

TEACHERS COLLEGE
COLUMBIA UNIVERSITY

ACADEMIC CATALOG 2012-2013

**DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL
STUDIES**

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DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL STUDIES

DEPARTMENT 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

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work closely with faculty outside the department. Degrees are offered by programs only, not in concentrations.

[International & Transcultural Studies](#) »

ANTHROPOLOGY

Teachers College has been a pioneer in both Anthropology and Education and 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 complex 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 and the application of anthropology to other fields. 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.

Theoretical emphasis is given to social and political processes, cultural theory, and psychological anthropology—all from a strong cross-cultural and comparative perspective. Methodological emphasis is placed on intensive and systematic ethnography. The faculty has a distinguished record of publications and research projects, most of which has been conducted in the United States, Africa, the Caribbean, South America, and Europe.

Anthropology and Education

The program in Anthropology and Education offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in schools and classrooms, in families, 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.

Applied Anthropology (a joint program)

In 1968, Teachers College and the Graduate School of Arts and Sciences of Columbia University initiated and implemented a joint program of Applied Anthropology. This joint venture trains 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 concern in medicine, psychiatry, psychoanalysis, economic and community development, education, businesses and corporations, institutional programs, and ecological and environmental change.

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, the School of International and Public Affairs, and other professional schools and institutions of the University (School of Public Health, Lamont-Doherty Laboratory, for example).

In addition, our location in New York City allows students easy access to a myriad of prestigious academic and research institutions and provides a natural laboratory for student research on ethnicity, migration, and urban life. Doctoral students may take courses through the Inter-University Doctoral Consortium (for participating institutions, see the Inter-University Doctoral Consortium section in this bulletin).

DEGREES OFFERED

Anthropology and Education (ANTH)

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

Applied Anthropology (ANTA)

Doctor of Philosophy (Ph.D.)

CONTACT INFORMATION

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Coordinator: Professor Lambros Comitas

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.

[International & Transcultural Studies](#) »

ANTHROPOLOGY

DEGREE INFORMATION/REQUIREMENTS

- [Anthropology and Education: MA](#)
- [Anthropology and Education: EdM](#)
- [Anthropology and Education: EdD](#)
- [Anthropology and Education: PhD](#)
- [Applied Anthropology: PhD](#)

Anthropology and Education: MA

The Master of Arts program in Anthropology and Education is designed for students who are planning to enter one of the doctoral programs, as well as those seeking a terminal master's degree. Administrators, counselors, evaluators, and research associates can improve their work through learning how anthropological methods are applied to educational problems, policy, and practice.

The program requires at least four courses (12 points) in anthropology offered through the Department. The program should include at least one colloquium or seminar level course; three courses (6-9 points) in the fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology); and four other courses (11-14 points) that directly contribute to the emerging professional interest of the candidate. The M.A. program requires an integrative project in addition to the 32-point program.

To satisfy college breadth requirements, masters students must complete three Teachers College courses (for this purpose a course is defined as one in which at least 2 points are earned) outside the major program.

Anthropology and Education: EdM

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 21 points in courses related to the main fields of the discipline, including at least 15 points in sociocultural anthropology. A minimum of three courses (6-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). An additional 30-33 points must also be taken to complete the course of study. To satisfy breadth requirements, masters students must complete three Teachers College courses (for this purpose a course is defined as one in which at least 2 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. Students are also required to conduct an integrative project in addition to the 60 points of coursework.

Anthropology and Education: EdD

DEGREES OFFERED

Anthropology and Education (ANTH)

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

Applied Anthropology (ANTA)

Doctor of Philosophy (Ph.D.)

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The Doctor of Education and Doctor of Philosophy degrees are 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.

Anthropology and Education: PhD

The Doctor of Education and Doctor of Philosophy degrees are 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 45 points can be completed through another faculty of Columbia University, or a maximum of 30 points may be transferred from other recognized graduate schools. A total of 40–45 points of major courses is required, of which 40 points must be Anthropology courses.

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.

At least 15 points of the anthropology requirements must be taken within the TC program.

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

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

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

Certification Requirements

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

Foreign Language Requirement

Each candidate must satisfy the foreign language requirement by demonstrating proficiency in two scholarly languages, or one scholarly language and one field language, or one scholarly language and a two-semester sequence of prescribed statistics courses.

Applied Anthropology: PhD

The Doctor of Education and Doctor of Philosophy degrees are 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 45 points can be completed through another faculty of Columbia University, or a maximum of 30 points may be transferred in courses from other recognized graduate schools. Forty to forty-five points of major courses are required, of which 40 points must be Anthropology courses.

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.

