

Academic Catalog 2021-2022

International & Transcultural Studies

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THE DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL STUDIES

Our Mission

The Department of International and Transcultural Studies

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

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

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

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

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

Students work with faculty within the department on a variety of topics including AIDS education, civic education, drugs and society, and language and literacy. Students can concentrate within the department in such areas as African education, family and community education, international humanitarian issues, international educational policy studies, language, literacy, technology, and peace education. We work

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

ANTHROPOLOGY AND EDUCATION

Department of International & Transcultural Studies

Program Description

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

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

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

Anthropology and Education

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

Applied Anthropology (a joint program)

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University implemented a joint program of Applied Anthropology. This joint venture is open to graduate students registered at either graduate school. By this agreement, all applied anthropological

training at Columbia University is administered through Teachers College. The joint program offers a course of study and thorough training in applied anthropology that is certified by both institutions and capitalizes on the strength of the university's faculty.

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

Resources

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

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

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

Degrees

Master of Arts

Anthropology and Education

Master of Arts

Points/Credits: 32 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

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

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

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

Master of Education

Anthropology and Education

Master of Education

Points/Credits: 60 **Entry Terms:** Spring/Summer/Fall

Degree Requirements

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

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 24 points in anthropology. A minimum of five courses (15 points) must be taken in Complementary / Other Concentration Courses (International & Comparative Education, history, applied linguistics, philosophy, psychology, sociology). An additional 21 points must also be taken that directly contribute to the emerging professional interest of the candidate or practical courses relative to future professional settings. Students are also required to conduct an integrative project in addition to the 60 points of coursework. Ed.M. students are also required to attend a bi-weekly one-hour MA/Ed.M. 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. These courses should be chosen so as to enhance the professional preparation of the student in his or her expected field of practice. Up to 30 of the required 60 points may be transferred from previous coursework to the extent that they fulfill some of the requirements listed above.

Doctor of Education

Anthropology and Education

Doctor of Education

Points/Credits: 90 **Entry Terms:** Summer/Fall

Degree Requirements

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

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

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

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

Certification Requirements

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

Dissertation Requirements

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

Doctor of Philosophy

Anthropology and Education

Doctor of Philosophy

Points/Credits: 75 **Entry Terms:** Summer /Fall

Degree Requirements

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

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

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

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

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program (a minimum of 12 points); two additional research methods courses outside of the first semester colloquium (6 points); and two area courses, one within and one complementary to one's focus (6 points); and two sub-discipline courses outside of sociocultural anthropology (6 points), in linguistic anthropology, linguistics, or sociolinguistics.

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

Certification Requirements

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

Dissertation Requirements

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

Foreign Language Requirement

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

Applied Anthropology

Doctor of Philosophy

Points/Credits: 75 **Entry Terms:** Summer /Fall

Degree Requirements

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

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

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

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

Within the major course requirements, 30 points in required courses must be taken: the four-semester sequence of colloquia and summer field research, which represents the core training module of the program; (a minimum of 12 points); two additional research methods courses outside of the first year colloquium (6 points); two area courses, one within and one complementary to one's focus (6 points); and two sub-field courses outside of sociocultural anthropology (6 points), the two courses may be chosen from the same subfield or from two different subfields. The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

Certification Requirements

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

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Foreign Language Requirement

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

Faculty

Faculty

- Nicholas **Limerick** Associate Professor of Anthropology and Education
- Herve H **Varenne** Professor of Education

Lecturers

- Ellen Grey **Gundaker** Senior Lecturer in Anthropology
- Amina UmAmir **Tawasil** Lecturer

Courses

ITSF 4010 - Cultural & Social Bases-Eductn

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

ITSF 4011 - Contexts of education

Review of fundamental anthropological concepts for the analysis of educational institutions and processes around the world.

