Comparative Literature

Courses offered by the Department of Comparative Literature are listed under the subject code COMPLIT on the Stanford Bulletin's ExploreCourses site (http://explorecourses.stanford.edu/CourseSearch/search?view=catalog&catalog=&page=0&q=COMPLIT&filter-catalognumber-COMPLIT=on). The Department of Comparative Literature offers courses in the history and theory of literature through comparative approaches. The department accepts candidates for the degrees of Bachelor of Arts and Doctor of Philosophy.

The field of Comparative Literature provides students the opportunity to study imaginative literature in all its forms. While other literary disciplines focus on works of literature as parts of specific national or linguistic traditions, Comparative Literature draws on literature from multiple contexts in order to examine the nature of literary phenomena from around the globe and from different historical moments, while exploring how literature interacts with other elements of culture and society. We study literary forms such as fictional narratives, performance and poetry, as well as cinema, music, and emerging aesthetic media.

Along with the traditional model of comparative literature that juxtaposes two or more national literary cultures, the department supports teaching and research that examine literary phenomena with additional tools of inquiry such as literary theory, the relationship between literature and philosophy, and the enrichment of literary study with other disciplinary methodologies. Comparative Literature also encourages the study of aspects of literature that surpass national boundaries, such as transnational literary movements or the creative adaptation of particular genres to local cultures. In each case, students emerge from the program with enhanced verbal and writing skills, a command of literary studies, the ability to read analytically and critically, and a more global knowledge of literature.

Mission of the Undergraduate Program in Comparative Literature

The mission of the undergraduate program in Comparative Literature is to enhance students’ verbal and written communication skills, their ability to read analytically and critically as well as to develop their global knowledge of literary cultures and the specific properties of literary texts. The program provides students with the opportunity to study imaginative literature in all of its forms, investigating the complex interplay of the literary imagination and historical and social experience.

Along with providing core courses that introduce students to major literary forms in a comparative frame, our program of study is flexible in order to accommodate student interest in areas such as specific geographic regions, historical periods, and interdisciplinary connections between literature and other fields such as philosophy, music, the visual arts, gender and queer theory, studies in race and ethnicity. A Comparative Literature major prepares a student to become a better reader and interpreter of literature, through enhanced examination of texts and the development of a critical vocabulary with which to discuss them. Attention to verbal expression and interpretive argument serves students who plan to proceed into careers requiring strong language and communication skills, as well as deeper cross-cultural knowledge of the world.

Learning Outcomes (Undergraduate)

The department expects undergraduate majors in the program to be able to demonstrate the following learning outcomes. These learning outcomes are used in evaluating students and the department’s undergraduate program. Students are expected to demonstrate:

1. the ability to interpret a literary text in a non-native language or to compare literary texts from different linguistic traditions, which may be read in translation.
2. a self-reflective understanding of the critical process necessary to read and understand texts.
3. skills in writing effectively about literature.
4. skills in oral communication and public speaking about literature.

Graduate Programs in Comparative Literature

The department offers a Doctor of Philosophy and a Ph.D. minor in Comparative Literature.

Learning Outcomes (Graduate)

Through completion of advanced course work and rigorous skills training, the doctoral program prepares students to

1. make original contributions to the knowledge of Comparative Literature and to interpret and present the results of such research.
2. teach literary analysis and interpretation at all levels with broad historical, cultural, and linguistic understanding, and
3. apply such analysis, interpretation and understanding to a range of fields and vocations.

Bachelor of Arts in Comparative Literature

The major in Comparative Literature requires students to enroll in a set of core courses offered by the department, to complete electives in the department, and to enroll in additional literature courses, or other courses approved by the Chair of Undergraduate Studies, offered by other departments. This flexibility to combine literature courses from several departments and to address literature from multiple traditions is the hallmark of the Comparative Literature major. Students may count courses which read literature in translation; however, students, and especially those planning to pursue graduate study in Comparative Literature, are encouraged to develop a command of non-native languages.

Declaring the Major

Students declare the major in Comparative Literature through Axess. Students should meet with the Chair of Undergraduate Studies to discuss appropriate courses and options within the major, and to plan the course of study. Majors are also urged to attend department events such as public talks and conferences.