At least 15 points of the anthropology requirements must be taken within the TC program. A minimum of 25 points of the 40 points required in anthropology must be taken at Teachers College, or in other faculties of Columbia University. Up to 15 points in

anthropology courses may be taken at other graduate institutions which are members of the Inter-University Doctoral Consortium, to satisfy major course requirements.

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

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

Certification Requirements

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

Foreign Language Requirement

Each candidate must satisfy the foreign language requirement by demonstrating proficiency in two scholarly languages, or one scholarly language and one field language, or one scholarly language and a two-semester sequence of prescribed statistics courses.

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ANTHROPOLOGY

APPLICATION INFORMATION

Applications are reviewed for these programs on an ongoing basis. Preference in scholarship awards will be for those applicants who meet the early application deadline.

The GRE General Test is required, except of international students for whom the TOEFL is required. If the applicant will be in or near New York City, an interview with one of the program faculty is recommended.

[Apply Now](#)

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Coordinator: Professor Lambros Comitas

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ANTHROPOLOGY

PROGRAM FACULTY

FACULTY

- [Bond, George](#)
William F. Russell Professor of Anthropology and Education
- [Comitas, Lambros](#)
Gardner Cowles Professor of Anthropology and Education
- [Harrington, Charles](#)
Professor of Anthropology Psychology & Ed
- [Varenne, Herve](#)
Professor of Education

DEGREES OFFERED

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ANTHROPOLOGY

PROGRAM COURSES

ITSF 4010 CULTURAL AND SOCIAL BASES OF EDUCATION

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

Faculty: [Comitas, Lambros](#)

ITSF 4011 SOCIAL CONTEXT OF EDUCATION

The exploration of anthropological and social science concepts for the analysis of educational, cultural, and social institutions, organizations, and processes of different peoples of the world. Four-point enrollment requires attendance at film showings before or after class and additional discussion sessions held at hours to be arranged.

Faculty: [Bond, George](#)

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.

Faculty: [Harrington, Charles](#)

ITSF 4014 URBAN SITUATIONS AND EDUCATION

An introduction to the anthropological study of the sociocultural patterns of populations residing in urban settings, with emphasis on domestic, ethnic, class, and educational relationships.

Faculty: [Bond, George](#)

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.

Faculty: [Bond, George](#)

ITSF 4017 ANTHROPOLOGICAL PERSPECTIVES ON HOMELESSNESS

AND SOCIAL CONTROL

Theoretical and ethnographic analyses of contemporary forms of social exclusion in urban settings. Emphasis on the interaction between institutional arrangements and the experience of homelessness.

Faculty:

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.

Faculty: [Bond, George](#)

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ITSF 4026 TECHNOLOGY AND CULTURE

An exploration of the impact of technology broadly defined upon cultural evolution as currently discussed in anthropology and related disciplines. Special fee: \$30. Also listed as MSTU 4028.

Faculty: [Varenne, Herve](#)

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.

Faculty:

ITSF 5000 METHODS OF INQUIRY: ETHNOGRAPHY AND

PARTICIPANT OBSERVATION

The methods of the behavioral and social sciences as they relate to ethnography and participant observation. Emphasis on the role of theory, characteristics and relative efficiencies of various research techniques, and the importance of integrated research design.

Faculty: [Harrington, Charles](#)

ITSF 5011 PROCESS AND CHANGE IN AFRICA

Anthropological studies of social systems, cultural change, and development. Special emphasis on the role of politics, religion, economics, and education in change processes.

Faculty: [Bond, George](#)

ITSF 5012 CULTURE AND SOCIETY IN THE CARIBBEAN

Detailed survey, utilizing contributions from theoretical approaches to anthropological research in the area. Emphasis on socioeconomics, community studies, and sociopolitical analyses.

Faculty: [Comitas, Lambros](#)

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.

Faculty: [Harrington, Charles](#)

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 emphasizes the comparative study of political systems, movements, and processes within the context of rural and urban situations.

Faculty: [Bond, George](#)

ITSF 5016 ETHNOGRAPHY OF EDUCATION

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

Faculty: [Varenne, Herve](#)

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.

Faculty: [Comitas, Lambros](#)

ITSF 5020 PRACTICUM IN ANTHROPOLOGICAL FIELD TECHNIQUES

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

Faculty: [Comitas, Lambros](#)

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.

Faculty: [Bond, George](#) [Varenne, Herve](#)

ITSF 5611 SECOND-YEAR COLLOQUIUM IN ANTHROPOLOGICAL

METHOD

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

Faculty: [Comitas, Lambros](#) [Harrington, Charles](#)

ITSF 6510 EDUCATION AND CULTURAL PRODUCTION

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

Faculty: [Varenne, Herve](#)

ITSF 6511 SEMINAR IN PSYCHOLOGICAL ANTHROPOLOGY

Permission required. Prerequisite: ITSF 5013. A research seminar focusing on current issues in psychological anthropology.

