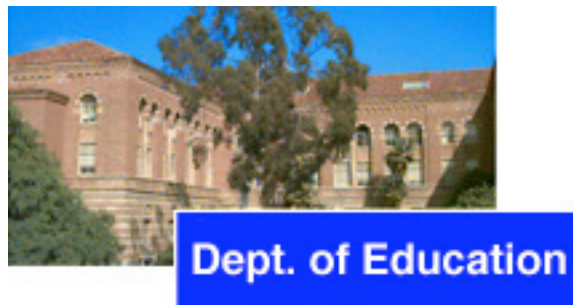


Social Sciences and Comparative Education



GSE&IS

SSCE 2009-2010 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 has defined four areas of inquiry. These four areas of sub-specialization are: 1) philosophical/historical studies in education, 2) cultural studies in education, 3) race and ethnic studies in education, and 4) comparative/international studies in education.

Academic preparation in the SSCE Division is designed to prepare students (a) to teach and conduct research in philosophical/historical, 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.

Philosophical/Historical Studies in Education

The program in Philosophical/Historical Studies in Education trains students in classical philosophy of education, the problems in contemporary

philosophy of education, and more specialized topics in the philosophy of education such as aesthetic education, moral education, multicultural education, science and education, as well as the history and historiography of education.

The program seeks students interested in pursuing research into the role education played in the past in the good life and the good society as well as in normative questions concerning what education is and should be today. We are also interested in contemporary issues in education situated in historical and comparative context, such as the impact of postmodernism, feminism, multicultural, and critical race theories on education; the new methodologies emerging from these perspectives and the emerging technologies which suggest both perils and promises for a potentially progressive reconstruction of education.

Cultural Studies in Education

The program in Cultural Studies in Education develops critical media pedagogies. It focuses on critical approaches to representations of gender, race, class, and sexual preference in education and culture; and the new literacies necessary to analyze critically and interpret media culture, cyberculture, and multimedia culture.

More specifically, the program focuses on the critical analysis of media culture as a form of cultural pedagogy. Cultural Studies has emerged as a form of counter pedagogy that analyzes and dissects the production and the products of media culture. The program will investigate 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 will be on developing critical media literacy.

Race and Ethnic Studies in Education

The program in Race and Ethnic Studies in Education is an interdisciplinary program of educational research, practice, and policy that focuses on racial and ethnic minorities in the United States and abroad. The program explores the relationships between educational practices and structures (i.e., the social and cultural context) and the production and reproduction of racial, ethnic, gender, and class inequalities and conflicts. The program recognizes that educational institutions are among the most significant arenas in which these topics can be explored.

The Race and Ethnic Studies in Education program focuses on such areas as:

1. Analyzing existing and developing theoretical frameworks to examine the educational experiences of racial and ethnic minorities;

2. Analyzing existing and developing methodologies for conducting educational research in racial and ethnic minority settings;
3. Examining the interaction between theory, methods, and practice in racial and ethnic minority educational settings;
4. Training for leadership in setting the educational research and policy agenda for racial and ethnic minorities.

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 and justice in a global context. Fifth, to train students for leadership roles in government and non-government agencies.

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, are relevant to the field.

III. SSCE Institutes

The Paulo Freire Institute 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 Torres at torres@gseis.ucla.edu 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. The 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 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/.

Faculty

Professor Emeritus Val D. Rust

2141 Moore Hall
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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.

Administrative Responsibilities at UCLA

In the 2008/09 academic year, Rust served as the division head of the SSCE, Faculty director of the UCLA International Education Office, and Faculty Chair of the Graduate School of Education and Information Studies.

Recent Publications

Rust, Val D., "Reflections on the Field of Comparative Education" in A. Kazamias and R. Cowen, *Handbook on Comparative Education*, London: Routledge/Falmer, 2008.

(Co-author) "Student Involvement as Predictive of College Freshmen Plans to Study Abroad." *Frontiers: Interdisciplinary Journal of Study Abroad*. Volume XV: Winter 2007-2008.

Rust, Val D., Joseph Zajda and Suzanne Majhanovich, "Introduction: Education and Social Justice," *International Review of Education* 52, # 1-2, March 2006, special double volume issue.

Rust, Val D., Radical Origins (Urbana: University of Illinois Press, 2004).