Advising

Students majoring in Comparative Literature should consult with the Chair of Undergraduate Studies at least once a quarter. The chair monitors progress to completion of the degree. Students are also encouraged to develop relationships with other faculty members who may act as mentors.
Overseas Campuses and Abroad Programs

The Department of Comparative Literature encourages time abroad, both for increased proficiency in language and the opportunity for advanced course work. Course work done at campuses other than Stanford is counted toward the major at the discretion of the Chair of Undergraduate Studies and is contingent upon the Office of the University Registrar’s approval of transfer credit. To that end, students abroad are advised to save syllabi, notes, papers, and correspondence.

Degree Requirements

All majors in Comparative Literature (including honors) are required to complete the following requirements. All courses applied to the major must be taken for a letter grade, and a grade point average (GPA) of 2.0 or better must be achieved in each core course.

1. COMPLIT 101 What is Comparative Literature?. This gateway to the major is normally taken by the end of sophomore year. It provides an introduction to literature and its distinctions from other modes of linguistic expression, and a fundamental set of interpretive skills. This course fulfills the Writing in the Major requirement.

2. Core Courses (5 units each)
   Students should complete these courses as soon as possible. Each course draws on examples from multiple traditions to ask questions about the logic of the individual genres.

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<td>COMPLIT 121</td>
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3. COMPLIT 199 Senior Seminar: J.R.R. Tolkien and Junot Diaz’s Speculative Narratives. This senior seminar is designed as a culmination to the course of study while providing reflection on the nature of the discipline. Topics vary.

4. Electives: Majors must complete at least 40 units of electives. The remaining courses should form a coherent intellectual focus requiring approval from the Director of Undergraduate Studies and may be drawn from Comparative Literature offerings, from other literature departments, or from other fields of interdisciplinary relevance. Up to 10 units of Thinking Matters or SLE courses may be counted towards the elective requirement. Electives are subject to adviser consultation and approval.

5. Total unit load: Students must complete course work for a total of at least 65 units.

Philosophical and Literary Thought

Undergraduates may major in Comparative Literature and Philosophy. The Philosophy specification is not declared in Axess and does not appear on either the transcript or the diploma. Students in this option take courses alongside students from other departments that also have specialized options associated with the program for the study of Philosophical and Literary Thought. Each student in this option is assigned an adviser in Comparative Literature, and student schedules and courses of study must be approved in writing by the advisor, the Chair of Undergraduate Studies of Comparative Literature, and the Chair of Undergraduate Studies of the program. See the Philosophy + Literature @ Stanford (http:// phillit.stanford.edu) web site.

A total of 65 units must be completed for this option, including the following requirements:

1. Seven courses taught by Comparative Literature faculty. Of the seven, the following five (5 units each) are required courses:

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<tr>
<td>COMPLIT 101 What is Comparative Literature?</td>
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<tr>
<td>COMPLIT 121 Poems, Poetry, Worlds</td>
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<tr>
<td>COMPLIT 122 Literature as Performance</td>
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<tr>
<td>COMPLIT 123 The Novel, The World</td>
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<tr>
<td>COMPLIT 199 Senior Seminar: J.R.R. Tolkien and Junot Diaz’s Speculative Narratives</td>
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The remaining two courses must be instructed by Comparative Literature faculty and approved by the Chair of Undergraduate Studies.

2. Philosophy and Literature Gateway Course (4 units): COMPLIT 181 Philosophy and Literature. This course should be taken as early as possible in the student’s career, normally in the sophomore year.

3. Philosophy Writing in the Major (5 units): PHIL 80 Mind, Matter, and Meaning. Prerequisite: introductory philosophy class.

4. Aesthetics, Ethics, Political Philosophy (ca. 4 units): One course from the PHIL 170 series.

5. Language, Mind, Metaphysics, and Epistemology (ca. 4 units): One course from the PHIL 180 series.

6. History of Philosophy (ca. 8 units): Two courses in the history of philosophy, numbered above PHIL 100.

7. Related Courses (ca. 8 units): Two upper division courses relevant to the study of philosophy and literature as identified by the committee in charge of the program. A list of approved courses is available from the undergraduate advisor of the program in philosophical and literary thought.

8. One course, typically in translation, in a literature distant from that of the student’s concentration and offering an outside perspective on that literary tradition.