Faculty: [Harrington, Charles](#)

ITSF 6512 SOCIAL THEORY AND STRUCTURE

Investigation of issues and problems in social theory through the analysis of relevant literature in the social sciences.

Faculty: [Bond, George](#)

ITSF 6513 TOPICS IN ANTHROPOLOGY AND EDUCATION:

EXPLORATION OF A SELECTED TOPIC IN ANTHROPOLOGY

Permission required. Topics vary each semester and may include any of the following: Cultural analysis, social structure, religion and politics in contemporary Africa, resilience in at-risk populations, anthropology and the law, and world ethnography.

Faculty: [Bond, George](#)

ITSF 6517 PEASANTS, POLITICS AND DEVELOPMENT IN AFRICA

The purpose of this seminar is to explore the theoretical and empirical paradigms that anthropologists and other social scientists have used to represent and analyze African peoples.

Faculty:

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.

Faculty: [Bond, George](#) [Comitas, Lambros](#) [Harrington, Charles](#) [Varenne, Herve](#)

ITSF 6910 STUDIES IN 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.

Faculty: [Bond, George](#) [Comitas, Lambros](#) [Harrington, Charles](#) [Varenne, Herve](#)

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.

Faculty: [Harrington, Charles](#)

[International & Transcultural Studies »](#)

INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

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. The program faculty were co-founders of the Comparative and International Education Society in 1956 and edited the Society's journal, *Comparative Education Review*, for many years.

In the 1960s, Teachers College also became instrumental in the study of the international development of education, founding the program in International Educational Development. The faculty of the program continue to be active in conducting research and participating in educational activities around the world.

Graduates of the program are found in 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 program is the area of concentration. Students applying to the Comparative and International Education track need to select a discipline focus (anthropology, economics, history, sociology, philosophy, or political science), whereas students applying to the International Educational Development track select a concentration within the field of education (for example, finance and planning, international humanitarian issues, international policy and planning, peace and human rights education, etc.). Approximately one-third of the courses are to be taken in the area of concentration. The courses offered in concentrations vary each academic year. A few concentrations are not available at the doctoral level, as noted in their description below.

Students in the international 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). Most area studies courses are available at the School of International and Public Affairs and in discipline-based departments at Columbia University to which students in international education have access.

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

Comparative and International Education

Degrees Offered:

Comparative and International Education (COMP)

DEGREES OFFERED

Comparative and International Education (COMP)

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

International Educational Development (INTL)

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

CONTACT INFORMATION

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Coordinator:

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

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

The concentration in Anthropology offers a disciplinary approach that carefully explores and contributes to the analysis and understanding of educational processes in schools and classrooms, in families, on street corners, in community centers, in churches and in all settings where education may take place. In addition, the concentration offers coursework in the application of anthropological knowledge and approaches to matters of policy concern in ecological and environmental change, economic and community development, education, immigration, institutional programs, literacy, psychiatry, and psychoanalysis.

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

Degrees Offered:

International Educational Development (INTL)

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

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
- Finance and Planning
- International Humanitarian Issues
- International Policy and Planning
- Language, Literacy and Culture
- Latin American and Latino Education
- Peace and Human Rights Education

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

African Education

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. Through courses offered at Teachers College, the School of International and Public Affairs, the Mailman School of Public Health, and other Columbia-affiliated institutions, students will examine the multiple dimensions of African studies as they relate to the cultural, economic, social, and political dimensions of education in Africa and the African Diaspora.

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 a broad range of development issues affecting people of African descent. Students should consult with one of the faculty members affiliated with the concentration to select courses from appropriate departments at Teachers College as well as from other programs at Columbia University.

Faculty affiliated with the concentration:

- George Bond (liaison).

Family and Community Education

Teachers College continues its long history of groundbreaking work through the concentration in Family and Community Education. In all societies, individuals learn from many others in their social networks, e.g., parents, siblings, grandparents, peers, clergy, 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 drastically—as in the case of 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 study is 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.

Faculty affiliated with the concentration:

- Hope Jensen Leichter (liaison) and Hervé Varenne.

Finance and Planning

The Finance and Planning concentration is devoted to the preparation of researchers, policy analysts, as well as managers and leaders in the financing and planning of education. The courses are designed to examine issues and topics central to the financing and planning of education at various levels across countries today and in the new century. These issues and topics include financing quality basic education for all, equity and efficiency in financing, higher-education finance, privatization and educational choice, international aid and education, decision analysis and planning in education, as well as the international and transcultural contexts of educational financing and planning.

The concentration is intended for students who will pursue a career dealing with financial and planning aspects in a variety of education settings, including schools and universities, government education departments and ministries, international development organizations, as well as non-profit and community organizations. In addition to required courses, students can select relevant courses from departments such as Organization and Leadership, Arts and Humanities, as well as from the larger university.