- Rust, Val D. and Joseph Zajda (eds.), "Globalization and Education Policy Shifts," in *Globalisation and Education Policy Reform*, (Amsterdam, Kluwer, 2003), pp. 235-252.
- Rust, Val D., and Tracy Wells, "Educational Reform in Western Europe," *Education Encyclopedia* (New York: Macmillan, 2003).
- Rust, Val D., "Method and Methodology in Comparative Education," *Comparative Education Review* 47, # 3 (August, 2003), iii-vii. (Editorial)
- Rust, Val D., "Minority Education Policy in Azerbaijan and Iran," *Journal of Azerbaijani Studies*, 5, no. 1 (2003).
- Rust, Val D. and Others, *Dictionnaire d'éducation comparée (Dictionary of Comparative Education)* (Paris: L'Harmattan, 2003).
- Rust, Val D., "The Meanings of the Term Comparative in Comparative Education," *World Studies in Education* 3, no. 1(2002), 53-68.
- Rust, Val D. and John N. Hawkins, "Shifting Perspectives on Comparative Research," *Comparative Education*, 37, no. 4 (November, 2001), 501-506.
- Rust, Val D. and Lisa Laumann, "The Democratic Politics of Theory in Comparative Education, in Leslie J. Limage (ed.), *Democratizing Education and Educating Democratic Citizens* (New York: Routledge Falmer, 2001), pp. 25-48.
- Rust, Val D., "Educational Reform: Who Are the Radicals?" in Nelly P. Stromquist and Karen Monkman (eds.), *Globalization and Education: Integration and Contestation across Cultures* (New York: Rowman and Littlefield Publishers, 2000), pp. 63-76.
- Rust, Val D., "Educational Policy Studies and Curriculum Reform," in Robin Alexander, Marilyn Osborn, and David Phillips (eds.), *Learning from Comparing* (Wallingford, Oxford: Symposium Books, 2000), pp. 13-39.
-

Professor Sol Cohen

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Education

Columbia University, New York, NY. Ph.D.: History, 1964.

Research Interests

History of American Education
Historiography-Philosophy of History
Historiography; Studies in Tropics of Historical Discourse and Historical Writing
Methods of Historical Research and Writing

Teaching Interests

Cultural Studies-Film
Postmodernism
Methods of Historical Research and Writing

Recent Publications

Cohen, Sol. *Challenging Orthodoxies: Toward a New Cultural History of Education*. New York: Peter Lang Publishing, 1999.

Cohen, Sol. "An Innocent Eye, the Pictorial Turn, Film Studies, and History." *History of Education Quarterly* vol. 4 (2003).

Cohen, Sol. "An Essay in the Aid of Writing History: Fictions of Historiography" *Studies in Philosophy of Education*, 2004.

Cohen, Sol. "Traditions of American Education: Essay on Diane Ravitch, 'Left Back'" *Historical Studies In Education/Revue d' histoire de l' education* (2000).

Professor Sandra Harding

2123 Moore Hall
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sharding@gseis.ucla.edu

Education

Ph.D., Philosophy, New York University

Research Interests

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

Selected Publications

Sciences From Below: Feminisms, Postcolonialities, and Modernities.
Durham: Duke University Press, 2008.

Science and Social Inequality: Feminist and Postcolonial Issues_.
Champaign, Ill: University of Illinois Press, 2006.

Feminist Standpoint Theory Reader: Intellectual and Political Controversies_,
edited. New York: Routledge 2004.

The 'Racial' Economy of Science: Toward a Democratic Future, edited.
Bloomington, Ind: Indiana University Press, 1993.

Projects

Consulted to UNESCO, UNIFEM, Pan American Health Organization and U.N.
Commission on Science and Technology for Development
Former co-editor (2000-2005) of *Signs: Journal of Women in Culture and
Society*

Professor Emeritus John Hawkins

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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

Research Interests

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

News

Awarded the medal Chevalier dans l'Ordre des Palmes Academiques by
French Prime Minister Juppe for services rendered to French Culture—1997;

Recent Publications

Rethinking U.S.-Japan Educational Exchange. co edited--. John Hawkins and
William Cummings. New York: SUNY Press, 2000.

Values Education for Dynamic Societies: Individualism or Collectivism. Co-edited with William Cummings and Teresa Tatto. Hong Kong: Hong Kong University Press, 2001.

"Centralization, decentralization, recentralization: educational reform in China." *Journal of Educational Administration*. 38, 5 (2000) pp. 442-454.

"Shifting Perspectives on Comparative Research: a View from the USA," with Val D Rust. *Comparative Education*, Vol. 37, No. 4 (2001), pp. 501-506.

"Choices and Commitment: A Comparison of Teacher Candidates' Profiles and Perspectives in China and the United States," (2002) with Zhixin Su, Tao Huang, and Zhiyi Zhao. *International Review of Education*. Vol. 47, No. 6, pp. 611-635.

"Walking on Three Legs: Centralization, Decentralization, and Recentralization in Chinese Education," chapter in: *Decentralization in Asia*, Edited by Christopher Bjork. New York: Routledge, 2002.

Changing Education: Dynamics of Leadership in Asia Pacific. Co-edited with Peter Hershock and Mark Mason. Hong Kong: Springer Press 2007.

"Educational Partnerships With and Within Asia," chapter in book, *Rethinking the Sino-Japanese Relationship in Modern Times*. Ed. Li Enmin. Tokyo: Ochanomizu Shobo 2006

"New Trends in Higher Education: US and Asia," with Ren Youcun, *Zhongguo Jiaoyu*, 2008.

"Higher Education Reform in Japan: the Tension Between Public Good and Commodification," *Journal of Asian Public Policy*, Vol. 1, No. 2, July 2008. Co-authored with Linda Furuto.

