Division of Literatures, Cultures, and Languages


The Division of Literatures, Cultures, and Languages consists of five academic departments (Comparative Literature, French and Italian, German Studies, Iberian and Latin American Cultures, and Slavic Languages and Literatures), five focal groups (Digital Humanities, Humanities Education, Philosophy and Literature, Poetics, and Renaisssances) as well as the Language Center, which oversees language instruction at Stanford. All the departments of the division offer academic programs leading to B.A., M.A., and Ph.D. degrees. The division brings together scholars and teachers dedicated to the study of literatures, cultures, and languages from humanistic and interdisciplinary perspectives. The departments in the division are distinguished by the quality and versatility of their faculty, a wide variety of approaches to cultural traditions and expressions, and the intense focus on the mastery of languages. This wealth of academic resources, together with small classes and the emphasis on individual advising, creates a superior opportunity for students who wish to be introduced to or develop a deeper understanding of non-English speaking cultures.

The division’s departments and the Language Center offer instruction at all levels, including introductory and general courses that do not require knowledge of a language other than English. These courses satisfy a variety of undergraduate requirements and can serve as a basis for developing a minor or a major program in the member departments. The more advanced and specialized courses requiring skills in a particular language are listed under the relevant departments, as are descriptions of the minor and major programs.

The DLCL itself offers one undergraduate minor program, an undergraduate multimedia laboratory course, and several graduate courses focused on the teaching of second languages, the teaching of literature, and academic professionalization.

Focal Groups

While the five departments in the Division of Literatures, Cultures, and Languages serve common interests in literary and cultural traditions and their languages, the DLCL’s Focal Groups bring together faculty members and graduate students who share topics and approaches that range across languages and national literatures. These groups are designed to respond directly to the research interests of the faculty as a community, and reflect long-term commitments by the participants. They are conceived as portals that open from the Division outward to the wider community of literary and humanities scholars at Stanford. The membership may include any member of the Stanford faculty or any Ph.D. student with an interest in the topic. Most Focal Groups include participants from several humanities departments outside the DLCL.

Thus the DLCL is characterized by two axes of intellectual inquiry:

• the departmental axis, which is organized by language, nation, and culture
• the focal axis, which may be organized by genre, period, methodology, or other criteria.

The convergence of the two axes, departments and Focal Groups, locates faculty members and graduate students in at least two intersecting communities. The DLCL believes that this convergence gives institutional form to the intellectual conditions under which many scholars of literature and culture presently work.

Each Focal Group maintains a standing research workshop at which both faculty and graduate student members discuss their work. Some Focal Groups offer formal courses; and all groups are responsible for overseeing research-oriented activities and extracurricular events in the relevant area, including sponsoring conferences, publications, podcasts, and other activities that disseminate the outcomes of their research.

Digital Humanities

Chairs: Dan Edelstein (French and Italian), Mike Widner (Academic Technology Specialist)

Faculty Members: Russell Berman (Comparative Literature, German Studies), Amir Eshel (Comparative Literature, German Studies), Alexander Key (Comparative Literature), Marilìa Librandi-Rocha (Iberian and Latin American Cultures)

The Digital Humanities Focal Group (DHFG) promotes faculty and graduate research in the digital humanities through lectures series, praxis workshops, curriculum, and the identification and development of digital humanities research projects, especially those eligible for grant-funding opportunities. DHFG sponsors a lecture series and convenes regular workshops alternating between praxis and theory. These activities provide fora in which faculty and graduate students can share work in progress, discuss the state of the field, and identify important research that should be shared with the DLCL and broader academic communities. Crucially, the DHFG promotes digital research on underrepresented literatures and cultures to counteract the English-language dominance of much work in the field.

The DHFG also establishes strategic partnerships with similar endeavors at Stanford such as the Center for Spatial and Textual Analysis (http://cesta.stanford.edu), the Literary Lab (http://litlab.stanford.edu), HCI (http://hci.stanford.edu), etc. and with the larger academic community through organizations like the Association for Computers and the Humanities (http://ach.org), the Praxis Network (http://praxis-network.org), and HASTAC (http://www.hastac.org).

