Social Sciences and Comparative Education

Dept. of Education

GSE&IS

SSCE 2018-2019 Handbook
Planning and maintaining an academic program is a continuous process for most students. Advising and helping students to plan and maintain a coherent and successful academic program is also a continuous faculty process. This handbook is designed for the use of students and faculty of Social Sciences and Comparative Education (SSCE) alike. This handbook outlines and clarifies our practices and policies in order to inform both the students and faculty of SSCE. This handbook is intended to provide general information and in no way constitutes a legal obligation on the part of the Graduate School of Education & Information Studies, which reserves the right to change, add or delete any information herein without prior notice.
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The SSCE Division

The Division of Social Sciences and Comparative Education (SSCE) is concerned with issues of social, cultural, historical, philosophical and comparative/international contexts of education. The Division is multidisciplinary and brings various methodologies and vocabularies--discourse analysis, philosophical analysis, agency, representation and structure--as well as classical approaches to the study of education. The faculty of the Division encompasses numerous perspectives and orientations including postmodernism, feminism, ethnic studies, postcolonial, critical theory, critical race theory, and cultural studies. The Division shares its commitment to theory with an equal commitment to empirical research, policy, and practice. That is, our concern with theory does not preclude but rather implies a concern with policy and practice as well, both in terms of formal education (e.g., classroom research), informal education (e.g., mass media research and representation) and non-formal education (e.g., participatory action research, popular education).

The Division currently has two areas of inquiry or sub-specializations, which are: 1) comparative/international studies in education, 2) race, ethnic, and cultural studies in education.

Academic preparation in the SSCE Division is designed to prepare students (a) to teach and conduct research in philosophical, cultural, race, ethnic, postcolonial, gender, and comparative/international studies in education, (b) to act as specialists for U.S. and overseas programs, non-governmental agencies, and multilateral and bilateral technical assistance agencies, (c) to engage in philosophical, historical, critical theoretical, cross-cultural, comparative, and social science analysis of educational issues in the United States and in other areas of the world, (d) to provide resource assistance for institutions and programs concerned with cultural studies, media technology, critical pedagogy, and multicultural, ethnic and cross-cultural education.
SSCE Sub-Specializations

The SSCE Division offers both the Master’s and Ph.D. degree in the following sub-specializations.

Comparative/International Studies in Education
The Comparative/International Education program trains students in various facets of comparative, international, and cross-cultural education studies. Its general aims are: First, to train specialists in comparative/international education. Second, to train specialists in the development of comparative/international education theories, as well as research in field settings. Third, to promote and foster understanding of how educational policies and programs impact social, political, and economic development. Fourth, to focus on issues of equity, social justice, education in global and domestic contexts. Fifth, to train students for leadership roles in government and non-government agencies, international, multilateral and bilateral institutions.

Structurally, the specialization follows the pattern of the general UCLA campus, in that its specialists operate within an area studies structure. That is, comparative education specialists give attention to specific geographic regions of the world, though their research is also of a broader nature.

Comparative education relies on a social science foundation. Its specialists are identified with the disciplines of sociology, anthropology, political science, economics, and history. Students are recruited from these backgrounds, though other fields, such as applied linguistics or the humanities, are relevant to the field.

Race, Ethnic and Cultural Studies in Education
The program in Race, Ethnic, and Cultural Studies in Education is an interdisciplinary program of educational research, practice, and policy that focuses on the role of race, ethnicity, and culture in the United States and abroad. The program has a particular emphasis on the relationship between educational practice and structure (i.e., social and cultural contexts) and the production and reproduction of inequality and conflict. The program is also interested in critical approaches to representations of gender, race, class, and sexuality in education and culture and the new literacies necessary to analyze critically and interpret media culture, cyber culture, and multimedia culture.

Courses in Race, Ethnic, and Cultural Studies in Education examine contemporary issues in education situated in historical and comparative contexts, such as the impact of postmodernism, feminism, and critical race theories on education. These conceptual approaches inform a critical
approach to theory and methods that yield new insight into research, practice, and policy in educational settings.