Projects:

Principal Investigator: Takagi Fund for Educational Reform

Project Team Member: East West Center Program on New Educational Paradigms

Senior Advisor to the International Forum on Education 2020: Asia Pacific

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Education

B.A., Doane College, 1965 [Junior Year, University of Copenhagen]
Ph.D, Philosophy, Columbia University, 1973
[DAAD Fellowship, University of Tübingen, 1969-1971; study in Paris, 1971-1972]

Recent Publications

Guys and Guns Amok: Domestic Terrorism and School Shootings from the Oklahoma City Bombings to the Virginia Tech Massacre. Boulder, Col.: Paradigm Press, 2008.

Herbert Marcuse. Art and Liberation. Volume Four, Collected Papers of Herbert Marcuse, edited with Introduction by Douglas Kellner. London and New York: Routledge, 2007.

Medienkultur, Kritik und Demokratie. Der Douglas Kellner Reader, edited by Rainer Winter. Köln: Herbert von Halem Verlag, 2005.

Media Spectacle and the Crisis of Democracy. Boulder, Col.: Paradigm Press, 2005.

Herbert Marcuse and the New Left. Volume Three, Collected Papers of Herbert Marcuse, edited with Introduction by Douglas Kellner. London and New York: Routledge, 2004.

Fredric Jameson: A Critical Reader, co-edited with Sean Homer, London and New York: Palgrave Macmillan, 2004.

From September 11 to Terror War: The Dangers of the Bush Legacy. Lanham, Md.: Rowman and Littlefield, 2003.

Media Spectacle. London and New York: Routledge, 2003.
Grand Theft 2000 Lanham, Md.: Rowman and Littlefield.

The Postmodern Adventure: Science, Technology, and Cultural Studies at the Third Millennium, co-authored with Steven Best. New York and London: Guilford and Routledge, 2001).

Media and Cultural Studies: KeyWorks, co-edited with Gigi Durham, Blackwell, 2001).

Toward a Critical Theory of Society. London and New York: Routledge, 2001 (second of six volumes on unpublished and/or uncollected works of Herbert Marcuse edited and introduced by Douglas Kellner).

Film, Art and Politics: An Emile de Antonio Reader, co-edited with Dan Streible, University of Minnesota Press, 2000.

Professor Edith Mukudi Omwami

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Education

BEd 1987, MA (Education) 1989 Kenyatta University, Nairobi, Kenya
Ph.D. (Social Foundations) 1998 State University of New York at Buffalo, NY

Projects

Project Coordinator: HIV/AIDS Initiative, UCLA Globalization Research Center Africa

Research Interests

Gender; Education Policy and Practice; Access, Participation, and Funding of Education; Nutrition and Education; Regional Emphasis: African Education.

RECENT PUBLICATIONS

Mukudi, E. (2004). "Effects of User Fee Policy on Attendance Rate among Kenyan Elementary Schoolchildren," *International Review of Education*. 50 (5-6): 447-461.

Mukudi, E. (2004). "Education for all: a framework for addressing the persisting illusion for the Kenyan context," *International Journal of Educational Development* 24: 231-240.

Mukudi, E. (2003). "Nutrition status, education participation, and school achievement among Kenyan middle- school children," *Nutrition: International Journal of Applied and Basic Nutritional Sciences* 19 (7/8): 612- 616.

Mukudi, E. (2003). "Education and nutrition linkages in Africa: evidence from national level analysis," *International Journal for Educational Development* 23 (3): 245- 256.

Mukudi, E. (2003). "Globalisation, enterprise and knowledge: education, training and development in Africa by Kenneth King and Simon McGrath. Oxford: Symposium Books, 2002. 230 pp. \$ 46.00. ISBN 1 873927-49-5. *Comparative Education Review*, 47 (2): 263- 264.

Mukudi, E. (2002). "Gender and education in Africa," *Comparative Education Review* 46 (2): 234-241.

Mukudi, Edith. (2002). "Education and development (Education et developpement)" in Dominique Groux, Soledad Perez, Louis Porcher, Val Rust, and Noritomo Tasaki (Eds.). *Dictionnaire D'Éducatiopn Comparée*. (Paris: L'Hamattan). 234- 238.

Oniang'o, R. and Mukudi, E. (2002). "Nutrition and gender" in United Nations ACC/ SCN. *Nutrition: A Foundation for Development*. Geneva: ACC/SCN. 1- 4.

Professor Don Nakanishi

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Education

B.A. Intensive Political Science, Yale University, 1971
Ph.D., Political Science, Harvard University, 1978

Research Interests

Topics dealing with the access, representation and influence of Asian Pacific Americans, as well as other racial and ethnic groups in the political, social, and educational institutions and sectors of the United States and elsewhere; educational and social justice policy issues facing Asian Pacific Americans and other American racial and ethnic groups; and the international political dimensions of minority group experiences.

Administrative Responsibilities at UCLA

Since 1990, he has been the Director of the Asian American Studies Center at UCLA.

Recent Publications

"Forward," in Christian Collet and Pei-te Lien (eds). The Transnational Politics of Asian Americans (Philadelphia: Temple University Press). 2009, pp. ix-xiv.