9. Capstone Seminar (ca. 4 units): In addition to COMPLIT 199 Senior Seminar: J.R.R. Tolkien and Junot Diaz’s Speculative Narratives, students take a capstone seminar of relevance to philosophy and literature approved by the undergraduate adviser of the program in philosophical and literary thought. The student’s choice of a capstone seminar must be approved in writing by the Chair of Undergraduate Studies of Comparative Literature and by the Chair of Undergraduate Studies of the program. Offered this year are FRENCH 265 The Problem of Evil in Literature, Film, and Philosophy and ILAC 240E Borges and Philosophy.

10. Seminar Paper Requirement: Students must write at least one seminar paper that is interdisciplinary in nature. This paper brings together material from courses taken in philosophy and literature, and may be an honors paper (see below), an individual research paper (developed through independent work with a faculty member), or a paper integrating materials developed for two separate courses (by arrangement with the two instructors). Though it may draw on previous course work, the paper must be an original composition, 18-20 pages in length. It must be submitted to the Chair of Undergraduate Studies and receive approval no later than the end of Winter Quarter in the fourth year of study.

At least two of the courses counted toward requirements 1, 2, 7, 8, and 9 must be taught by Comparative Literature faculty. Transfer units may not normally be used to satisfy requirements 2, 3, 4, 5, 6 and 9. Units devoted to acquiring language proficiency are not counted toward the 65-unit requirement.

Honors Program

Comparative Literature majors with an overall grade point average (GPA) of 3.3 or above, and who maintain a 3.5 (GPA) in major courses, are eligible to participate in the DLCL’s honors program. Prospective honors
students must choose a senior thesis adviser from among their home department’s regular faculty, in their junior year, preferably by March 1, but no later than May 1. During Spring Quarter of the junior year, a student interested in the honors program should consult with the Chair of Undergraduate Studies of their home department to submit a thesis proposal (2-5 pages), DLCL Honors application and an outline of planned course work for their senior year.

Honors papers vary considerably in length as a function of their topic, historical scope, and methodology. They may make use of previous work developed in seminars and courses, but display an enhanced comparative or theoretical scope. Quality rather than quantity is the key criterion. Honors theses range from 40-90 pages not including bibliography and notes. Please consult the DLCL Honors Handbook for more details on declaring and completing the honors thesis.

Honors students are encouraged to participate in the honors college hosted by Bing Honors College (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_uul/OO_honors_BingHonors.html) and coordinated by the Division of Literatures, Cultures, and Languages. The honors college is offered at the end of the summer, during the weeks directly preceding the start of the academic year, and is designed to help students develop their honors thesis projects. Applications must be submitted through the Bing program. For more information, view the Bing Honors (http://www.stanford.edu/dept/undergrad/cgi-bin/drupal_uul/OO_honors_BingHonors.html) website.

**Enrollment:** A minimum of 10 units total, described below, and a completed thesis is required. Honors essays are due to the thesis adviser no later than 5:00 p.m. on May 15th of the terminal year. If an essay is found deserving of a grade of ‘A’ or better by the thesis adviser, honors are granted at the time of graduation.

1. Spring Quarter of the junior year (optional): DLCL 189C Honors Thesis Seminar, 2-4 units S/NC, under the primary thesis adviser. Drafting or revision of the thesis proposal. The proposal is reviewed by the Chair of Undergraduate Studies and the Director of the department and will be approved or returned for submission.
2. Autumn Quarter of the senior year (required): DLCL 189A Honors Thesis Seminar, 4 units S/NC, taught by a DLCL appointed faculty member. Course focuses on researching and writing the honors thesis.
3. Winter Quarter of the senior year (required): DLCL 189B Honors Thesis Seminar, 2-4 units letter grade, under the primary thesis adviser. Focus is on writing writing under guidance of primary adviser. The letter grade will determine if honors is granted or not.
4. Spring quarter of the senior year (option; mandatory if not taken during junior year): DLCL 189C Honors Thesis Seminar, 2-4 units S/NC, under the primary thesis adviser. Honors essays are due to the thesis adviser and Student Service Officer no later than 5:00 p.m. on May 15th of the terminal year.
5. Spring Quarter of the senior year (required) DLCL 199 Honors Thesis Oral Presentation, 1 unit S/NC. Enroll with primary thesis adviser.