**SSCE Institutes**

**The Paulo Freire Institute (PFI) at UCLA** was founded by Professor Carlos Alberto Torres in 2002 to honor the legacy of the world-renowned Brazilian educator Paulo Freire. Our mission is to work inside and outside the university to build networks of scholars, teachers, activists, artists and community members dedicated to social justice and using education as a vehicle to empower oppressed and subjugated population across the globe toward transforming the world. We are currently working on a number of fronts to maintain and expand his teachings, through a globalization project that looks at the deleterious effects of market-driven educational policy, through teacher training programs that introduce and augment social justice education themes, through interaction with communities across America, through a growing series of books, articles and presentations spreading the Freire message to a larger and larger audience of teachers, administrators, academics and key policymakers and through classes and programs that are helping to educate the next generation to more seriously consider the ramifications of standardized testing, standardized curricula, loss of teacher autonomy and the corporate colonization of our classrooms. If you are interested in learning more information or joining us, please contact Carlos Alberto Torres at catnovoa@aol.com, and check out our website: www.paulofreireinstitute.org.

**The Center for International and Development Education (CIDE)** website reflects our global identity and offers an array of features and information on our efforts to provide information and network with international and development education organizations. CIDE offers a range of services and activities surrounding the broad spectrum of international and development education. Our activities emphasize higher education change, education and nation-building, teacher training reform, technology and learning, education and humanitarian relief, and study abroad programs. CIDE delivers innovative and effective research, support services, and projects that build institutional capacity and promote sustainable development throughout the world. CIDE offers research opportunities for Comparative Education students. Administratively, CIDE is student driven in that students organize weekly meetings and participate in all facets of its work. The center is located in MS 8907. Further information can be obtained from the CIDE website: www.gseis.ucla.edu/cide/.

**Institute for Immigration, Globalization and Education (IGE)** conducts multidisciplinary and comparative research engaging policymakers, practitioners, and institutional leaders. Our research serves to inform efforts
to expand opportunities, reduce barriers, and improve the wellbeing of diverse, vulnerable, and marginalized students. This work is timely in the context of globalization, which is profoundly changing the developmental contexts, educational trajectories, and life courses of our children, adolescents, and young adults. The institute is located in Moore 1041, and additional information is available at the IGE website:
http://ige.gseis.ucla.edu
Faculty

Richard Desjardins
Associate Professor
3119 Moore Hall
310-825-1244
desjardins@ucla.edu

Education
Ph.D., International and Comparative Education, Stockholm University, 2004
MA, Economics, Carleton University, 1999
BA Honors, Economics, Carleton University, 1998

Teaching and Research Interests
My primary interests and activities relate to the following themes: reproductive and transformative processes associated with lifelong learning systems; intergenerational and distributional effects of education and learning on economic and social outcomes; governance and financing of lifelong learning systems; dynamic and interactive effects of structure-agency relations in determining participation in lifelong learning; communication and relationships among actors/institutions relevant to lifelong learning systems; and the comparative analysis of welfare state regimes and policies that affect the development and coordination of lifelong learning systems. I am also interested in the “research” - “policy” relationship and the interdisciplinary and fragmentation of scientific knowledge relevant to educational research.

Recent Publications


David G. García
Assistance Professor
2331 Moore Hall
310-825-3826
dggarcia@gseis.ucla.edu

Education
1996, Bachelor of Arts, UCLA, Sociology, Chicana/o Studies Specialization
2000, Master of Arts, UCLA, Latin American Studies
2006, Doctor of Philosophy, UCLA, U.S. History

Teaching and Research Interests
Interconnectivity of history and education, focusing on local educational histories of Mexican Americans, the pedagogy of Hollywood’s urban school genre, and Chicana/o teatro (theater) as public revisionist history

Educational history; Chicana/o history & historiography; popular culture & media (film & TV); teatro, satire; oral history; race & social movements; Latina/o immigration

Recent Publications


Sandra Harding
Professor Emeritus
2123 Moore Hall
(310) 206-0492
sharding@gseis.ucla.edu

Education
Ph.D., Philosophy, New York University

Teaching and Research Interests
Teaching and research interests are in feminist and postcolonial theory, epistemology, research methodology and philosophy of science.