ITSF 4012 - Cross-cultural studies of learning

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

ITSF 4014 - Urban situations and education

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

ITSF 4016 - Culture and society in Africa

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

ITSF 4018 - Anthropology and development in Africa

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

ITSF 4026 - Technology and culture

An exploration of 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 agentic space where people construct with what they have around them. This focus is organized on two anthropological positions for their applied utility. One, culture is understood as all-encompassing situated in context and history, and is also a politicized concept. Two, the course is developed from the comparative Boasian approach to understanding human phenomenon, that different causes produce like effects or like causes produce different effects. 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 what impacts the family and vice versa. Finally, this course will engage 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. Ethnographic examples throughout the semester will focus on the socio-historical context, concreteness of actions, and use of resources.

ITSF 4900 - Research independent study anthropology and education

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

ITSF 5000 - Introductory methods of ethnography and participant observation

This course 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 - Advanced methods of ethnography and participant observation: fieldwork, analysis, reporting

Permission required. ITSF 5000, 4902, or equivalent required. This course covers how to think about, analyze, and write up qualitative or ethnographic research. Students who enroll are expected to have already completed a significant amount of data collection, carried out preliminary qualitative research via participant observation, interviews, and/or social media that they can analyze in class. The course considers the role of theory in ethnography, different analytical traditions and techniques, including the basics of discourse analysis, and how to write about people in an inclusive way.

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 5007 - Race, class and schooling: Ethnographic approaches

This course asks how "race" and "class" shape and are shaped by schooling in the United States and other regions around the globe, privileging ethnography as the best way to find out how these broad concepts play out for diverse participants in diverse contexts, on the ground.

ITSF 5012 - The anthropology of the Caribbean and postcolonial society

Caribbean experiences have been central to the development of postcolonial theory. This course draws on this work as well as research in anthropology and related fields to investigate how peoples in one of the most culturally and linguistically diverse regions on earth make sense of the past, flourish or just get by in the present, and envision workable futures in a globalizing and media saturated world.

ITSF 5013 - Psychological anthropology

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

ITSF 5015 - Political anthropology: Labor, race, and belief

This course considers the theories and concepts used by anthropologists and other social scientists in the analysis of political behavior and institutions. It analyzes contemporary theories for the study of power and their use in ethnographies of education. 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 5018 - Drugs and Society

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

ITSF 5020 - Practicum in anthropological field techniques

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

ITSF 5037 - Global Literacies

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

ITSF 5045 - Globalization, Mobility & Education

Drawing on the anthropology of globalization and sociology of immigration, 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 5610 - First-year colloquium in applied anthropology

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

ITSF 5611 - Second-year colloquium in anthropological method

Permission required. This is a year-long review of the methods of field research and data analysis in anthropology, with special reference to educational systems and processes. During the spring semester, students report on their completed summer fieldwork before the members of both programs. Required of, and open only to, second-year doctoral students. Meets concurrently with ITSF 5610 during the spring semester.

ITSF 6510 - Education and cultural production

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 6900 - Research independent study anthropology and education

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

ITSF 6911 - Workgroup in psychological anthropology

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

INTERNATIONAL AND COMPARATIVE EDUCATION

Department of International & Transcultural Studies

Program Description

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

Description of the Program:

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

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

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

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

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

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

Comparative and International Education

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

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

- Anthropology

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

Anthropology has a long and distinguished history of contributing directly to the major issues facing all educators. Throughout its history, the discipline has offered powerful alternatives. Anthropologists have participated in the shaping of policy and reform at all levels, from the most general to the most local. The anthropology concentration offers a disciplinary approach to analyzing the entry of matters of social class, ethnicity, language, race, gender, and other factors into issues of educational achievement, of health disparity, disability, among other concerns. It also helps students understand the ways of knowing specific to the discipline, how to apply them to practical issues, and participate in the continuing evolution of the field, including better methods for application.