Faculty affiliated with the concentration:

- Mun C. Tsang (liaison).

International Humanitarian Issues

The International Humanitarian Issues (IHI) concentration is an interdisciplinary specialization. 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, 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 at least 6 credits within the Department of International and Transcultural Studies at the master's level and nine credits at the doctoral level. They are also strongly advised to take courses from at least two of the institutions listed above. Additionally, at the doctoral level, students are recommended to complete an internship with an organization involved in humanitarian issues.

Faculty affiliated with the concentration:

- Lesley Bartlett (liaison) and Monisha Bajaj.

International Policy and Planning

The International Policy and Planning concentration is interdisciplinary and applies a cross-national and comparative lens for understanding educational reform at the different levels of an educational system, e.g. schools, teacher education, higher education, etc. Courses are taught with attention to multiple paradigms and worldviews to prepare future scholars to engage in the work of policy analysis, formation, and study. Faculty who teach

international policy and planning courses are interested in theories of policy change (e.g., globalization studies, cross-national policy borrowing/lending, transfer of "best practices," etc.) as well as techniques and methods for carrying out applied analytical work in international policy and planning: sector reviews, policy analysis, monitoring and evaluation as well as strategic planning in international educational development. Students in this concentration are expected to take three types of required courses: one conceptual course that deals with debates and the fundamentals in international education policy studies, two methods courses, and one skills-based course that bridges theory and practice.

Upon completion of the program, students are equipped with the knowledge to analyze political, economic and social processes that account for educational reform. 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. Graduates of this concentration secure positions as policy advisors and researchers for government and multilateral agencies, foundations, and private organizations committed to developing, examining, and evaluating international policies and practices in education.

In addition to courses in the Department of International and Transcultural Studies, there is a wide variety of courses offered in the Department of Education Policy and Social Analysis, Organization and Leadership, as well as Human Development. Students in the concentration in International Policy and Planning are encouraged to take electives in relevant policy courses outside the Department of International and Transcultural Studies.

Faculty affiliated with the concentration:

- Gita Steiner-Khamsi (liaison), Lesley Bartlett and Regina Cortina.

Language, Literacy, and Culture

This concentration systematically brings together social studies of language, literacy, and culture from four interrelated vantage points: anthropology, discourse studies, literacy studies, and multimodal discourse and literacies.

This concentration focuses on educational problems faced by immigrant families and by speakers of minority languages and varieties; with the development of cross-national computer-mediated-communication skills; with the design of computer-supported learning materials for language and literacy; and with bringing knowledge about human communication to bear on problems of understanding within and across groups such as families, community, workplace, national, and international entities.

Students specializing in this field may focus on areas such as the teaching of English in international settings, the education of speakers of minority languages and language varieties, literacy practices around the world, the development of literacy in the first and second language, and language policy and planning in the U.S. and abroad. Those interested in the relationship between language and technology may focus on areas such as language and the Internet, multimodal discourses and literacies, and the design and evaluation of multimedia materials.

In addition to the courses listed under this concentration, students can select relevant courses from Anthropology within this department, from other departments such as Mathematics, Science and Technology, and Arts and Humanities as well as from the larger university.

Faculty affiliated with the concentration:

- Lesley Bartlett (liaison), JoAnne Kleifgen, and Hervé Varenne.

Latin American and Latino Education

Latin American and Latino 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 number 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.

Faculty affiliated with the concentration:

- Regina Cortina (liaison) and Lesley Bartlett.

Peace and Human Rights Education

In recognition of the unprecedented dimensions of issues of security, war and peace, human rights and global justice, and sustainable development in a world of violent conflict, the department has developed a concentration in Peace and Human Rights Education. Peace and Human Rights Education is primarily concerned with addressing direct and structural 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 development. Students are required to take two core courses in Peace Education and, in addition, can select courses related to peace, security, conflict resolution, human rights, and global justice offered throughout the College and within other programs at Columbia University, Jewish Theological Seminary, and Union Theological Seminary.

Faculty affiliated with the program:

- Monisha Bajaj (liaison) and Lesley Bartlett.

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

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

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

[International & Transcultural Studies »](#)

INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

DEGREE INFORMATION/REQUIREMENTS

- [General Degree Requirements](#)
- [Master of Arts \(32 points\)](#)
- [Master of Education \(60 points\)](#)
- [Doctor of Education \(90 points\)](#)
- [Doctor of Philosophy \(75 points\)](#)

General Degree Requirements

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

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

Master of Arts (32 points)

Core Courses: 6 points, (ITSF 4090 or ITSF 4091 and a second course: ITSF Research Methods Course)

Concentration Courses: 12 points (in an academic discipline for Comparative and International Education or in a professional field of education for International Educational Development, as listed in the Program Description)

Transcultural/geographical area studies: 6 points

Electives: 8 points

Each M.A. candidate must complete a special integrative project, demonstrating the ability to integrate, synthesize, and apply what has been learned in the program of study.