Selected Publications


John Hawkins
Professor Emeritus
Director, Center for International Development Education
2005C Moore Hall
(310) 825-8312
hawkins@gseis.ucla.edu

Education
1964-67 Graduated, BA, Honors in Asian Studies, University of Hawaii, Honolulu
1967-69 Graduated, MA Asian Studies, University of British Columbia, Vancouver
1970-73 Graduated, Ph.D. Education, Comparative Education, Chinese Studies, Vanderbilt University, George Peabody College

Teaching and Research Interests
Educational policy in comparative perspective
Higher education reform
Education and development in Asia/Pacific
Politics of educational reform

Recent Publications
"Walking on Three Legs: Centralization, Decentralization, and Recentralization in Chinese Education," chapter in:


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**Douglas Kellner**  
Professor  
3022B Moore Hall  
(310) 825-0977  
kellner@ucla.edu

**Education**  
B.A., Doane College, 1965 [Junior Year, University of Copenhagen]  
Ph.D., Philosophy, Columbia University, 1973  

**Teaching and Research Interests**  
I am engaged in an ongoing exploration of the disciplines of cultural studies and the philosophy of education, examining the relationships among technology, education, and society. Utilizing print literacy as a focus for literacy skills, I emphasize the need for other basics in education, including media literacy and computer and information literacy, to better enable students to read and creatively interact with emergent technologies such as the Internet. I am the author of a comprehensive range of books on social theory, politics, history and culture.

**Recent Publications**  


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**Edith Mukudi Omwami**  
Associate Professor  
2131 Moore Hall  
(310) 825-1791  
omwami@gseis.ucla.edu

**Education**  
Ph.D. (Social Foundations) 1998 State University of New York at Buffalo, NY

**Teaching and Research Interests**  
Access, participation and funding of education; Nutrition and education linkages, Education policy and practice; gender and education; African education

**Recent Publications**  


**Val D. Rust**  
Professor Emeritus  
Director, UCLA Education Abroad Program  
Associate Director, Center for International and Development Education  
2141 Moore Hall  
(310) 825-9386  
rust@gseis.ucla.edu

**Education**  
1977-78 Postdoctoral Studies, University of Oslo, Oslo, Norway  
1965-66 Research Fellow, Deutsches Institut für Internationale Pädagogische Forschung, Frankfurt, Germany  
1963-67 Ph. D., Education, University of Michigan, Ann Arbor, Michigan

**Teaching and Research Interests**  
My major association in the department of Education is with Comparative and International Studies. Contemporary research interests are with the politics of educational reform, institution building, leadership in higher education, study abroad, and ethnic issues in international perspective.

**Recent Publications**  


Daniel Solórzano  
Professor  
Director, UC/ACCORD  
2022C Moore Hall  
310-206-7855  
solorzano@gseis.ucla.edu  

Education  
1972, Bachelor of Arts, Loyola University, Sociology/Chicano Studies  
1974, Master of Education, Loyola Marymount University, Urban/Multicultural Education  
1983, Master of Arts, Claremont Graduate School, Educational Policy  
1986, Doctor of Philosophy, Claremont Graduate School, Sociology of Education  

Teaching and Research Interests  
Critical race and gender studies on the educational access, persistence, and graduation of underrepresented minority undergraduate and graduate students in the United States.  

Recent Publications  


Robert Teranishi
Professor, Division Head
Morgan and Helen Chu Endowed Chair in Asian American Studies
Co-Director, Institute for Immigration, Globalization and Education
1041C Moore Hall
310-825-5380
robert.teranishi@ucla.edu

Education
Ph.D. University of California, Los Angeles, Higher Education and Organizational Change
M.A. University of California, Los Angeles, Education
B.A. University of California, Santa Cruz, Sociology

Teaching and Research Interests
Higher education and social mobility, race, ethnicity, and the stratification of college opportunities, college access and completion.

Recent Publications


Teranishi, R. T., & Kim, V. (2017). The Changing Demographic Landscape of the Nation: Perspectives on College Opportunities for Asian Americans and Pacific Islanders. The Educational Forum, 81(2).

Carlos Alberto Torres
Professor
Director of the UCLA Paulo Freire Institute
2018 Moore Hall
(310) 206-5791
catnovoa@aol.com

Education
1974: B. A. in Sociology (honors diploma), Faculty of Social Science, Universidad del Salvador, Buenos Aires, Argentina
1974: Teaching Credential in Sociology, Faculty of Science Education and Social Communications, Universidad del Salvador, Buenos Aires, Argentina
1978: M.A. in Political Science, Latin American Faculty of Social Science (FLACSO), Mexico City, Mexico
1982: M.A. in International Development Education, Stanford University, Stanford, CA
1983: Ph.D. in International Development Education, Stanford University, Stanford, CA
1988: Post-doctoral scholarship, Department of Educational Foundations, University of Alberta, Canada

Teaching and Research Interests
The political sociology of education; the impact of globalization on K-12 and higher education; the intersection of area studies, ethnic studies, and comparative international education; the political economy of adult education; social theory; politics and education, and the life, work, and political philosophy of education of Paulo Freire.