### Minor in Comparative Literature

The undergraduate minor in Comparative Literature represents an abbreviated version of the major. It is designed for students who are unable to pursue the major but who nonetheless seek an opportunity to gain a deeper understanding of literature. Plans for the minor should be discussed with the Chair of Undergraduate Studies. The minimum number of units required for a minor at Stanford is 20, and all courses must be taken for a letter grade. Requirements for the minor in Comparative Literature include:

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<tr>
<td>COMPLIT 101</td>
<td>What is Comparative Literature?</td>
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<tr>
<td>COMPLIT 121</td>
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<tr>
<td>COMPLIT 123</td>
<td>The Novel, The World</td>
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<td>At least two other Comparative Literature courses.</td>
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### Minor in Modern Languages

The Division of Literatures, Cultures, and Languages offers an undergraduate minor in Modern Languages. This minor draws on literature and language courses offered in this and other literature departments. See the “Literatures, Cultures, and Languages (http://exploredegrees.stanford.edu/archive/2013-14/schoolofhumanitiesandsciences/divisionofliteraturesculturesandlanguages/#minortext)” section of this bulletin for requirements.

### Doctor of Philosophy in Comparative Literature

University requirements for the Ph.D. are described in the “Graduate Degrees (http://exploredegrees.stanford.edu/archive/2013-14/graduatedegrees)” section of this bulletin.

The Ph.D. program is designed for students whose linguistic background, breadth of interest in literature, and curiosity about the problems of literary scholarship and theory (including the relation of literature to other disciplines) make this program more appropriate to their needs than the Ph.D. in one of the individual literatures. Students take courses in at least three literatures (one may be that of the native language), to be studied in the original. The program is designed to encourage familiarity with the major approaches to literary study prevailing today.

Before starting graduate work at Stanford, students should have completed an undergraduate program with a strong background in one literature and some work in a second literature studied in the original language. Since the program demands an advanced knowledge of two non-native languages and a reading knowledge of a third non-native language, students should at the time of application have an advanced enough knowledge of one of the three to take graduate-level courses in that language when they enter the program. They should be making enough progress in the study of a second language to enable them to take graduate courses in that language not later than the beginning of the second year, and earlier if possible. Language courses at the 100- or 200-level may be taken with approval from the Chair of the department or the Chair of Graduate Studies. Applicants are expected to take an intensive course in the third language before entrance.

Students are admitted under a financial plan which attempts to integrate financial support and completion of residence requirements with their training as prospective university teachers. Tenure as a Ph.D. student, assuming satisfactory academic progress, is for a maximum of five years.

### Application Procedures

Competition for entrance into the program is extremely keen. The program is kept small so that students have as much opportunity as possible to work closely with faculty throughout the period of study. Applicants should review all course and exam requirements, advancement requirements, and teaching obligations carefully before applying to the program. Because of the special nature of comparative literary studies, the statement of purpose included in the application for admission must contain the following information:

1. A detailed description of the applicant’s present degree of proficiency in each of the languages studied, indicating the languages in which the applicant is prepared to do graduate work at present and outlining plans to meet additional language requirements of the program.
2. A description of the applicant’s area of interest (for instance, theoretical problems, genres, periods) within literary study and the reasons for finding comparative literature more suitable to his or her needs than the study of a single literature. Applicants should also indicate their most likely prospective primary field, including the literatures on which they intend to concentrate.

3. An explanation of how the applicant’s undergraduate education has prepared them for work in our program. If there are any gaps in the applicant’s preparation, they should explain how they plan to address those gaps.

4. The applicant’s specific reasons for wishing to study in our department of Comparative Literature.

5. All applicants should arrange to have the results of the general section of the Graduate Record Examination sent to Stanford University, ETS code 4704.

6. A letter of recommendation that focuses on the applicant’s language skills, or a current ACTFL Oral Proficiency Interview (OPI) certificate, or a critical paper written in a non-native language.

7. Recommendations should, if possible, come from faculty in at least two of the literatures in which the student proposes to work.

8. Applicants must submit a copy of an undergraduate term paper which they consider representative of their best work, preferably containing a comparative analysis.

For further information see the Graduate Admissions (http://gradadmissions.stanford.edu) web site.

Degree Requirements

Residence

A candidate for the Ph.D. degree must complete three years (nine quarters) of full-time work, or the equivalent, in graduate study beyond the B.A. degree. The student must take 135 units of graduate work, in addition to the doctoral dissertation. At least three consecutive quarters of course work must be taken at Stanford.

