecting, preparing, and correcting your answers. That leaves you with about an hour, more or less, to answer each question.

It is important to realize that you will not have enough time to write a treatise that will answer the question to the fullest extent of your knowledge nor will you be able to consider in elaborate detail all the various approaches to the question. What is expected are intelligent answers to the questions that cover key points, authors, and debates.

Depending on the question, you should, in an economy of words, define terms and concepts, describe theory, provide examples, cite sources, and above all else attempt to **answer the question as indicated**. Be sure to distinguish between questions that ask you to do different things such as discuss, compare and contrast, provide examples, describe, consider, evaluate, etc. In your answer, try to include a beginning, a body, and a conclusion.

Considering that you have one hour per question, your review and study of the exam subjects and submitted questions should work towards understanding the essence of concepts, theories, perspectives, and issues so you can explain them using a few sentences. You should also have at your command relevant ethnographic examples for each of your submitted questions. Being prepared in this way lessens the chance of spending time and energy studying irrelevant matters, or at least those things that will essentially make little difference in the quality of your answer.

In sum, spend time to clarify what your dissertation project is going to be as early as possible in your course work so that in the future taking the ACE exams will not be an unduly worrisome experience. Communicate with your advisor early and often to help clarify problems or ambiguities that may arise. Careful planning and organization will go a long way to decrease the anxiety that students often create for themselves.

After the Exam

Your advisor and first readers will discuss your written exams and determine whether to proceed to the oral exam and proposal defense. After you have received the notification of a pass of the exam, you can then discuss when and where the defense will take place and schedule it.. The oral defense is a continuation of your certification exam process. Professors may choose to ask you questions about your answers to the written section or ask you any question on the subjects for which you are responsible. The advisor may opt to combine the oral with the dissertation proposal defense to make scheduling easier, which may focus more on your research plans.

Suggested Exam Process Timeline

Fall Exams	
Mid-April to Early May	Finalize bibliography and proposed questions with advisor and first reader. Meet with second reader to discuss bibliography and questions
Early May	Submit finalized bibliography to Anthropology office Schedule exam dates and times
September to mid-November	Take exams
October to mid-November	Complete Oral Proposal Defense

Spring Exams	
Early September to mid-October	Finalize bibliography and proposed questions with advisor and first reader. Meet with second reader to discuss bibliography and questions
Early October	Submit finalized bibliography to Anthropology office Schedule exam dates and times
Late-January to mid-April	Take exams
Early-March to late-April	Complete Oral Proposal Defense

Examples of Certification Exam Subjects

Listed below are examples of exam subjects for the advanced certification exams in both the Ph.D. and Ed.D programs. Subjects evolve continually so consult with your advisor and the faculty about other possibilities as your interests develop.

THEORETICAL AND APPLIED SUBJECTS

Anthropology of Arts and Performance
Contemporary Culture and Social Theory
Cultural Ecology and Environmental Anthropology
Demography (socio-cultural) Peoples and their Knowledge systems
Development
Economic Anthropology
Everyday Life and Labor
Design and Planning
Genders and Sexualities
Heritage Politics
Historical Anthropology/Ethnohistory
Historical, Social, and Cultural Change
Infrastructures
Institutions and Bureaucracies
Kinship and the Family
Linguistic Anthropology
Literacies and Communication Systems
Material Practices and Environments
Media
Medical Anthropology
Mythology and Folklore Expressive Practices
Political Anthropology
Racialization and Marginalization
Religions
Social Justice, Environmental Justice and

Law
Technologies and Culture
Urban Anthropology

EXAMPLES OF TRADITIONAL ETHNOGRAPHIC REGIONS

The Andes
Caribbean
Central America
Central Asia
Circumpolar
East Asia: China
East Asia: Korea and Japan
Europe
Islamic Africa
Latin America: Rural Societies
Latin America: Urban Societies
Lowland South American Indigenous Peoples
Lusophone South America
Mesoamerica (historical)
Middle East
Native North America
North America
Oceania
South Asia
Southeast Asia
Sub-Saharan Africa
West Africa

Global Populations as an Exam Area:

In an increasingly interconnected world, and in recognition of flows of people through migration and displacement, anthropology veered away from its beginnings focused on sedentary peoples. A “population” is rarely co-occurrent with one of the traditional ethnographic area divisions listed above, all of which have enormous anthropological literatures. Literatures on populations cross these borders due to migration and distributed specializations, which is why they have become “areas” in themselves. Scope also varies because some large, transnational populations are not necessarily global. For example, a list on “herders” that enables anthropological comparison would likely involve readings from the Middle East, Central Asia, North America, Europe, and possibly more. “Graffiti artists” or “media influencers” are widespread but also evolving in their global distribution. For others—“women” for example,— the size of the population and the relevant anthropological literature are too vast and require narrowing according to additional qualifiers. Other groups are too small to count as populations for the Area exam, though they might be fine for the dissertation’s focus (for example, Third Grade Children in Minnesota). Around the world and in motion, scholars within and of populations have increasingly contributed to anthropological theory. Therefore “populations” have become as or more frequently represented in the literature and courses than “areas.” This has made anthropology more interesting, perhaps, but it has also made planning exams somewhat more complicated.

The advisor determines the scope of the population for the Area exam in consultation with the first reader. Therefore scope depends on the breadth (geographic distribution and number of anthropological publications) and depth (complexity and theoretical diversity of approaches) of the anthropological literature and the expectations of the first reader for the Area exam. For doctoral students interested in academic careers, broad preparation is essential in order to teach foundational courses in anthropology.