Recent Publications
Carlos Alberto Torres (Editor) *The Wiley Handbook of Paulo Freire*. With 30 chapters and 275,000 words, is a Handbook of 495 pages to be published in 2019.


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**Rhonda Hammer**
Lecturer
2005D Moore Hall
(310) 825-0977
rhammer@ucla.edu

**Education**
Ph.D. Sociology, York University, Toronto, Canada, 1997
MA. Communications, Simon Fraser University, Vancouver, Canada
BA. Sociology/Communications Simon Fraser University, Vancouver, Canada

**Teaching and Research Interests**
My teaching and research interests include: Engaged Pedagogy; Feminisms; Cultural/Media Studies; Critical Theory; the Politics of Representation and Sociology of Education

**Recent Publications**
**Books**

Book Chapters, Scholarly Articles, Entries in Encyclopedias


Other Personnel

Amy Gershon (gershon@gseis.ucla.edu)
Director - Office of Student Services
1009 Moore Hall
(310) 206-1685

The Director of Student Services for the Graduate School of Education and Information Studies oversees all aspects of academic student services for the two departments. This office is responsible for recruitment and admission, Convocation, degree tracking and policy/procedure oversight, fellowships, exams, file maintenance, and commencement.

Harmeet Singh (hsingh@gseis.ucla.edu)
Student Affairs Officer
1009 Moore Hall
(310) 825-8327

As a staff member in the Office of Student Services, the Student Affairs Officer provides administrative and academic services to the division of Social Sciences and Comparative Education, along with other GSE&IS divisions. They serve as the main contact for approximately 300 students, recruitment, admissions, degree tracking, and oversight of policies and procedures for graduate study at UCLA’s Graduate School of Education and Information Studies. Their daily responsibilities include: meeting with current and prospective students; communicating with prospective
applicants to provide program information; preparing materials for dissemination to faculty, students and interested parties; and tracking students’ academic progress.

**Administrative Assistant (TBD)**
2005 Moore Hall
(310) 825-9260

The Administrative Assistant for the Social Sciences and Comparative Education Division provides administrative services to the faculty and is available for a variety of support services for students including handling and referring of information requests and the expediting of faculty signatures.

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**Advising**

Upon admission to the program, students are assigned a faculty advisor based as much as possible on the student’s and faculty’s areas of research interest. The advisor may serve as academic counselor, information resource, or otherwise assist the student’s progress through the program. The primary responsibilities of the faculty advisor are to approve the student’s academic program, to advise students on particular courses of study, and along with the student, to initiate any petitions for change in status or program.

It should be noted that the dissertation chair may or may not be the same person as the academic advisor. The dissertation advisor works closely with the student through all phases of the dissertation process and chairs the student’s doctoral committee.

NOTE: It is also strongly recommended that you consult with your Student Affairs Officer with questions regarding requirements and university/department policies.

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**Program Planning and Requirements**

**Ph. D. DEGREE PROGRAM**

The Ph.D. Degree in Social Science and Comparative Education is a 21-course program. The program has specializations in: (1) comparative/international studies in education, (2) race, ethnic and cultural studies in Education. **Applicants to the PhD program must have a Master’s**
degree or be working towards a Master's degree in order to be eligible to apply.

**Division Course Requirements:**

**A. Division Core Course Requirement:** Students must complete the Division Core Course.

1. ED 204A: Introduction to Social Science and Comparative Education

**B. Specialization Core Course Requirements:** Students must complete **TWO** of the three Specialization Core courses (one must be from the student’s specialization).

1. ED 204B: Introduction to Comparative Education  
   OR  
   ED C207: Politics of Education,  
2. ED 206A: Introduction to Philosophical Studies in Education,  
   OR  
   ED 270: Introduction to Cultural Studies,  
3. ED 204D: Minority Education in Cross Cultural Perspective

**C. Division Course Requirements:** Students must complete **THREE** graduate courses that are offered by the SSCE Division, and taught by SSCE faculty.