Languages

Students must know three non-native languages, two of them sufficiently to qualify for graduate courses in these languages and the third sufficiently to demonstrate the ability to read a major author in this language. Only the third language may be certified by examination. The other two are certified by graduate-level course work specified below. Language preparation must be sufficient to support graduate-level course work in at least one language during the first year and in the second language during the second year. Students must demonstrate a reading knowledge of the third non-native language no later than the beginning of the third year.

Literatures made up of works written in the same language (such as Spanish and Latin American) are counted as one. One of the student’s three literatures usually is designated as the primary field, the other two as secondary fields, although some students may offer two literatures at the primary level (six or more graduate courses).

Teaching

Students, whatever their sources of financial support, are ordinarily required to undertake a total of five quarters of supervised apprenticeships and teaching at half time. Students must complete whatever pedagogy courses are required by the departments in which they teach. The department’s minimum teaching requirement is a total of three quarters.

Minimum Course Requirements

Students are advised that the range and depth of preparation necessary to support quality work on the dissertation, as well as demands in the present professional marketplace for coverage of both traditional and interdisciplinary areas of knowledge, render these requirements as bare minimums. The following are required:

1. Required Courses:

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<tr>
<td>COMPLIT 369</td>
<td>Introduction to Graduate Studies: Criticism as</td>
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<td>Profession</td>
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<tr>
<td>COMPLIT 396L</td>
<td>Pedagogy Seminar I</td>
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<tr>
<td>DLCL 301</td>
<td>The Learning and Teaching of Second Languages</td>
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2. A sufficient number of courses (six or more) in the student’s primary field to assure knowledge of the basic works in one national literature from its beginnings until the present.

3. At least two additional complementary courses, with most of the reading in the original, in each of two different national literatures. Students whose primary field is a non-native language are required to take two courses in one additional literature not their own.

Minimum course requirements must be completed before the student is scheduled to take the University oral examination. These requirements are kept to a minimum so that students have sufficient opportunity to seek out new areas of interest. A course is an offering of 3-5 units. Independent study may take the place of up to two of the required courses, but no more; classroom work with faculty and other students is central to the program. The principal conditions for continued registration of a graduate student are the timely and satisfactory completion of the university, department, and program requirements for the degree, and fulfillment of minimum progress requirements. Failure to meet these requirements results in corrective measures which may include a written warning, academic probation, and/or the possible release from the program.

Dissertation Reading Committee

The chair of the dissertation committee must be an Academic Council member and a member of the Comparative Literature faculty. Under highly unusual circumstances a student may petition to have a Stanford faculty member from outside Comparative Literature serve, but it would at the discretion of the department as to whether or not to honor that request.

Examinations

Three examinations are required. The first two are one-hour exams. The first of these two is taken at the end of the student’s first year of study; the second is taken at the start of the second year. Students should meet with the members of the exam committee to discuss their plans for the exams. The first of these is an oral examination, designed to demonstrate the student’s knowledge of a substantial number of literary works in a single genre, ranging over several centuries and over at least three national literatures. This exam also is designed to demonstrate the student’s grasp of the theoretical problems involved in his or her choice of genre and in the matter of genre in general. The second of these examinations is on literary theory and criticism, designed to demonstrate the student’s understanding of a particular historical problem and the student’s ability to develop a particular theoretical position. In either case, this exam should demonstrate wide reading in theoretical and critical texts from a variety of periods. The third and last is the University oral examination, which covers a literary period, to consist of in-depth knowledge of a period of approximately a century in three or more literatures with primary emphasis on a single national literature or, in occasional cases, two national literatures.

1. First One-Hour Examination: The genre exam is generally administered the second week of April of the student’s first year. All first-year students take the exam during the same period, with an examination committee established by the department. Exam lists should be approved by the Chair of Graduate Studies well in advance of the exam. Students are urged to focus on poetry, drama, or the novel or narrative, combining core recommendations.
Qualifying Procedures

The department meets at the end of each year to review all graduate student progress. Students may be admitted to candidacy for the Ph.D. upon successful completion of the first year examination and a thorough review of the student’s academic record, after which the faculty will vote on whether or not to admit the student to candidacy. A student will only be admitted to candidacy if, in addition to the student’s fulfilling departmental prerequisites, the faculty makes the judgment that the student has the potential to successfully complete the requirements of the degree program. Should a student not be admitted to candidacy, s/he will be dismissed from the doctoral program. In unusual cases, the faculty may decide to extend the pre-candidacy period and require the student to complete specific steps in a predetermined time period prior to evaluating the student for admittance to candidacy.