With Mitchell Chang, Julie Park, Monica Lin, and Oiyen Poon. "Beyond Myths: The growth and Diversity of Asian American College Freshmen, 1971-2005." Los Angeles: Higher Education Research Institute, 2007. 63 pp. (Research report)

With James Lai (eds). National Asian Pacific American Political Almanac. 13th edition. Los Angeles: UCLA Asian American Studies Center Press, 2007. 254 pp. (Book)

With Toyotomi Morimoto (eds) Ekkyo suru Tami to Kyoiku (*Border Crossing: People and Education*). Kyoto: Akademia Shuppan-kai (Academia Press), 2007. 322 pp. (Book).

With Paul Ong, "To Serve, Help Build, and Analyze," AAPI Nexus, Vol 1, No. 1, 2003, pp. iii-vi (Article)

With James Lai (eds). *Asian American Politics: Law, Participation, and Policy*. Boulder, CO: Rowman and Littlefield Publishers, 2002. 474 pp. (book)

With Russell Leong (eds). *Asian Americans on War and Peace*. Los Angeles: UCLA Asian American Studies Center Press. 2002. 224 pp. (book)

With Ellen Wu. *Distinguished Asian American Political and Governmental Leaders*. Westport, CT: Greenwood Press, 2002. 229 pp. (book)

With Andrew Aoki (eds). "Asian Americans and Politics," Special Symposium, PS (publication of the American Political Science Association), Vol. XXXIV, Number 3, September 2001, pp. 602-644.

"Beyond Electoral Politics: Renewing A Search for a Paradigm of Asian Pacific American Politics," in Gordon Chang (ed), *Asian Americans and Politics: Perspectives, Experiences, Prospects*. Washington, D.C.: Woodrow Wilson Center Press and Stanford University Press, 2001, pp. 102-132. (Article)

Professor Daniel Solórzano

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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.

Teaching Interests

Same as research Interests.

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

1985-86, Postdoctoral Fellowship in Educational and Family Policy, The Tomas Rivera Center for Policy Studies

1986-87, Postdoctoral Fellowship in Social Policy, Educational Testing Service

1987-88, Postdoctoral Fellowship in Sociology, Ford Foundation

Recent Publications

Perez Huber, L., Benavides, C., Malagon, M., Velez, V. & Solorzano, D. (2008). "Getting Beyond the 'Symptom,' Acknowledging the 'Disease': Theorizing Racist Nativism." Contemporary Justice Review, 11, 39-51.

Smith, W., Yosso, T., & Solorzano, D. (2007). "Racial Primes and Black Misandry on Historically White Campuses: Toward Critical Race Accountability in Educational Administration." Educational Administration Quarterly, 43, 559-585.

Nunez, A., McDonough, P, Ceja, M. & Solorzano, D. (2007). "Diversity Within: Latino College Choice and Ethnic Comparisons." Social Forces, 86, 561-575.

Smith, W., Yosso, T., & Solorzano, D. (2006). "Challenging Racial Battle Fatigue on Historically White Campuses: A Critical Race Examination of Race-Related Stress." In C. A. Stanley (Ed.), Faculty of Color Teaching in Predominantly White Colleges and Universities (pp. 299-327). Bolton, MA: Anker Publishing.

Watford, T., Rivas, M., Burciaga, R., & Solorzano, D. (2006). "Latinas and the Doctorate: The 'Status' of Attainment and Experiences from the Margin." In J. Castellanos, A. Gloria, & M. Kamimura (Eds.), The Latina/o Pathway to a Ph.D.: Abriendo Caminos (pp. 112-133). Madison: University of Wisconsin-Madison Press.

Yosso, T. & Solorzano, D. (2005). "Conceptualizing a Critical Race Theory in Sociology." In M. Romero and E. Margolis (Eds.), Blackwell Companion to Social Inequalities (pp. 117-146). London: Blackwell.

Solorzano, D., Villalpando, O., & Oseguera, L. (2005). "Educational Inequities and Latina/o Undergraduate Students in the United States: A Critical Race Analysis of Their Educational Progress." Journal of Hispanic Higher Education, 4, 272-294.

Professor Carlos Alberto Torres: Division Head of SSCE

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Director of the Paulo Freire Institute, Graduate School of Education and Information Studies.**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

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.

Teaching Interests

Same as research Interest

Recent Publications

Torres, Carlos Alberto, *Globalizations and Education. Collected Essays on Class, Race, Gender, and the State*. Introduction by Michael W. Apple, Afterword by Pedro Demo. New York, and London Teachers College Press-Columbia University, 2009.

Carlos Alberto Torres, *Education and Neoliberal Globalization*. New York, Routledge/TaylorandFrancis, Foreword by Pedro Noguera, 2009.

Carlos Alberto Torres and Pedro Noguera (editors), *Social Justice Education. Paulo Freire and the Possible Dream*. Amsterdam, Sense Publishers, 2008.

Herrera, Linda, and Carlos Alberto Torres (editors), *Education in a Muslim Society*. New York, Suny Press (2006).