**D. Methods Course Requirements:** Students must complete at least four of the approved basic research methods courses, as per the department’s “3+1 methods” policy. Three of these courses must be taken in one methodological sequence (quantitative or qualitative), and one after the other, including a Tier 2 course. Generally, students take courses in either the 222 (qualitative) or the 230 (quantitative) sequences, offered by our department. Please visit OSS (Moore 1009) for a list of currently approved research methods courses in the Department of Education and across campus.

**E. Cognate Requirement:** Students must complete **THREE** courses in an approved cognate series (please consult with advisor). These courses must be related to their dissertation research and professional aspirations. If a student is unable to demonstrate a strong background in the cognate area, additional course cognate courses will be required. For additional information please see additional policies.
Cognate choices need to be pre-approved by the student’s advisor, the Division Head, and OSS. A cognate course petition form is available in Office of Student Services (OSS), 1009 Moore Hall, (310) 825-8326.

F. Elective Courses: Students must complete FIVE elective courses. At least two of the electives must be graduate courses offered by the SSCE division, and taught by SSCE faculty. In addition, up to two more elective courses can be met by taking Research Apprenticeship Courses or RACs. One full year (3 consecutive quarters) of a RAC course is equal to one elective course. By petition, only one course from a previous MA degree may be applied towards elective requirements (please consult your Student Affairs Officer in OSS for the required petition process).

G. Research Practicum: Students must complete the research practicum series in the second year of residence, by taking ED 299A in the Fall quarter, AND ED 299 B/C in the Winter quarter, respectively, of their second year. 299 courses must be taken with SSCE faculty.

H. Foreign Language: Students in the International and Comparative Education sub-specialization must complete this requirement, prior to advancing to candidacy. A memo is required from the dissertation chair of the student’s doctoral committee, verifying the student’s reading competency in a language other than English.

Other Division Requirements:

A. Doctoral Written Qualifying Examination: Students must take the doctoral written examinations at the completion of their coursework or in the quarter in which coursework will be finished.

B. Dissertation: The dissertation, required by every candidate for the Ph.D. degree, must embody the results of the student's independent investigation, must contribute to the body of theoretical knowledge in education, and must draw on interrelations of education and the cognate discipline(s).

Doctoral Qualifying Examination

During the final quarter in which you complete your coursework, or at the next exam sitting following completion of coursework, you must take the Division’s written qualifying examination. This examination is offered twice a year, once during the Fall Quarter and once during the Spring Quarter. To qualify for the exam, you need to complete an exam application that
includes a formal version of your SSCE requirements worksheet. This document must be signed by your advisor and then submitted by you to the Office of Student Services (Moore 1009) for final clearance. In order to maintain full-time graduate status, while you prepare to take your qualifying examinations, and after successful completion of the qualifying exam, when you prepare for your dissertation proposal, you may enroll in Education 597, for up to 12 units.

You will pick-up your examination at the Office of Student Services on a Friday and drop it of the following Monday no later than 11:00 A.M. Once you pick up the examination, you are considered to have begun the examination. Note: If you were to change your mind at that point (or any time thereafter), it would still be considered a failed examination. Strict adherence to examination policies and requirement is monitored by the Office of Student Services. Should you require special accommodations, written permission of the Division Head must be sought prior to the examination. Examinations submitted after the deadline will be considered failed exams if OSS does not receive prior permission in writing. Examinations are given a grade of “Honors”, “Pass”, or “Fail”. Students must pass all three written questions to pass the doctoral qualifying examination.

If you do not pass the examination, you may be given a second opportunity to take the examination at the discretion of your advisor. When retaking the examination, you will be required only to retake the question(s) failed. If only one question is failed, you will have the option of retaking that question within two weeks of receiving notification of failure. The question, though different, will be on the same topic. If you elect to wait until the next sitting or if more than one question is failed (resulting in mandatory retaking at the next sitting), the topics may change. If you fail the examination a second time, you may be given a third opportunity to take the examination, contingent upon two-thirds favorable vote by all divisional faculty voting on this issue. No fourth sitting is allowed.

The **doctoral qualifying examination** will consist of FOUR questions. That is ONE Individual Question, a Mandatory Question, and TWO Core Questions. Answers must be typed and double-spaced. The maximum length of the answer to each question is ten pages, which includes the bibliography.