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

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

- Economics
- History
- Philosophy
- Political Science
- Sociology

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

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

International Educational Development

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

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

- African Education
- Family and Community Education
- International Humanitarian Issues
- International Policy and Planning
- Languages, Literacies and Cultures
- Latin American and Latinx Education
- Peace and Human Rights Education

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

African Education

Liaison Faculty: Professor S. Garnett Russell

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

Family & Community Education

Liaison Faculty: Professor Hope Jensen Leichter

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

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

International Humanitarian Issues

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

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

Additionally, at the doctoral level, students are recommended to complete an internship with an organization involved in humanitarian issues, such as the African Services Committee or the International Rescue Committee with whom standing internship programs exist. In addition, master's and doctoral students are advised to take foreign language and area studies classes to help them obtain familiarity with cultural, historical, and linguistic contexts in which they plan to work.

International Policy and Planning

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

Languages, Literacies and Cultures

Liaison Faculty: Professor Carol Benson and Professor Nicholas Limerick

This interdisciplinary concentration encourages students to analyze relationships between linguistic and educational practices in the context of an increasingly globalized and technical world. Courses in this concentration address themes of individual and societal multilingualism, multiliteracies and multiculturalism in a range of contexts, including management of social institutions with diverse languages, the education of immigrant and refugee groups, and revitalization in situations of language endangerment/loss. Students may study the role of family, community, school, and/or regional or national-level policy in promoting and valorizing non-dominant languages and cultures. Others may consider how to plan for and teach additional regional, national or international linguistic varieties. Research methods include participant observation, discourse analysis, comparative policy studies, assessment of student achievement and literacies competencies, and classroom-based observation. Courses are designed to help students develop a critical, comparative

perspective regarding questions of power, identity, Indigeneity and interculturalism in economically developing as well as developed countries. Associated fields include linguistic human rights, language policy, language-in-education policy and practice, languages and literacies pedagogy and assessment. More recent paradigms include multimodal communication, such as understandings of how visual and digital literacies influence communication and teaching.

Latin American and Latinx Education

Liaison Faculty: Professor Regina Cortina

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

Peace & Human Rights Education

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

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

Students are encouraged to follow a program that will prepare them to pursue the objectives of peace and human rights in whatever area of education they choose to concentrate.

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

- Bilingual/Bicultural Education
- Conflict Resolution

- Curriculum and Teaching
- Educational Leadership
- Higher Education

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

Degrees

Master of Arts

Comparative and International Education

Master of Arts

Points/Credits: 32 **Entry Terms:** Fall Only

Degree Requirements

International Educational Development (IED – code: INTL)

Comparative and International Education (CIE – code: COMP)

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

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

M.A. coursework falls into four broad areas:

Area 1: Core Courses (6 credits)

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

Area 2: Concentration (at least 12 credits)

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

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

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

Area 4: TC Electives (at least 6 credits)

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

3. Integrative Project (IP)

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

4. Graduation

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

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

International Educational Development

Master of Arts

Points/Credits: 32 **Entry Terms:** Fall Only

Degree Requirements

International Educational Development (IED – code: INTL)

Comparative and International Education (CIE – code: COMP)

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

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

M.A. coursework falls into four broad areas:

Area 1: Core Courses (6 credits)

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

Area 2: Concentration (at least 12 credits)

- Courses counting towards the concentration must be faculty advisor- approved.

- Students considering a change in concentration must discuss the change with the faculty advisor.

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

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

Area 4: TC Electives (at least 6 credits)

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

1. Integrative Project (IP)

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

1. Graduation

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

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

Master of Education

Comparative and International Education

Master of Education

Points/Credits: 60 **Entry Terms:** Fall Only

Degree Requirements

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

International Educational Development (IED – code: INTL) Comparative and International Education (CIE – code: COMP)

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

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

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)

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

Area 2: Concentration (at least 18 credits)

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

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

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

Area 4: TC Electives (at least 15 credits)

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

Transfer credit:

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

1. Integrative Project (IP)

- Completion of an IP is required for the Ed.M. degree. Please see the guidelines for Masters' Integrative Project (IP) in the student handbook.
- Students should consult with the faculty advisor about the IP at least one semester before the intended graduation date. After the IP topic has been approved, the IP Advisors are available to guide students through the completion of the IP.