Robert Rhoads and Carlos Alberto Torres (editors) *The University, State and Markets. The Political Economy of Globalization in the Americas*. Stanford, Stanford University Press, 2006

Torres, Carlos Alberto and Antonio Teodoro (editors) *Critique and Utopia. New Developments in the Sociology of Education*. Lanham, Maryland: Rowman and Littlefield, in press. In Portuguese, Editora Afrontamento, Porto, Portugal, 2005

Torres, C. A. and Ari Antikainen, Editors. *The International Handbook on the Sociology of Education An International Assessment of New Research and Theory*. Lanham, Maryland, Rowman and Littlefield, 2003.

Torres, C. A., and R. Morrow. *Reading Freire and Habermas*. New York: Teachers College Press-Columbia University, 2002 (translations to Valenciano, 2003 and Portuguese 2004)

Torres, C. A., and R. Arnove, eds. *Comparative Education: The Dialectics of the Global and the Local*. Lanham, Maryland: Rowman and Littlefield, 1999. Second edition, 2003 . Third edition planned for 2006.

Torres, C. A. *Democracy, Education, and Multiculturalism: Dilemmas of Citizenship in a Global World*. Lanham, Maryland: Rowman and Littlefield, 1998. Translated into Spanish, Portuguese, Armenian and Valenciano. Chinese translation in press; Italian translation in progress.

Other Personnel

Amy Gershon (gershon@gseis.ucla.edu)

Director - Office of Student Services

1009 Moore Hall

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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

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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.

Tiffany Current (current@gseis.ucla.edu)

Administrative Assistant

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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.

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.

Program Planning and Requirements

Ph. D. DEGREE PROGRAM

The Ph.D. Degree in Social Science and Comparative Education is a 20 course program. The program has specializations in: (1) Philosophical/Historical Studies in Education, (2) Cultural Studies in Education, (3) Race and Ethnic Studies in Education, and (4) Comparative/International 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 **THREE** of the four Specialization core courses.

1. ED 206A: Introduction to Philosophical Studies in Education
2. ED 270: Introduction to Cultural Studies
3. ED 204D: Minority Education in Cross Cultural Perspective

4. ED 204B: Introduction to Comparative Education

C. Specialization Requirements: Students must complete **THREE** courses beyond the specialization core course in one of four specializations.

1. Philosophical/Historical Studies in Education.

2. Cultural Studies in Education.

3. Race and Ethnic Studies in Education.

4. Comparative/International Studies in Education.

D. Research Requirements: Students must complete at least four of the approved basic research methods courses (please see OSS for a list of all current approved research methods courses in the Department of Education and across campus). One of these methods courses, Education 299B, is required of all SSCE doctoral students. The other three courses may be qualitative and/or quantitative and at least one of them must be an advanced research methods course.

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.

F. Research Apprenticeship (RAC)/Elective Courses: In consultation with the advisor, students must complete **FIVE** elective courses. A maximum of two courses can be RACs. One full year (3 quarters) of a RAC course is equal to one elective course.

G. Research Practicum: Students must complete the **THREE** course research practicum series in the second year of residency by taking ED 299A, B and C in the Fall, Winter and Spring quarters, respectively, of their second year. ED 299B is a research methods course that introduces students to research strategies common to SSCE students.

Other Division Requirements:

A. Year of Engagement: All SSCE students must matriculate full time in their second year of the doctoral program. (see Year of Engagement)

- B. 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.
- C. 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).

For a visual view of the course requirements, see below:

SSCE Course Plan Ph.D							
Specialization	Division Core Course	Specialization Core Courses	Sub-Division Specialization	Methods Courses	RAC/ Electives	Cognate	299 Series
Cultural Studies	ED 204A	ED 270					
Philosophical/ Historical	ED 204A	ED 206A					
Race and Ethnic Studies	ED 204A	ED 204D					
Comparative/ International Education	ED 204A	ED 204B					
21 Total Courses	1 Course	3 of 4 Courses	3 Courses	3 Courses + Ed. 299B	5 Courses	3 Courses	3 Courses

MASTER OF ARTS DEGREE PROGRAM

The Master of Arts Degree in Social Sciences and Comparative Education is a **NINE** course program. The program has specializations in: (1) Philosophical/Historical Studies in Education, (2) Cultural Studies in Education, (3) Race and Ethnic Studies in Education, and (4) Comparative/International Studies in Education.

Division Course Requirements:

- A. Division Core Course ED 204A from the student's specialization interests.
- B. Specialization Core Course Requirements: Students must complete **TWO** the following four Specialization Core Courses.
 - 1. ED 206A: Introduction to Philosophical Studies in Education
 - 2. ED 270: Introduction to Cultural Studies
 - 3. ED 204D: Minority Education in Cross-cultural Perspective
 - 4. ED 204B: Introduction to Comparative Education
- C. Sub-Division Specialization Course Requirements: students must complete **TWO** courses in this section.
- D. Methods Course Requirements: students must complete **TWO** courses in this section. (See OSS for list of current methods courses)
- E. Elective Courses: student must complete **TWO** courses in this section.