Master of Education (60 points)

DEGREES OFFERED

Comparative and International Education (COMP)

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

International Educational Development (INTL)

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

CONTACT INFORMATION

Phone: 212-678-3184
Fax:
Email: iedcieinfo@tc.columbia.edu
Coordinator:

Core Courses: 9 points (ITSF 4090 or ITSF 4091 and a second course: ITSF Research Methods Course, and one additional advisor-approved ITSF course)

Concentration Courses: 18 points (in an academic discipline for Comparative and International Education or in a professional concentration for International Educational Development, as listed in the Program Description above)

Transcultural/geographical area studies: 18 points

Electives: 15 points

Ed.M. degree candidates must complete a special integrative project designed to illuminate a major aspect of the program of study.

Doctor of Education (90 points)

International Educational Development only

Core Courses: 12 points. (ITSF 6580, ITSF 6581 and two additional ITSF courses)

- Courses in a field of professional concentration: 27 points
 - Transcultural/geographical area studies: 27 points
 - Electives: 24 points
-

Doctor of Philosophy (75 points)

Comparative and International Education only

Core Courses: 9 points. (ITSF 6580 and ITSF 6581 and one other ITSF course)

- Courses in an allied discipline: 30 points
 - Transcultural/geographical area studies: 18 points
 - Electives: 18 points
-

[International & Transcultural Studies »](#)

INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

APPLICATION INFORMATION

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

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

Application deadlines:

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

[Apply Now](#)

DEGREES OFFERED

Comparative and
International Education (COMP)

Master of Arts (M.A.)
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International
Educational Development (INTL)

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INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

PROGRAM FACULTY

FACULTY

- [Bajaj, Monisha](#)
Assistant Professor of Education
- [Bartlett, Lesley](#)
Associate Professor of Education
- [Cortina, Regina](#)
Associate Professor of Education
- [Kleifgen, JoAnne](#)
Professor of Linguistics and Education
- [Leichter, Hope](#)
Elbenwood Professor of Education
- [Steiner-Khamisi, Gita](#)
Professor of Education
- [Tsang, Mun](#)
Professor of Education

LECTURERS

- [Allaf, Carine](#)
Lecturer

VISITING FACULTY

- [Ginsburg, Mark](#)
Visiting Professor

ADJUNCT PROFESSORS

- [Williams, Portia](#)
Adjunct Assistant Professor

DEGREES OFFERED

Comparative and
International Education (COMP)

Master of Arts (M.A.)
Master of Education (Ed.M.)
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International
Educational Development (INTL)

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INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

PROGRAM 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.

Faculty:

ITSF 4013 LITERACY AND DEVELOPMENT

This course examines common assumptions about the relationship between literacy and cognitive and/or social, political and/or economic development.

Faculty: [Bartlett, Lesley Ghaffar-Kucher, Ameena](#)

ITSF 4014 URBAN SITUATIONS AND EDUCATION

An introduction to the anthropological study of the sociocultural patterns of populations residing in urban settings, with emphasis on domestic, ethnic, class, and educational relationships.

Faculty: [Bond, George](#)

ITSF 4015 INTRODUCTION TO COMPUTERS, LANGUAGE, AND LITERACY

Sociocultural implications of computer use in education; viability of software use in the light of language learning theories; evaluation of electronic materials for use by bilingual, ESL, and native- and foreign-language learners. Materials fee: \$20.

Faculty: [Kleifgen, JoAnne](#)

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.

Faculty: [Bond, George](#)

ITSF 4025 LANGUAGES, SOCIETY, AND SCHOOLS

This course studies the role that languages play in different societal contexts. It examines the language policies of different societies and looks at how these policies are enacted or not in different institutional contexts by diverse speakers. In doing so, the course pays attention to diverse language ideologies as well as to the relationship between language and identity. Languages and literacies in schools, especially educational language policy in multilingual contexts, receive special consideration.

Faculty: [Zakaria, Zeena](#)

ITSF 4030 ITSF 4030: EDUCATION FOR SOCIAL CHANGE:

COMPARATIVE AND INTERNATIONAL PERSPECTIVES

Professor Bartlett. What is education for social change? What is popular education? How

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is it implemented internationally? Using a comparative and international perspective, this course explores theories and practices of popular education, a pedagogical-political approach based on participatory methodologies that are committed to schooling for social justice. In this course, we will examine theoretical debates on popular education. We will also compare historical and contemporary examples of popular education practices (including critical pedagogy), research methods (such as participatory action research), and techniques.

