

**TEACHERS COLLEGE**  

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**COLUMBIA UNIVERSITY**

**ACADEMIC CATALOG 2014-2015**

**DEPARTMENT OF INTERNATIONAL & TRANSCULTURAL  
STUDIES**

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**PROGRAMS**

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- INTERNATIONAL AND COMPARATIVE EDUCATION  
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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 catalog).

### 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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Program Coordinator: Professor Herve Varenne

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: M.A.](#)
- [Anthropology and Education: Ed.M.](#)
- [Anthropology and Education: Ed.D.](#)
- [Anthropology and Education: Ph.D.](#)
- [Applied Anthropology: Ph.D.](#)

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

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 five courses (15 points) in anthropology offered through the Department. The program should include at least one colloquium or seminar level course; three courses (9 points) in the fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology); and four other courses (8-9 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: Ed.M.

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

Minimally, candidates for the Ed.M. degree in Anthropology and Education take 40 points in courses related to the main fields of the discipline, including at least 25 points in sociocultural anthropology. A minimum of three courses (9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). An additional 20 points must also be taken to complete the course of study. 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: Ed.D.

The Doctor of Education degree is for students who plan to engage in scholarly writing

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and research, applied research and evaluation, or teaching and administrative responsibilities at colleges, universities, professional schools of education and medicine, research institutes, or state, federal, and international agencies and bureaus.

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

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

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

#### Certification Requirements

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

#### Dissertation Requirements

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

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#### [Anthropology and Education: Ph.D.](#)

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

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

Of these 75 points, a maximum of 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 points of Anthropology courses are required. Of these forty-five points, 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.

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

Within the major course requirements, 21 points in required courses must be taken: the four-semester sequence of colloquia and summer field research (a minimum of 12 points);

an additional theory course outside of the first semester colloquium (3 points); and two ethnography courses, one within and one outside of a student's interest (6 points).

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

#### Certification Requirements

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

#### Applied Anthropology: Ph.D.

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

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

Of these 75 points, a maximum of 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 points of Anthropology courses are required. Of these forty-five points, 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.

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

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

Fifteen points in research methods and statistical courses are also required. The remaining 15 points of electives are used to increase competence in comparative, regional, or international studies, or to enhance technical skills used in conjunction with but outside



the major course of study. At least three of these courses (8-9 points) must be taken in fields foundational to anthropology (economics, history, linguistics, philosophy, psychology, sociology). Of the 75 graduate points required for the degree, a minimum of 45 must be taken for an evaluative letter grade.

#### Certification Requirements

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

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## ANTHROPOLOGY

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### APPLICATION INFORMATION

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

The GRE General Test is required for all applicants. 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 Herve Varenne

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## ANTHROPOLOGY

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### PROGRAM FACULTY

#### FACULTY

[Bartlett, Lesley](#)

Associate Professor of Education

[Comitas, Lambros](#)

Gardner Cowles Professor of Anthropology and Education

[Varenne, Herve](#)

Professor of Education

#### DEGREES OFFERED

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

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Master of Education (Ed.M.)

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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:** TBD

#### 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:** TBD

#### 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:** TBD

#### 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:** TBD

#### 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:** TBD

#### 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

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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:** TBD

#### ITSF 5000 METHODS OF INQUIRY: ETHNOGRAPHY AND PARTICIPANT OBSERVATION

This course examines the methods of the social sciences as they relate to ethnography and participant observation. The course emphasizes the role of theory, characteristics of various research techniques, and the importance of integrated research design. The course provides opportunities to practice ethnographic research techniques, including developing a research question, designing a study, interviewing, conducting observations, and analyzing data.

**Faculty:** [Bartlett, Lesley](#)

#### ITSF 5001 ETHNOGRAPHY AND PARTICIPANT OBSERVATION: FIELDWORK, ANALYSIS, REPORTING

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

**Faculty:** [Varenne, Herve](#)

#### ITSF 5007 RACE, CLASS AND SCHOOLING: ETHNOGRAPHIC APPROACHES

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

**Faculty:** [Bartlett, Lesley](#)

#### 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:** TBD

#### 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:** TBD

#### ITSF 5016 ETHNOGRAPHY OF EDUCATION

Introduction to the ethnographic 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:** [Bartlett, Lesley](#)

#### 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 Varenne, Herve](#)

#### 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:** TBD

#### 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:** TBD

#### 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:** TBD

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## 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. 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 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 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; Language, Literacy and Culture; Latin American and Latino 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.