- Students who are working on the IP but not registered for any other classes may register for IND 4000 (Masters Candidate).

4. Graduation

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

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

International Educational Development

Master of Education

Points/Credits: 60 Entry Terms: Fall Only

Degree Requirements

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

International Educational Development (IED – code: INTL) Comparative and International Education (CIE – code: COMP)

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

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

Ed.M. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)

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

Area 2: Concentration (at least 18 credits)

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

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

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

Area 4: TC Electives (at least 15 credits)

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

Transfer credit:

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

1. Integrative Project (IP)

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

4. Graduation

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

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

Doctor of Education

International Educational Development

Doctor of Education

Points/Credits: 90 **Entry Terms:** Fall Only

Degree Requirements

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

International Educational Development (IED – code: INTL)

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

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

Ed.D. coursework falls into four broad areas:

Area 1: Core Courses (12 credits)

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

Area 2: Concentration (at least 27 credits)

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

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

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

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

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

Languages:

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

Courses Outside of TC:

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

Transfer credit:

A maximum of 45 credits may be transferred from other recognized institutions. Only graduate courses which have been (1) completed with grades of B or higher, (2) submitted on an official transcript from a regionally accredited institution, (3) granted/assigned graduate credit on the transcript of that institution, and (4) completed prior to enrollment at Teachers College may be considered for transfer credit. Transfer credit is awarded at the

discretion of the faculty advisor and according to College policy. After registering for the first semester, students should obtain and fill out an Advanced Standing Review (ASR) application from the Office of the Registrar and return it to the Office of the Registrar. Transcripts will be evaluated and sent to the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

1. Departmental certification examination

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

2. Specialization examination

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

3. Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.
- Students should register for ITSF 7500 during the semester of the proposal hearing.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the "Dissertation Proposal Hearing Report," available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned into ODS.
- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project.

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

1. Program Plan

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

2. Ed.D. Certification

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

3. Fieldwork Outside of the United States

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

4. Preparation and defense of a research dissertation

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

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

Doctor of Philosophy

Comparative and International Education

Doctor of Philosophy

Points/Credits: 75 **Entry Terms:** Fall Only

Degree Requirements

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

Comparative and International Education (CIE – code: COMP)

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

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

Ph.D. coursework falls into four broad areas:

Area 1: Core Courses (9 credits)

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

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

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

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

- The majority of these courses will come from the ITS department.

- This area may include research methods (note that Ph.D. students must have at least 12 credits of research methods courses).
- Transferred credits may be applied in this area.

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

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

Languages:

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

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

Transfer credit:

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

the International and Comparative Education Program Assistant, who will then contact the student with further instructions. The entire process can take several months.

Note:

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

1. Departmental certification examination

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

1. Specialization examination

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

1. Defense of a dissertation proposal

- The dissertation proposal defense requires two readers. The advisor/sponsor is the first reader, and students are responsible for finding a second reader appropriate for the concentration.

- Students should register for ITSF 7500 during the semester of the proposal hearing. Please note that students are liable for dissertation advisement fees (ITSF 8900) in every semester following registration for ITSF 7500.
- Students are responsible for making arrangements with the two readers for the proposal hearing. Students should fill out the "Dissertation Proposal Hearing Report," available from the ODS website. After a successful hearing, this form needs to be signed by both readers and the department chair. A copy should be submitted to the International and Comparative Education program office and the original should be turned into ODS.
- After a successful proposal hearing, students must submit an application to TC's Institutional Review Board (IRB) for the research project. Please refer to the TC IRB website for more information (www.tc.columbia.edu/administration/osp/irb/). Once approved, copies of the IRB approval letter must be filed with the International and Comparative Education program office and ODS.