Prospectus Colloquium

The prospectus colloquium normally takes place during the spring of the third year. The student should furnish the committee with a five-page prospectus, 20-page draft of a chapter, and working bibliography well before the colloquium. The colloquium lasts one hour, begins with a brief introduction to the dissertation prospectus by the student lasting no more than five minutes, and consists of a discussion of the prospectus by the student and the three readers of the dissertation. At the end of the hour, the faculty readers vote on the outcome of the colloquium. If the outcome is favorable (by majority vote), the student is free to proceed with work on the dissertation. If the proposal is found to be unsatisfactory (by majority vote), the dissertation readers may ask the student to revise and resubmit the dissertation prospectus and to schedule a second colloquium.

The prospectus must be prepared in close consultation with the dissertation adviser during the months preceding the colloquium. It must be submitted in its final form to the readers no later than one week before the colloquium. A prospectus should not exceed ten double spaced pages, in addition to which it should include a working bibliography of primary and secondary sources. It should offer a synthetic overview of the dissertation, describe its methodology and the project’s relation to prior scholarship on the topic, and lay out a complete chapter by chapter plan.

It is the student’s responsibility to schedule the colloquium no later than the first half of the quarter after that quarter in which the student passed the University Oral Examination. The student should arrange the date and time in consultation with the department administrator and with the three readers. The department administrator schedules an appropriate room for the colloquium.

Members of the dissertation reading committee are ordinarily drawn from the University oral examination committee.

Ph.D. Minor in Comparative Literature

This minor is designed for students working toward the Ph.D. in the various foreign language departments. Students working toward the Ph.D. in English are directed to the program in English and Comparative Literature described among the Department of English offerings. Students must have:

1. A knowledge of at least two foreign languages, one of them sufficient to qualify for graduate-level courses in that language, the second sufficient to read a major author in the original language.
2. A minimum of six graduate courses, of which three must be in the department of the second literature and three in the Department of Comparative Literature, the latter to include a seminar in literary theory or criticism. At least two of the three courses in comparative literature should originate in a department other than the one in which the student is completing the degree. Except for students in the Asian languages, students must choose a second literature outside the department of their major literature.

Emeriti: (Professors) John Freccero, René Girard, Herbert Lindenberger, Elisabeth Mudimbe-Boyii (French and Italian), Mary Pratt; (Courtesy Professors) W. B. Camocho, Gerald Gillespie, David G. Halliburon, Marjorie G. Perloff

Director: Monika Greenleaf
Chair of Graduate Admissions: David Palumbo-Liu
Chair of Graduate Studies: Hans U. Gumbrecht
Chair of Undergraduate Studies: Margaret Cohen

Professors: John Bender (English, Comparative Literature) (on leave), Russell Berman (German Studies, Comparative Literature), Margaret Cohen (Comparative Literature), Amir Eshel (German Studies, Comparative Literature), Roland Greene (English, Comparative Literature) (on leave), Hans U. Gumbrecht (French and Italian, Iberian and Latin American Cultures, Comparative Literature), Franco Moretti (English, Comparative Literature), David Palumbo-Liu (Comparative Literature), Patricia Parker (English, Comparative Literature) (on leave, Winter), Joan Ramon Resina (Iberian and Latin American Cultures, Comparative Literature)(on leave, Spring), José David Saldivar (Comparative Literature), Ramón Saldivar (English, Comparative Literature), Ban Wang (East Asian Languages and Cultures, Comparative Literature)

Associate Professors: Monika Greenleaf (Slavic Languages and Literatures, Comparative Literature), Haiyun Lee (East Asian Languages and Cultures, Comparative Literature), Indra Levy (East Asian Languages and Cultures, Comparative Literature)

Assistant Professor: Alexander Key (Arabic and Comparative Literature)

Courtesy Professor: Nancy Ruttenburg

Lecturers: Petra Dierkes-Thrun, Burcu Karahan (Turkish), Veder K. Shemtov (Hebrew)

Mellon Fellow: Alvan Ikoku