### 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.)

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*Program Coordinator: Professor  
Regina Cortina*

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
- 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



Liaison Faculty: Professors Garnett Russell and George C. Bond

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.

Relevant Courses:

- ITSF 4160: Human Rights in Africa
- ITSF 4018: Anthropology and Development in Africa
- Topics courses on education and sustainable development, systemic corruption in education, monitoring and evaluation in human rights education

#### 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, 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 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.

Relevant Courses:

- ITSF 5023: The Family as Educator
- ITSF 6520: Families and Communities as Educators
- ITSF 4034: Dynamics of Family Interaction
- ITSF 4603: Human and Social Dimensions of Peace
- ITSF 5003: Communication and Culture
- ITSF 5026: Families, Television, and Other Media
- ITSF 5120: Education in Community Settings: Museums

## Finance & Planning

Liaison Faculty: Professor Mun C. Tsang

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 the financing of 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. This 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 courses listed below, students can select relevant courses from departments such as Organization and Leadership, Arts and Humanities, as well as from the larger university.

Relevant Courses:

- ITSF 4098: Education Development Policies in China
- ITSF 4199: Education and Sustainable Development
- Topical courses on systemic corruption in education and nongovernmental organizations in educational development

## International Humanitarian Issues

Liaison Faculty: Professor 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 Program in ICE. 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.

Relevant Courses:

- ITSF 4160: Human Rights in Africa
- ITSF 5045: Globalization, Mobility and Education
- ITSF 5590: Education and the Development of Nations
- ITSF 4005: Education in Emergencies
- ITSF 4011: Social Context of Education
- ITSF 4603: Human and Social Dimensions of Peace
- Topical course work on education and sustainable development, systemic corruption in education, nongovernmental organizations in educational development, citizenship education in Latin America, monitoring and evaluation in human rights education

## International Policy and Planning

Liaison Faculty: Professors Oren Pizmony-Levy and 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 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.

Relevant Courses:

- ITSF 4025: Language, Societies and Schools
- ITSF 4096: Strategic Planning and Organizational Change
- ITSF 4098: Education Development Policies in China
- ITSF 5006: Comparative Policy Studies
- Topical course work on education and sustainable development, systemic corruption in education, and nongovernmental organizations in educational development

## Language, Literacy, and Culture

Liaison Faculty: Professor Hope Jensen Leichter

In response to new media that are fostering alternative forms of global communication, the department has developed a concentration in Language, Literacy, and Culture that explores the relations between traditional forms of communication and the newly emergent ones. 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. The rapid growth in the uses of new media and technologies for communicative purposes requires careful study of how language and these tools elaborate each other, particularly for educational practice. A growing number of language researchers are studying how human interaction in schools, communities and the workplace is shaped by the tools people use to accomplish tasks. Students interested in this area may focus on language and the Internet, multimodal discourses and literacies, and the design and evaluation of multimedia materials.

Relevant Courses:

- ITSF 4160: Human Rights in Africa
- ITSF 5023: The Family as Educator
- ITSF 5045: Globalization, Mobility and Education
- ITSF 5500: Education Across the Americas
- ITSF 6510: Education and Cultural Production

- ITSF 6520: Families and Communities as Educators
- ITSF 4011: Social Context of Education
- ITSF 4025: Language, Societies and Schools
- ITSF 4034: Dynamics of Family Interaction
- ITSF 4060: Latinos in Urban Schools
- ITSF 5003: Communication and Culture
- ITSF 5026: Families, Television, and Other Media
- ITSF 5120: Education in Community Settings: Museums
- Topical coursework on citizenship education in Latin America

#### Latin American and Latino Education

Liaison Faculty: Professor Regina Cortina

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 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.

#### Relevant Courses:

- ITSF 5008: Gender, Education and International Development
- ITSF 5500: Education Across the Americas
- ITSF 4025: Language, Societies and Schools
- ITSF 4060: Latinos in Urban Schools
- Topical course work on education and sustainable development, systemic corruption in education, nongovernmental organizations in educational development, citizenship education in Latin America, monitoring and evaluation in human rights education

#### Peace & Human Rights Education

Liaison Faculty: Faculty and Staff

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 ICE 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 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.