2. Foreign Language Examinations

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

3. Program Plan

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

4. M.Phil. Certification

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

5. Fieldwork Outside of the United States

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

6. Preparation and defense of a research dissertation

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

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

Faculty

Faculty

- Carolyn J. **Benson** Associate Professor of International & Comparative Education
- Regina **Cortina** Professor of Education
- Hope **Leichter** Elbenwood Professor of Education
- Nicholas **Limerick** Associate Professor of Anthropology and Education
- Mary **Mendenhall** Associate Professor in International and Comparative Education
- Oren **Pizmony-Levy** Associate Professor of International and Comparative Education
- Susan Garnett **Russell** Associate Professor of International and Comparative Education
- Gita **Steiner-Khamsi** Professor of Education

Lecturers

- Felisa L. **Tibbitts** Lecturer

Adjunct Faculty

- Fenot Berhan **Aklog**
- Constanza Estefania **Lafuente** Adjunct Assistant Professor
- Marlana Elizabeth **Salmon-Letelier** Adjunct Assistant Professor
- Ruth K **Westheimer** Adjunct Professor

Courses

ITSF 4005 - Education in Emergencies and Reconstruction

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

ITSF 4009 - Introduction to Research Methods in International and Comparative Education

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

ITSF 4013 - Literacy and International Development

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

ITSF 4025 - Languages, Societies, and Schools

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

ITSF 4038 - Monitoring and Evaluation in International Educational Development

This course explores small- and large-scale research and evaluation methods and their potential for valid, reliable, efficient evaluation of educational outcomes as well as project outcomes. Needs assessment, capacity assessment, project evaluations (mid-term and final), performance appraisals and impact evaluations done for a range of agencies and organizations are analyzed for diverse educational programs (including formal and non-formal education) in low-income country contexts.

ITSF 4060 - No Title Found in Banner

In this graduate seminar, we explore theories and research to shed light on the context of Latinx education in the US, including why Latinx are the least likely of all major demographic groups to be enrolled in school and, as adults, are most likely to lack a high school diploma and have limited access to postsecondary education. The course explores the racial/ethnic diversities that exist between and within recent immigrant groups, drawing especially on research that shows the diversity of cultural backgrounds within Latinx subgroups. Framing the discussion within relevant theories, the course's topics will include immigration, educational achievement and persistence, language and schooling, the interplay of race, gender and class with educational attainment, and transnational communities.

ITSF 4090 - Issues and Institutions in International Educational Development

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

ITSF 4091 - Comparative Education

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

ITSF 4092 - Qualitative Research Methods

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

ITSF 4093 - Curriculum and Pedagogy in International Contexts

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

ITSF 4094 - Educational Planning in International Educational Development

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

ITSF 4098 - Educational Development and Policies in China

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

ITSF 4101 - Quantitative Analysis in Comparative and International Education

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

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

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

ITSF 4195 - Integrative Project Writing Seminar

This course is designed to help students develop the professional knowledge and skills necessary for effective written communication through their Integrative Projects.

ITSF 4200 - Integrative Project Research & Writing Practicum

The Integrative Project (IP) Research & Writing Practicum will provide an opportunity for students to spend time developing and conducting their integrative project plans. For the IP requirement in the IED and CIE majors, students typically take one of four approaches for completing their IPs: 1) empirical research paper or proposal; 2) theoretical exploration; 3) policy study; or 4) curriculum design and development. Other types of writing projects

may also be accepted pending consultation and approval from the student's faculty advisor. The Practicum represents 36 weekly hours of work to reflect the time spent designing projects, collecting data, reviewing literature, analyzing data, and writing up project findings, among other related tasks. Students will have the option of taking the course for 0-3 credits and will consult with their academic advisors to ensure the best approach for their overall program plan.