Below is a visual outline of the SSCE MA course requirements:

SSCE Course Plan MA					
Specialization	Division Core Course	Specialization Core Courses	Sub-Division Specialization	Methods Courses	RAC/ Electives
Cultural Studies	ED 204A	ED 270			
Philosophical Historical	ED 204A	ED 206A			
Race and Ethnic Studies	ED 204A	ED 204D			
Comparative Education	ED 204A	ED 204B			
9 Total Courses	1 Course	2 1 specialization 1 other specialization Course	2 Courses	2 Courses	2 Courses

Year of Engagement

The Year of Engagement is only for Ph.D. students and does not apply to Master's Degree students. The purpose of your year of engagement is to provide you with the highest quality research experience and scholarly training, as well as immerse you fully in the Department of Education. This commitment formally balances course-based lecture or seminar training with an apprenticeship and mentoring model.

In the course of your Ph.D. experience, you will spend at least one year in full-time engagement. You enroll in at least 12 units. In order to encourage you to be fully vested in and present at the Department of Education you may not be employed full time at another job during your Year of Engagement. The department has a policy of targeting fellowship funds to support Ph.D. students so that you can engage fully in research apprenticeship experiences under the supervision of faculty.

Frequently Asked Questions (FAQ's)

1. Can I work part time?

Yes. The major requirement regarding a Year of Engagement is that the student not be employed full-time at another job. The guiding principle behind this Year of Engagement is that students be full-time. The department of Education policy on the Year of Engagement as described in your admission letter, state "*You must be enrolled in a minimum of 12 units each quarter and must be present during each day (four to five days week) to attend classes, doctoral seminars colloquia, research mentoring meetings, meeting of the Graduate Students Association in Education, and other academic activities.*"

2. If I have a Spencer or Cota Robles fellowship, does this policy affect me?

Under the terms of either of these special fellowships, students must be engaged in research with faculty for years 1-3. This means that the obligations associated with these fellowships fulfill your Year of Engagement.

3. I want to TA next year, but it is my Year of Engagement.

Providing students with teaching experiences is completely consistent with the Year of Engagement goal of providing the highest quality research and scholarly training.

4. When and how do I take my Year of Engagement?

Currently SSCE students typically take their Year of Engagement during their second year in the program.

5. What is the funding source for my Year of Engagement?

The most common sources of funding for a student's Year of Engagement are Graduate Student Researcher (GSR), Teaching Assistantship (TA), Special Readers, and Research Apprenticeship Stipend (RAS). A GSR is a compensated employment position. A TA position is tied to a specific course, and fee remissions will vary with the terms of employment.

Currently the SSCE Division attempts to find funding sources for all students during their Year of Engagement.

Examinations

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 examination application that includes a formal version of your SSCE requirements worksheet. This document must be signed by your advisor and the Division Head and then submitted by you to the Office of Student Services for final clearance. In order to maintain full-time graduate status while you prepare to take your qualifying examinations and while you prepare 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 off 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 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.

The **Master's examination** will consist of THREE questions. That is ONE Individual 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.

NOTE: Master student may choose to write a thesis lieu of the master's qualifying examination.

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.

According to the current version of the Graduate Division Standards and Procedures for Graduate Study at UCLA (make sure that this is obtained from the Graduate Division Office in Murphy Hall as soon as the student is notified of passing the Written Qualifying Exam), the following rules apply to every doctoral committee membership:

1. A minimum of four faculty members from UCLA of the following academic ranks:
 - a) Professor (any rank)
 - b) Professor or Associate Professor Emeritus
 - c) Professor-in-Residence (any rank)
 - d) Acting Professor or Acting Associate Professor
2. Adjunct Professors may serve as one of the four committee members and/or as co-chair on Ed.D. doctoral committees.
3. Three of the four committee members must hold appointments at UCLA in the students' major department; Education. Note: The department is the entire Department of Education, not just the Social Sciences and Comparative Education Division.
4. One of the four committee members must hold an appointment at UCLA in a department outside the students' major department. This committee members become known as the "outside committee member." (Information Studies faculty in GSE&IS may serve as outside members.)
5. Two of the four dissertation committee members must hold the rank of Professor or Associate Professor (regular or In-Residence series).
6. The chair of the dissertation committee must hold a UCLA appointment in the student's major department or interdepartmental degree program as Professor (any rank, regular or In-Residence series), or Professor or Associate Professor Emeritus. If a committee has co-chairs, at least one must be from the student's major department or interdepartmental degree program at UCLA.
7. Additional members (beyond the required four) may be nominated and, if approved, have the same voting rights and responsibilities as other committee members.

8. Those holding titles indicated in 1) above, and as well as Adjunct Professors and Adjunct Associate Professors, and Visiting Professor or Visiting Associate Professor may serve as an additional member and may also serve as co-chair of the committee.
9. By petition, one of the minimum four members may be a faculty member from another UC campus who holds an appropriate appointment as listed above.

Once the committee is agreed upon, the student must submit a form to OSS to 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 the graduate division website. www.gdnet.ucla.edu

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 nonresident 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 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.