**Dissertation**

**Defining The Dissertation**
The dissertation may be quantitative, qualitative, or philosophical/theoretical, or a mixture of these in terms of methodology. The time to complete the dissertation is highly individualistic, dependent on the topic, the methodology, the student, and the faculty members helping the student.
Choosing A Dissertation Committee
According to the Handbook of Graduate Student Policies and Procedures for the Department of Education (page 8):

The Doctoral Committee is formed subsequent to the successful completion of the written qualifying examination. For the Ph.D. degree, the committee consists of three members from the Department of Education and one member from the cognate area outside the Department of Education [for a total of four members]. The committee, nominated by the Department of Education and appointed by the Dean of the Graduate Division, conducts all the Oral Examinations for the dissertation study.

Upon completion of coursework, the student will be asked to prepare a dissertation proposal and name a committee to oversee the preparation of the dissertation. The student should be thinking about potential committee members while pursuing coursework and asking professors along the way to serve on the dissertation committee. To help choose the chair and other committee members, students should talk with their faculty advisor and other students. Once the student has identified the committee chair, the student should work with the chair to identify other potential members.

For the most current information regarding doctoral committee membership rules, please visit:

https://grad.ucla.edu/academics/doctoral-studies/nomination-of-doctoral-committee

Once the committee is agreed upon, the student must submit the “Doctoral Committee Nomination Form” to OSS, to formally nominate the members. That form must be approved by the Department of Education and the committee members are ultimately appointed by the Dean of the Graduate Division. This process should be completed as soon as possible in order to have the committee formally approved before the preliminary orals occur.

You can also access the policies and procedures for thesis dissertation preparation and filing at Graduate Division’s website (www.grad.ucla.edu).

MASTER OF ARTS DEGREE PROGRAM

The Master of Arts Degree in Social Sciences and Comparative Education is a 9 course program. The program has specializations in: (1) comparative/international studies in education, 2) race, ethnic and cultural studies in education.
Division Course Requirements:

A. **Division Core Course Requirement**: Students must complete the Division Core Course.

   1. ED 204A: Introduction to Social Science and Comparative Education

B. **Specialization Core Course Requirements**: Students must complete **TWO** of the three Specialization Core courses (one must be from the student’s specialization).

   1. ED 204B: Introduction to Comparative Education
      OR
      ED C207: Politics of Education,
   2. ED 206A: Introduction to Philosophical Studies in Education,
      OR
      ED 270: Introduction to Cultural Studies,
   3. ED 204D: Minority Education in Cross Cultural Perspective

C. **Division Course Requirements**: Students must complete **TWO** graduate courses that offered by the SSCE Division, and taught by SSCE faculty.

D. **Methods Course Requirements**: Students must complete **TWO** courses in this section. (See OSS for a list of approved methods courses)

F. **Elective Courses**: Students must complete **TWO** elective courses. **At least one of the two electives** must be a graduate course offered by the SSCE division, and taught by SSCE faculty.

**Master’s Capstone Project**

For the Capstone Project, students will be required to enroll in ED 204A in the Fall quarter, and ED 299B and C (sections offered by SSCE division, specifically for the MA students), in the Winter and Spring quarters, respectively.

The guidelines and draft work for the final project will be facilitated throughout the sequence of courses listed above, with a review and feedback from faculty academic advisors.
The final project will be a 30-page thesis-like-paper that addresses a problem in the education field, associated with the students’ areas of specialization. There will be a presentation day at the end of the academic year, where students will present their work to a committee of faculty, and to each other (additional details will be provided by the course instructors).

**Additional Policies**

The Office of Student Services (OSS) oversees all policies related to students’ progress toward degree. Please contact them for any questions you have relating to the policies and procedures of the Department of Education.

**Leave of Absence:** SSCE is governed by the Department of Education’s policy on Leaves of Absence. Please see the Department of Education Handbook for the current departmental policy and check with OSS for petition and forms.

**Fees:** Non-resident students who have advanced to doctoral candidacy are eligible for three years of partial non-resident tuition remission. Contact OSS for more information.

**Finances/Fellowships:** All fellowships are coordinated through the Office of Student Services and students must file an application for special fellowships. Depending on the type of fellowship, students may need to apply or re-apply for the award each year. Contact OSS for additional details. Graduate student research assistantships and teaching assistantships are decided upon by individual faculty members, although the school maintains a World Wide Web page with postings of all current assistantship openings.
List of All Recent SSCE Courses

200A. Historical Research and Writing. (4)
Methods of historical research and writing for students who are or who will be engaged in research and in report or paper or thesis writing, regardless of their field of interest.