ITSF 4603 - Human and Social Dimensions of Peace

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

ITSF 4613 - International Perspectives on Peace and Human Rights Education

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

ITSF 4614 - International Organizations, Civil Society and Peace Education

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

ITSF 5006 - Comparative Policy Studies: Tools & Techniques

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

ITSF 5008 - Gender, Education, and International Development

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

ITSF 5023 - The Family As Educator

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

ITSF 5026 - The Family and Television

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

ITSF 5029 - Education, Conflict and Peacebuilding

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

ITSF 5031 - Education and Sustainable Development: Comparative and International Perspectives

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

ITSF 5035 - Social Analysis of International Large-Scale Assessments

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

ITSF 5040 - Mixed Methods in International Comparative Education

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

ITSF 5043 - Decolonial Theories in Comparative Education

In this graduate seminar, we will explore the application of Decolonial Theories to advance new perspectives and knowledge in comparative education. We will read the work of Walter D. Mignolo, Arturo Escobar, Catherine Walsh and Boaventura de Sousa Santos, among others.. We will frame the discussion within relevant theories and contexts, such as Internal Colonialism and Indigenous ways of knowing. Among the issues to be discussed are the rights of Indigenous peoples to education and the preservation of cultural and linguistic diversity of people across the world. Topics include the right to education, the nature of citizenship, intercultural and bilingual education, transnational networks in support of Indigenous movements, Indigenous resistance, and decolonizing methodologies. An overarching theme is national policies to improve access, teacher training, and intercultural understanding at all levels of education.

ITSF 5050 - Language, Cultural Politics, and Education

Over recent decades, discourses of multiculturalism and multilingualism have become standard in the educational initiatives of nation-states, multinational corporations, and nongovernmental organizations. In much of the world, practitioners no longer ask whether they should educate for diversity but rather how they should carry out such efforts within many existing alternatives. This course covers historical moments in which different types of multicultural and multilingual education have arisen; social theories about social inequality, language, and education that help us understand them; and examples of educational initiatives that reinforce or change inequity. Students are encouraged to consider radical possibilities for educational change.

ITSF 5120 - Education in Community Settings: Museums

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

ITSF 5430 - Internship

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

ITSF 5500 - Education Across the Americas

This graduate seminar introduces students to education and social issues in Latin America and the Caribbean. The seminar covers the time period from the consolidation of national systems of public education during the twentieth century to present day. Using theoretical perspectives drawn from comparative education, critical social theories and critical pedagogy, the course includes case studies of individual nations as well as thematic issues pertaining to the region as a whole. Topics include social and political dimensions of education, ethnicity and indigenous education, academic achievement, women's education and social change, teacher preparation, student movements, social movements and patterns of migration. The seminar incorporates and analyzes the perspectives of different actors in education, including international organizations, civil society organizations, teachers and students. The effects of projects financed by international organizations will be evaluated in terms of improved access, teacher training and intercultural understanding within the education systems of Latin America and the Caribbean.

ITSF 6200 - Field research outside the United States

Permission required. Required of doctoral students when choice of doctoral research necessitates data generation in other countries. Students will engage in 36 hours per week, for a minimum of 15 weeks, during their research outside of the United States. Students are able to take this course no more than two times during their doctoral studies. Field experiences will be conducted under faculty supervision in an approved geographical and institutional site. Students secure approval of department chair and principal advisor in advance and render periodic reports.

ITSF 6520 - Seminar in Families and Communities as Educators

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

ITSF 6580 - Advanced Doctoral Seminar in International and Comparative Education I

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

ITSF 6581 - Advanced Doctoral Seminar in International and Comparative Education II

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

ITSF 6590 - Doctoral Seminar in International and Transcultural Studies

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

ITSF 6902 - Studies in International and Transcultural Studies

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

ITSF 6990 - Studies in International Educational Development

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

ITSF 6991 - Studies in Comparative Education

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

ITSF 7500 - Dissertation Seminar in International and Transcultural Studies

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

ITSF 8900 - Dissertation Advisement in International and Transcultural Studies

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