Faculty:

ITSF 4034 DYNAMICS OF FAMILY INTERACTION

An introduction to communication patterns inside families, with a special emphasis on both their complexity at the interpersonal level and their simplicity within the social structure of a community. Class time is dominated by cross-cultural data on family structure and videotape analyses of communication patterns within American families.

Faculty: [Varenne, Herve](#)

ITSF 4054 EDUCATION AND STRATEGIC PLANNING

Educational planning within the context of national economic planning; the methods, assumptions, validity, and usefulness of the major approaches; examples mainly from the less developed countries.

Faculty:

ITSF 4060 LATINOS IN URBAN SCHOOLS

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

Faculty: [Rivera-Batiz, Francisco](#)

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).

Faculty: [Bajaj, Monisha](#) [Bartlett, Lesley](#) [Tsang, Mun](#)

ITSF 4091 COMPARATIVE EDUCATION

Introduction to theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and the relation between culture and education. This course is also offered at the doctoral level (ITSF 6580).

Faculty: [Bartlett, Lesley](#) [Cortina, Regina](#) [Steiner-Khamsi, Gita](#)

ITSF 4092 QUALITATIVE RESEARCH AND EVALUATION IN

INTERNATIONAL EDUCATION

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

Faculty: [Bartlett, Lesley](#) [Steiner-Khamsi, Gita](#)

ITSF 4093 INTERNATIONAL EDUCATIONAL DEVELOPMENT:

CURRICULUM AND PEDAGOGY

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

Faculty:

ITSF 4094 EDUCATIONAL PLANNING IN INTERNATIONAL

EDUCATIONAL DEVELOPMENT

Point allocation to be determined by topic each time course is offered. Topic courses explore issues related to the socioeconomic and cultural context of educational planning and policy studies. They consider the relation to specific issues of various approaches to planning and their attendant outcomes. Topics vary and may include any of the following, Education in the Middle East, Educational Development in the Muslim World, Emergency Education, Gender, Education, and International Development, Human Rights, International Education Policy, and Education in Post-Conflict Settings.

Faculty: [Bartlett, Lesley Mendenhall, Mary Tsang, Mun Zakaria, Zeena](#)

ITSF 4096 STRATEGIC PLANNING AND ORGANIZATIONAL CHANGE

IN INTERNATIONAL AND NATIONAL EDUCATIONAL SETTINGS

The seminar uses theories and methods of social network analysis for examining regional and global policy networks. Besides reading and discussing sociological texts and policy studies literature, we will conduct collaborative empirical analyses of policy networks and policy entrepreneurs. Willingness to conduct empirical research (content and reference analyses) is a condition for participating in this seminar.

Faculty: [Steiner-Khamisi, Gita](#)

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.

Faculty:

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.

Faculty:

ITSF 4190 COMMUNICATIVE PRACTICES: INTERCULTURAL PERSPECTIVES

A topical course exploring language as situated social practice and focusing on communication within and across national boundaries. Domains examined include schooling, work, community, and the public arena. Both spoken and written modes are considered.

Faculty: [Kleifgen, JoAnne](#)

ITSF 4195 ACADEMIC LITERACIES

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

Faculty:

ITSF 4600 GROUP STUDIES IN EDUCATIONAL ISSUES

Permission required. Opportunity for groups to organize colloquia, seminars, or practica, with faculty sponsorship, for the study of specific educational issues, problems, or policies, and for the development of particular skills, in accordance with emerging social situations and urgent common concerns. Students wishing to engage in such studies must present a plan and secure the sponsorship of a faculty member of the department who will serve as advisor. Registration and evaluation procedures will be worked out and carried through with this advisor.

Faculty:

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 are introduced to examples of nonviolent social movements and reflect on the process of peaceful transformation. Another course in human rights may be substituted for the concentration in peace education.

Faculty: [Bajaj, Monisha](#) [Zakharia, Zeena](#)

ITSF 4611 EDUCATION FOR GLOBAL SECURITY

Explores issues of peace and violence from various perspectives, among them global security culture and militarism. Emphasizes alternative security systems such as disarmament, international and gender justice, ecological and human security. Not offered every year.

Faculty:

ITSF 4613 INTERNATIONAL PERSPECTIVES ON PEACE AND HUMAN

RIGHTS EDUCATION

This course provides a grounding in the theory, pedagogy, and practice of peace 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. Not offered every year.

Faculty: [Bajaj, Monisha](#)

ITSF 4614 INTERNATIONAL ORGANIZATIONS, CIVIL SOCIETY AND

PEACE EDUCATION

This course reviews and assesses the work of the world organization and how it facilitates the learning necessary to an integrated global society. The area of emphasis and problem of focus vary from semester to semester. Not offered every year.