M201C. History of American Education. (4)
(Same as History M264.) History of educational thought and of social forces impinging on American education from the 1880s to the present. Analysis of relation between these ideas and forces, and aims and practices of American education today.

204A. Introduction to Education and the Social Sciences. (4)
Interdisciplinary course intended to introduce students to study of educational issues, texts, and movements of thought through social sciences and comparative perspectives.

204B. Introduction to Comparative Education. (4)
Examination of conceptual and methodological questions underlying comparative education. Particular attention to development of the field and to styles of social analysis which may be applied to comparative and cross-national studies in education.

204C. Education and National Development. (4)
Designed for graduate students. Analysis of various social science perspectives and methodologies (including modernization, dependency, Marxist, neo-Marxist, liberation theology, and world-system theories of change and development) and changing notions of role of education in development of less-industrialized countries of the world.

204D. Minority Education in Cross-Cultural Perspective. (4)
Historical and contemporary analyses of educational policies with regard to ethnic, religious, and linguistic minorities through selected national and international case studies. Introduction to cross-cultural education in representative countries in relation to social, political, and economic systems.

204E. International Efforts in Education. (4)
Designed for graduate students. Critical analysis of complex world of "development cooperation," with particular reference to bilateral and multilateral efforts in education.

206A. Philosophy of Education: Introduction. (4)
Systematic introduction to the field, indicating ways in which philosophy serves to elucidate educational aims, content, methods, and values.

**C207. Politics of Education. (5)**
Lecture, two hours; discussion, two hours. Political dimensions of education institutions as organizations. Relationships between education institutions and political institutions in society. Political theory as foundation for public policy analysis; interest groups in education policy formation and implementation; and focus on Freirean pedagogy. Concurrently scheduled with course C125. S/U or letter grading.

**208A. Perspectives on the Sociology of Education. (4)**
Lecture, four hours. Sociological perspectives on current issues in educational policy and practice, including desegregation, decentralization, equality of educational opportunity, structure of educational organization, teacher/student relationships, reform in education at elementary, secondary, postsecondary levels. S/U or letter grading.

**Educ 234: Critical Perspectives on Economic Approaches to Education (4)**
Seminar, four hours. Introduction to concepts and principles in economics of education using a critical perspective. Overview of evolving relationship between education and economics, including growing use of education as an economic policy tool and increased role of economic principles in the internal functioning of educational systems. S/U or letter grading.

**Educ 235: Comparative Political Economy of Education and Skills (4)**
Seminar, four hours. Political economy of education perspective is used for exploring, at an international and comparative level, the link between alternative models of governing, providing and financing education and training systems and impact of alternatives on outcomes such as unequal chances to learn, types of skill formation, and well being. S/U or letter grading.

**253A. Seminar: Current Problems in Comparative Education. (4)**
Seminar, four hours. S/U or letter grading.

**253B. Seminar: African Education. (4)**
Designed for graduate students. Contemporary issues in African educational systems, including questions of access and equity, quality and efficiency, relevance and responsiveness, links between schools and communities, and policy and practice in education.

**253C. Seminar: Asian Education. (4)**
Seminar, four hours. S/U or letter grading.
253D. Seminar: Latin American Education. (4)
Seminar, four hours. S/U or letter grading.

253E. Seminar: European Education. (4)
Seminar, four hours. S/U or letter grading.

253F. Seminar: Education in Revolutionary Societies. (4)
Multidisciplinary and comparative study of socialist educational theory examined through writings of Marx, Lenin, Mao, and others. Implementation of this theory in specific case studies, along with comparative assessments of nonsocialist nations.

253G. Seminar: The Asian American and Education. (4)
Basic issues and topics related to Asian Americans in the field of education. Examples of issues and topics include Asian Americans and the community, socioeconomic status, education-to-work transition, language and culture question.

253H. Seminar: The Chicano/Hispanic and Education. (4)
Basic issues and topics related to the Chicano and other Hispanic groups in education. Review of literature on specific educational levels and Chicano/Hispanic student progress (e.g., early childhood, elementary, higher education; specific topics: assessment, access, tracking, segregation; implications for schooling).