#### Relevant Courses:

- ITSF 4160: Human Rights in Africa
- ITSF 5008: Gender, Education and International Development

- ITSF 5590: Education and the Development of Nations
- ITSF 4005: Education in Emergencies
- ITSF 4011: Social Context of Education
- ITSF 4034: Dynamics of Family Interaction
- ITSF 4603: Human and Social Dimensions of Peace
- ITSF 5003: Communication and Culture
- Topical course work on education and sustainable development, systemic corruption in education, nongovernmental organizations in educational development, citizenship education in Latin America, monitoring and evaluation in human rights education

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

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### DEGREE INFORMATION/REQUIREMENTS

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

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#### 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), transcultural or geographically related study, and elective credits.

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

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#### Master of Arts (32 points)

Core Courses: 6 points, (ITSF 4090 or ITSF 4091 and an 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.

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#### Master of Education (60 points)

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

#### 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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*Fax:* 212-678-8237

*Email:* [iedcieinfo@tc.columbia.edu](mailto:iedcieinfo@tc.columbia.edu)

*Coordinator:* Professor Regina Cortina

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.

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#### Doctor of Education (90 points)

*International Educational Development only*

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

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

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#### Doctor of Philosophy (75 points)

*Comparative and International Education only*

Core Courses: 9 points. (ITSF 6580, ITSF 6581, and one other ITSF course approved by advisor)

- 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 informal meeting is recommended. Please visit the program website to review guidelines for informal meetings. Applicants for the Ph.D. program in Comparative and International Education are expected to have already completed some coursework in the discipline they select as their concentration.

Application deadlines:

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

[Apply Now](#)

### 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.)  
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*Coordinator:* Professor Regina Cortina



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## INTERNATIONAL AND COMPARATIVE EDUCATION PROGRAM

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### PROGRAM FACULTY

#### FACULTY

[Cortina, Regina](#)

Associate Professor of Education

[Leichter, Hope](#)

Elbenwood Professor of Education

[Pizmony-Levy](#)

Assistant Professor of Education

[Russell, Susan](#)

Assistant Professor of Education

[Steiner-Khamsi, Gita](#)

Professor of Education

[Tsang, Mun](#)

Professor of Economics and Education Policy

#### 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.)  
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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: TBD

#### 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: TBD

#### 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: [George C. Bond, Estate of](#)

#### 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: TBD

#### 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: [George C. Bond, Estate of](#)

#### 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: TBD

#### 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

### DEGREES OFFERED

Comparative and  
International Education (COMP)

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

International  
Educational Development (INTL)

Master of Arts (M.A.)  
Master of Education (Ed.M.)  
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*Coordinator:* Professor Regina Cortina

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: TBD

#### 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 transnational communities.

Faculty: [Cortina, Regina](#)

#### 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: TBD

#### 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: [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: [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: TBD

#### 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.

Faculty: TBD

#### 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-Khamsi, 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: [Tsang, Mun](#)

#### 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: TBD

#### 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: TBD

#### 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: TBD

#### 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: TBD

#### 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: TBD

#### 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: TBD

### 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: TBD

### ITSF 5001 ETHNOGRAPHY AND PARTICIPANT OBSERVATION:

#### FIELDWORK, ANALYSIS, REPORTING

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

Faculty: [Varenne, Herve](#)

### 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 5006 COMPARATIVE POLICY STUDIES: OVERVIEW

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

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

### 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.

Faculty: [Cortina, Regina](#)

### 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: [Leichter, Hope](#)

### 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: [Leichter, Hope](#)

### 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: TBD

### 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: TBD

### 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: TBD

### 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 5430 INTERNSHIP

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

Faculty: [Tsang, Mun](#)

### ITSF 5500 EDUCATION ACROSS THE AMERICAS

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. Using theoretical perspectives drawn from development studies, globalization and comparative education, the course will include case studies of individual nations as well as issues embracing the region as a whole. Topics will include social and political dimensions of education, ethnicity and academic achievement, women's education and social change, teacher preparation, student movements and patterns of migration. Moreover, 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.

Faculty: [Cortina, Regina](#)

### 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-Khamsi, 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: TBD

### 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: TBD

### 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: TBD

#### 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](#)

#### 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: TBD

#### 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: TBD

#### ITSF 6590 DOCTORAL SEMINAR IN INTERNATIONAL AND TRANSCULTURAL STUDIES

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

Faculty: TBD

#### ITSF 6902 STUDIES IN INTERNATIONAL AND TRANSCULTURAL STUDIES

Faculty: [Steiner-Khamsi, Gita](#) [Tsang, Mun](#)

#### 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: TBD

#### 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: TBD

#### 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: TBD

#### 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: [Steiner-Khamsi, Gita](#)