Faculty: [Bajaj, Monisha](#)

ITSF 4902 RESEARCH INDEPENDENT STUDY:INTERNATIONAL

TRANSCULTURAL

Research Independent Study:International Transcultural

Faculty: [Bailey, Thomas](#) [Bond, George](#) [Comitas, Lambros](#) [Harrington, Charles](#) [Kleifgen, JoAnne](#) [Leichter, Hope](#) [Rivera-Batiz, Francisco](#) [Torres-Guzman, Maria](#) [Tsang, Mun](#) [Zakharia, Zeena](#)

ITSF 5000 METHODS OF INQUIRY: ETHNOGRAPHY AND

PARTICIPANT OBSERVATION

The methods of the behavioral and social sciences as they relate to ethnography and participant observation. Emphasis on the role of theory, characteristics and relative efficiencies of various research techniques, and the importance of integrated research design.

Faculty: [Harrington, Charles](#)

ITSF 5001 ETHNOGRAPHY AND PARTICIPANT OBSERVATION:

FIELDWORK, ANALYSIS, REPORTING

Permission required. ITSF 5000 or equivalent required. Emphasis on the issues arising out of ethnographic research as they arise during a pilot project from entry into the field to the writing of the results.

Faculty: [Varenne, Herve](#)

ITSF 5002 ETHNOGRAPHY AND PARTICIPANT OBSERVATION:

COMPARATIVE AND QUALITATIVE ANALYSIS

Permission required. ITSF 5000 or equivalent required. Issues of comparative and quantitative analysis of data generated by ethnographic/participant observation inquiries.

Faculty:

ITSF 5003 COMMUNICATION AND CULTURE

Introduction to major theories of human communication and culture as they relate and build on each other.

Faculty: [Varenne, Herve](#)

ITSF 5005 INTERDISCIPLINARY STUDY OF THE FAMILY

Critical examination of the interaction of internal and external forces and their effects upon individuals and families, drawing upon perspectives of various social science disciplines.

Faculty: [Varenne, Herve](#)

ITSF 5006 COMPARATIVE POLICY STUDIES: OVERVIEW

This course helps students to understand the rationale and to apply the techniques underlying education sector strategies of low-income governments.

Faculty: [Steiner-Khamisi, Gita](#)

ITSF 5007 RACE, CLASS AND SCHOOLDING: ETHNOGRAPHIC APPROACHES

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

Faculty: [Bartlett, Lesley Ghaffar-Kucher, Ameena](#)

ITSF 5008 GENDER, EDUCATION, AND INTERNATIONAL DEVELOPMENT

In this seminar students will be introduced to education and social issues in Latin America and the Caribbean since the consolidation of national systems of public education during the twentieth century.

Faculty:

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.

Faculty:

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.

Faculty:

ITSF 5033 AFRICAN DIASPORIC LANGUAGES AND EDUCATION

Explores language, literacy and educational development associated with speakers of African and Creole languages and African American English. It addresses theoretical and pedagogical concerns and their political consequences in these language communities.

Faculty:

ITSF 5040 ITSF 5040: MIXED METHODS OF DISCIPLINED INQUIRY

Faculty. 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 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.

Faculty:

ITSF 5090 MIGRATION AND EDUCATION

This course examines the relationship between education and demographic change in international educational development. It focuses on historical and cultural changes in the areas of fertility, migration, mortality, and sustainable development.

Faculty: [Ghaffar-Kucher, Ameena](#)

ITSF 5094 READING DEVELOPMENT POLICY THROUGH PRACTICE

This intensive field-based course provides students with a unique opportunity to engage in

qualitative analyses of educational policy, pedagogy, and practice. Qualitative techniques, through the methods of interviewing, observing, and document analysis, are employed to explore the meanings that policies hold for different groups of actors, including policymakers, educators, activists, parents, and children. Policies are then contrasted to practices in a wide variety of settings. Through this course, students will gain a greater understanding of the assumptions about economic, political, and educational development underlying national and international policy as well as local practice. The goals of the course are to expand students' skills in the area of policy analysis and to enhance their awareness of the complexity of policy implementation at the local level.

Faculty:

ITSF 5120 EDUCATION IN COMMUNITY SETTINGS: MUSEUMS

Permission required. A review and an analysis of educational issues and opportunities in various community settings. Special fee: \$5.

Faculty: Leichter, Hope

ITSF 5121 EDUCATION IN COMMUNITY SETTINGS: COMMUNITY CENTERS

Permission required. A review and an analysis of educational issues and opportunities in various community settings. Special fee: \$5.