C203. Educational Anthropology. (5)

Seminar, four hours. Research seminar designed to familiarize students with discipline of anthropology and subfield of anthropology and education. Exploration of concept of culture through various anthropological perspectives, with focus on theories of culture, cultural transmission and acquisition, and cultural reproduction and production for understanding schooling and its outcomes. Examination of research methodologies in anthropology, as well as critical historical overview of discipline and current debates and dilemmas of doing anthropological research in educational settings. Issues of race, gender, sexual orientation, and class, and consideration of application of anthropological theory and methods to educational practice and research. Concurrently scheduled with course C126. Letter grading.

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 Freireian 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.

251A. Seminar: Philosophy of Education, Epistemology. (4)

Seminar, four hours. S/U or letter grading.

251C. Seminar: Philosophy of Education, Social Science Problems -- Methodological Perspectives. (4)

Requisite: course 206C.

251E. Seminar: Philosophy of Education, Selected Issues. (4)

Seminar, four hours. S/U or letter grading.

252B. Educational Enterprise. Seminar: Education and Social Change (4)

Lecture, two hours; discussion, two hours. Requisite: course 252A. Limited to Educational Leadership Program students. Use of structural, human resource, political, and symbolic frames to study K-16 education, with focus

on educational environments, organizations, and curriculum and instruction. 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).

254. Seminar: History of Education. (4)

Requisite: course M201C. Study of current movements in historiography of education and critical reading of texts in history of education.

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.

269. Representations of Education in Cinema. (4)

Lecture, two hours; discussion, two hours. Designed for graduate students. Exploration of ways in which we draw on diverse "texts," particularly films set in or around schools, to illuminate contemporary issues in American secondary education (e.g., issues pertaining to representation of teachers, students, parents, and administrators and curriculum in popular films about high school and adolescents).

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.

283. Social Research in a Multicultural and Postcolonial World. (4)

A philosophy of social sciences that focuses on how to think fruitfully about two issues: (1) inevitability of nonneutral procedures and results of research conducted within a liberal state that must be committed to value-neutrality and (2) challenges that multicultural and postcolonial social theory have raised to conventional research theories and methodologies.

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.

Helpful Resources

Funding Information

Funding opportunities can be found on the Graduate Division web site at:

www.gdnet.ucla.edu/current.html

Under Financial Support you will also find the GRAPES link (**www.gdnet.ucla.edu/grpinst.htm**). GRAPES catalogs major fellowships for which announcements have been received in the Graduate Outreach, Diversity and Fellowships Office. GRAPES contains information on approximately 400 scholarships, fellowships, internships, and awards for graduate students and postdoctoral scholars.

Below is a list of informative financial aid-related and fellowship search sites:

- Chronicle of Higher Education
- US Department of Education Guide
- Grants: Yahoo- Education-Grants
- Finaid: Financial Aid Information Page
- Sponsored Programs Information Network
- Index of Minority Scholarships and Fellowships
- Peterson's Education Center
- Electronic Financial Aid Library
- College Board Online Home Page
- TERI: The Education Resources Institute
- NellieMae: LOAN LINK: Resources for Student Loan Information
- Citibank- CitiAssist Student Loans
- Citizens- Signature Student Loans
- CollegeNET
- Veteran's Administration Funding Information

Benefits

The salaries for the academic apprentice personnel are determined annually by the UC Office of the President. Please see the web site:

www.gdnet.ucla.edu/gss/appm/appmintro.htm to download the current salary scales.

Information regarding academic apprenticeship personnel may also be found on the Graduate School of Education and Information Studies academic apprenticeship personnel orientation handbook.

URSA

For most students, University Records System Access (**URSA**) provides the easiest way to enroll in classes, and to gain real-time access to academic, financial, and personal records. The site is designed with an intuitive visual interface that walks you through the different steps of the procedure you are trying to accomplish, whether it be to check your BAR account, change address information, view your Study List, or see your term grades.

URSA gives UCLA students, and those who have been students within the past ten years, real-time access to their University academic records.

URSA operates Sunday night 6 p.m. through Tuesday 1 a.m. and Tuesday to Saturday from 6 a.m. to 1 a.m., including holidays.

URSA is accessed two ways:

By logging onto **URSA OnLine** at **www.ursa.ucla.edu**

Security features insure that only you have access to your information. Access is based on students' nine-digit UCLA student I.D. and a four-digit security code that is assigned to them when they are admitted.

The first time students access URSA, they are asked to change their assigned security code (personal identification number or PIN) to a four-digit number of their own choosing. At any time, they may change this PIN through URSA OnLine.

Do not give your security code to anyone. If you tamper with another student's enrollment or personal data, you are subject to disciplinary action, up to and including suspension.

If the privacy of your security code has been compromised, or if you misplace your code, go to 1113 Murphy Hall with your BruinCard. Your security code is not given over the telephone unless an authorization to release your security code is on file at the Registrar's Office.

Please check out the following site, if you are unfamiliar with the system.

<http://www.saonet.ucla.edu/ursademo/>

Ackerman Student Union

Graduation, Etc.

A-Level Ackerman Union

M - F, 8:30 a.m. - 5:00 p.m.