253I. Education and Social Change in the Middle East and Islamic World. (4)
Critical and analytic examination of historical and current role of traditional and modern (Western) education in affecting social, political, and economic changes in countries of the Middle East and Islamic world (including Pacific Rim, South and Central Asia).

266. Feminist Theory and Social Sciences Research. (4)
Examination of how diverse feminist social theories of last quarter century have both challenged and strengthened conventional social sciences theories and their methodologies. Introduction especially to feminist standpoint theory, a distinctive critical theory methodology now widely used in social sciences.

270. Introduction to Cultural Studies. (4)
Lecture, four hours. Investigation of current trends in cultural studies through examination of different methods of cultural interpretation, seminal texts in cultural studies, and practical criticism engaging popular artifacts of media culture. Emphasis on developing critical media literacy as a goal of cultural studies. Letter grading.
274. Science, Technology, and Social Research after Eurocentrism. (4)
A philosophy of natural sciences for social scientists which examines challenges to conventional research assumptions raised by multicultural and postcolonial science and technology studies that have emerged since World War II. Focus on sciences and technologies in third-world development projects, comparative ethnoscience movements, and new theories of knowledge and how to do maximally objective research emerging from these literatures.

CM278. Critical Media Literacy and Politics of Gender: Theory and Production. (4)
(Same as Women's Studies CM278.) Seminar, three hours. Use of range of pedagogical approaches to theory and practice of critical media literacy that necessarily involves understanding of new technologies and media forms. Study of both theory and production techniques to inform student analysis of media and critical media literacy projects. Concurrently scheduled with course CM178. Letter grading.

CM278L. Critical Media Literacy and Politics of Gender: Laboratory. (2)
(Same as Women's Studies CM278L.) Laboratory, two hours. Corequisite: course CM278. Hands-on production experience as integral component of course CM278. Concurrently scheduled with course CM178L. Letter grading.

288. Research Apprenticeship Course. (2)
Discussion, two hours. Course facilitates a mentorship model of training Ph.D. students in education, with focus on development of graduate student research topics. Assignment of common readings related to these topics; students have opportunity to offer and receive feedback. May be repeated for credit. S/U grading.

299A-299B-299C. Research Practicum: Education. (4 to 8 each)
May be repeated for credit.
Social Sciences and Comparative Education Division
Sub-Specialization: International and Comparative Education
Foreign Language Competency Petition

Students in the International and Comparative Education sub-specialization of the Social Sciences and Comparative Education division’s doctoral program must demonstrate **reading competence in a language other than English, prior to advancing to candidacy**. This form must be approved by the dissertation chair of the student’s doctoral committee, verifying the student’s foreign language competency.

Student Name___________________________________ UID Number __________________________

Email Address ___________________________ Phone #____________________________________

Please check one (or more) of the following ways you meet this requirement:

☐ Coursework (Please state the course name, number, where the course was taken, and attach relevant transcripts)

☐ Native Language (Please state the language name __________________________) 

☐ Language Examination (Please state where the exam was taken and attach relevant documents for verification)

☐ Other (Please explain below)

____________________________________________

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Student’s signature ___________________________ Date ________________

Dissertation Committee Chair’s Signature ___________________________ Date ________________
## SSCE PhD Requirements Worksheet

Name: __________________Advisor: __________________ Year of Entry: __________

### I. Division Core Course (1) - 4 units

<table>
<thead>
<tr>
<th>Course #</th>
<th>Quarter</th>
<th>Grade</th>
<th>Notes</th>
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<tbody>
<tr>
<td>ED 204A</td>
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### II. Specialization Core Courses (2; 1 must be from your specialization) - 8 units

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### III. Division Courses (3) – 12 units

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### IV. Methods Courses (4; at least 1 Tier 2; see OSS for approved courses) –16 units

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### V. Cognate Courses (3; must be approved by Office of Student Services)- 12 units

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VI. Elective Courses (5) - 20-24 units

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VII. 299 Series (3) - 12 units

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<td>ED 299C</td>
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SSCE MA Requirements Worksheet

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II. Specialization Core Courses (2; 1 of the 2 courses must be from your specialization) – 8 units

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III. Division Courses (2) – 8 units

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IV. Methods Courses (2; see list of OSS approved courses) – 8 units

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V. Elective Courses (2) – 8 units

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