Faculty:

ITSF 5430 INTERNSHIP

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

Faculty: Bailey, Thomas Bond, George Comitas, Lambros Harrington, Charles Kleifgen, JoAnne Leichter, Hope Rivera-Batiz, Francisco Torres-Guzman, Maria Tsang, Mun Varenne, Herve Zakharia, Zeena

ITSF 5500 EDUCATION ACROSS THE AMERICAS

In this course students will be introduced to education and social issues in Latin America and the Caribbean since the consolidation of national systems of public education during the twentieth century.

Faculty: Cortina, Regina

ITSF 5519 RESEARCH IN LANGUAGE AND LITERACY I

Research in such areas as spatial, temporal, textual, and social deixis in language, with particular attention to culturally variant norms and their implications for educational practice. Materials fee: \$20.

Faculty:

ITSF 5520 RESEARCH IN LANGUAGE AND LITERACY II

Research in the varieties of language used in literate expression, with particular attention to culturally variant norms and their implications for educational practice. Materials fee: \$20.

Faculty:

ITSF 5580 POSTCOLONIAL STUDIES OF EDUCATION

Prerequisites or corequisites: ITSF 4090 and ITSF 4091. This course explores the impact of missionary, colonial education, and neo-colonial education on school reform both in dependent countries and in former colonial countries.

Faculty: Steiner-Khamisi, Gita

ITSF 5590 EDUCATION AND THE DEVELOPMENT OF NATIONS

Prerequisites: ITSF 4090/6580 or ITSF 4091/6581. This seminar explores the politics of education in international and transcultural contexts. Course topics include educational equity and quality as well as the role of international donors in transplanting particular "best practice" or reform packages from one national context to another.

Faculty: Bajaj, Monisha Zakharia, Zeena

ITSF 5691 COLLOQUIUM ON INTERNATIONAL EDUCATION AND THE

UNITED NATIONS-GOALS AND CONTENT: MAJOR WORLD

DEVELOPMENTS AND THEIR IMPLICATIONS FOR EDUCATION

The course presents the history as well as the current strategies and initiatives of various international organizations. The general introduction attempts to highlight, from a critical perspective, the logic of donors and the rationale for external assistance. Several trends will be analyzed in greater detail: knowledge banks, demands for good governance, post Cold War studies, south-south transfer, and the War on Terror and U.S. assistance. To enable a comparative perspective, international organizations discussed in this course are not restricted to U.N. organizations but also include development banks, international NGOs, bilateral assistance programs as well as other international organizations. A few representatives of international organizations are invited as guest speakers.

Faculty:

ITSF 5692 COLLOQUIUM ON INTERNATIONAL EDUCATION AND THE

UNITED NATIONS-THEORY AND TEACHING TECHNIQUES: NEW

TRENDS IN INTERNATIONAL EDUCATION

Permission required. Enrollment limited. Through class interchange and use of United Nations human and material resources, participants develop innovative teaching materials suitable for their own educational systems.

Faculty:

ITSF 6125 RESEARCH ISSUES IN COMMUNICATIVE PRACTICES

A critical review of selected research directions and paradigms for the analysis of spoken and written communication.

Faculty:

ITSF 6200 FIELD RESEARCH OUTSIDE THE UNITED STATES

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

Faculty:

ITSF 6520 SEMINAR IN FAMILIES AND COMMUNITIES AS EDUCATORS

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

Faculty: [Leichter, Hope Pak, Su Yon](#)

ITSF 6580 ADVANCED SEMINAR IN INTERNATIONAL EDUCATION I

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

Faculty: [Bajaj, Monisha Bartlett, Lesley](#)

ITSF 6581 ADVANCED SEMINAR IN INTERNATIONAL EDUCATION II

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

Faculty: [Bajaj, Monisha Bartlett, Lesley](#)

ITSF 6590 DOCTORAL SEMINAR IN INTERNATIONAL AND

TRANSCULTURAL STUDIES

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

Faculty: [Bartlett, Lesley Cortina, Regina Kleifgen, JoAnne Tsang, Mun Zakaria, Zeena](#)

ITSF 6902 STUDIES IN INTERNATIONAL AND TRANSCULTURAL

STUDIES

Faculty: [Bailey, Thomas Bond, George Comitas, Lambros Harrington, Charles Leichter, Hope Rivera-Batiz, Francisco Steiner-Khamsi, Gita Torres-Guzman, Maria Tsang, Mun](#)

ITSF 6950 STUDIES IN ECONOMICS AND 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.

Faculty:

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.

Faculty:

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.

Faculty:

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.

Faculty:

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.

Faculty: Bailey, Thomas Bond, George Comitas, Lambros Harrington, Charles Kleifgen, JoAnne Leichter, Hope Rivera-Batiz, Francisco Steiner-Khamisi, Gita Torres-Guzman, Maria Tsang, Mun