- Service and sales for caps and gowns, graduation gifts, rings, invitations, framing of diplomas, etc. (310) 825-2587

Post-office

A-Level Ackerman Union

M-F 9am-4pm

UCLA Store

B-Level Ackerman Union

M - R, 7:45 a.m. - 7:30 p.m.

Fri., 7:45 a.m. - 6:00 p.m.

Sat., 10:00 a.m. - 5:00 p.m.

Sun., Noon - 5:00 p.m.

- Books and magazines, a small market, Bear Wear, clothing, jewelry, accessories, art and school supplies, computer hardware and software, and other items. (310) 825-7711

Textbooks A-Level (310) 206-0791

A-Level Ackerman Union

Store hours are:

M-Thurs 8am-pm

Friday 6am-6pm

Saturday 10am-5pm

Sunday 12-5pm

Department of Education
Cognate Course Petition
(PH.D. Students)

Name: _____ Date: _____

Address: _____

Division/Program: _____

Courses selected to satisfy the cognate requirement must be approved, in order, by your academic advisor, Division Head, and the Office of Student Services. Students are strongly encouraged to obtain these approvals prior to enrollment in cognate coursework.

1. List a minimum of three courses you propose as meeting the cognate requirement. Include course department, number, title, instructor of record (if available), and a brief course description. Cognate courses, may be selected from any degree-granting department(s) on campus (outside of Education). **NOTE:** Your advisor/division may require up to five courses to satisfy the cognate requirement.

a.

b.

c.

2. List and describe two alternate courses you will use in the event of scheduling problems.

a.

b.

3. Please describe how the three courses selected in (1) represent a coherent program of study.

Student signature
signature

Advisor's

Direct, Office of Student Services' signature
Head's Signature

Division

NOMINATION OF DOCTORAL COMMITTEE

Please type or print legibly. Read the regulations on page two of this form before completing it.

SEND TO: Graduate Admissions/Student and Academic Affairs
1255 Murphy Hall
142801

FROM: School/Department/Interdepartmental Program of _____

Student U.I.D. Number Last name First name Middle name

Local Address: _____

Number and Street City State Zip Code

The preliminary requirements have been completed by this student and he/she is ready to proceed to the qualifying examinations for the _____ degree in _____ Degree Major

The student has completed departmental language requirements as follows:

LANGUAGE	DATE PASSED	EXAMINATION:		OR COURSES: Date Petition Approved
		UCLA	Dept'l	
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____
_____	_____	<input type="checkbox"/>	<input type="checkbox"/>	_____

Substitute Program: _____

The department nominates the following persons to serve as the Doctoral Committee:

NAME (FIRST, LAST)	DEPARTMENT	ACADEMIC RANK
_____/Chair	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Signature of departmental chair or authorized faculty departmental graduate advisor Date

REGULATIONS GOVERNING THE NOMINATION OF DOCTORAL COMMITTEES

1. Doctoral committees are appointed by the Dean of the Graduate Division acting for the Graduate Council, upon nomination by the Chair of the Department or Interdepartmental Program*, after consultation with the student.
2. Doctoral committees consist of a minimum of four faculty members from UCLA of the following academic ranks:
 - A. Professor (any rank)
 - B. Professor or Associate Professor Emeritus
 - C. Professor-in-Residence (any rank)
 - D. Acting Professor or Acting Associate Professor
3. On *professional* (non-Ph.D.) doctoral committees, Adjunct Professors (any rank) and Professors of Clinical X (any rank) may serve as one of the four regular members and/or Co-chair.
4. Three of the four doctoral committee members must hold an appointment at UCLA in the student's major department.**
5. One of the four doctoral committee members must hold an appointment at UCLA in a department "outside" the student's major department. (Note: Faculty who hold multiple appointments count as "inside" if one of those appointments is in the student's department.)
6. Two of the four doctoral committee members must hold the rank of Professor or Associate Professor (regular or in-Residence series).
7. The Chair of the doctoral committee must hold a UCLA appointment in the student's major department or interdepartmental degree program as Professor (any rank, regular or in-Residence series), or Professor or Associate Professor Emeritus.
8. Additional members (above the minimum number of four) may be nominated and, if appointed, have the same voting rights and responsibilities as the other committee members.
9. Those holding the titles indicated in 2. above, as well as Adjunct Professor and Adjunct Associate Professor, Professor of Clinical X, and Visiting Professor or Visiting Associate Professor may serve as additional members (above the minimum of four) and may also serve as Co-chair of the Committee.
10. By petition, one of the minimum four members may be a faculty member from another UC campus who holds an appropriate appointment as listed above.

*Interdepartmental Degree Programs

1. The three committee members from the student's "department" must be selected from a list of faculty members who actively participate in the program. This list will be prepared by the Chair of the Interdepartmental Degree Committee and submitted to the Graduate Division at the beginning of each fall term.
2. The one "outside" member will be selected from eligible UCLA faculty whose names do not appear on the list of faculty members who actively participate in the interdepartmental program.
3. Two different departmental affiliations must be represented among the four members of the doctoral committee.

**Unless other restrictions are mandated for specific programs.