Humanities Education

Chair: Russell A. Berman (Comparative Literature, German Studies)

Faculty Members: Elizabeth Bernhardt (German Studies, Language Center), Eamonn Callan (School of Education), Adrian Daub (German Studies), Thomas Ehrlich (School of Education), Marisa Galvez (French and Italian), Pam Grossman (School of Education), Orrin Robinson (German Studies), Gabriella Safran (Slavic Languages and Literatures), Mitchell Stevens (School of Education), Jennifer Summit (English), Guadalupe Valdés (School of Education)

Web Site: http://dlcl.stanford.edu/groups/humanities-education

The Focal Group on Humanities Education explores issues concerning teaching and learning in the humanities, including research on student learning, innovation in pedagogy, the role of new technologies in humanities instruction, and professional issues for humanities teachers at all educational levels.

Philosophy and Literature

Chairs: R. Lanier Anderson (Philosophy), Joshua Landy (French and Italian)
The Ph.D. minor in Humanities is a sequence of interdisciplinary seminars covering the following five periods: antiquity, medieval, early-modern, enlightenment, and modern. A framing seminar that leads students to reflect on what it means to teach and study the humanities in the 21st century is also required. The program is designed to provide students with broad historical knowledge and skills for conducting interdisciplinary research; to prepare students to teach beyond their area of expertise; and to create communities of students and faculty from different departments working on similar periods.

This degree is declared by submitting a Ph.D. minor form (http://studentaffairs.stanford.edu/sites/default/files/Registrar/files/app_phd_minor.pdf) by the end of Winter Quarter during the first year of studies. Students who wish to enroll in the program after Winter Quarter of their first year must demonstrate that their participation will not delay their time to TGR. If the application is successful, a student is admitted into the program during Spring Quarter.

• At the time of declaration of the minor, a student must have taken at least one of the core seminars, and must enroll in a second one during the Spring Quarter of that year.
• By Spring Quarter of the second year, students must have taken at least two more seminars from the series below, including the framing course; the other may be either a core seminar, or the extra-departmental course in their field.
• If the student has not completed these requirements by this time, participation in the program may be terminated.
• A student must finish course work for the Ph.D. minor in his/her third year of study.

To pursue the Ph.D. Minor in Interdisciplinary Humanities, students must fulfill the following requirements, for a minimum of 20 units.

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<tr>
<th>Units</th>
<th>DLCL 320</th>
<th>Humanities Education in the Changing University</th>
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<tr>
<td></td>
<td>DLCL 321</td>
<td>Classical Seminar: Rethinking Classics</td>
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<td>DLCL 322</td>
<td>Medieval Seminar</td>
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<td></td>
<td>DLCL 323</td>
<td>Early Modern Seminar</td>
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<td>DLCL 324</td>
<td>Enlightenment Seminar</td>
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<td></td>
<td>DLCL 325</td>
<td>Modern Seminar</td>
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Take one additional graduate course (numbered 200 or above) on one of these periods (usually corresponding to the student’s area of specialization) in a department other than the student’s home department. Demonstrate the ability to use at least one foreign language for scholarly work (for instance, by engaging with a primary or secondary source in a seminar paper for any class). Students may petition to have this requirement waived, if it is deemed to be irrelevant to the student’s course of study.

**Minor in Modern Languages**

The Division of Literatures, Cultures, and Languages offers an undergraduate minor that draws upon courses in literature and language within the division’s departments and elsewhere in the University. The minor in Modern Languages is offered to students who want to supplement the course work in their major with course work in modern languages and literatures. The minor must be approved by the chairs of undergraduate studies of the respective language departments. Students in any field qualify for the minor by meeting the following requirements:

| Units | 20 |

A minimum of 20 units (10 units per language) at the intermediate level (second year) or beyond, not including conversational, oral communication, business, or medical language courses in two languages other than English offered by the DLCL.
At least one additional course, at the 100 level or above, in each modern language being studied in the minor. These courses must be taught by DLCL Academic Council members or other senior members of the DLCL faculty.

Students are recommended to study, work, or intern abroad for at least eight weeks at a location where one of the languages is spoken. Course work in this minor may not duplicate work counted toward other majors or minors. Advanced Placement credit and transfer credit do not apply to this minor. All courses must be taken for a letter grade. By University policy, no more than 36 units may be required in this minor. Students declare the minor in Modern Languages through Axess.

**Minor in Middle Eastern Languages, Literatures, and Cultures**

**Director:** Khalid Obeid

The African and Middle Eastern (AME) program is part of the Stanford Language Center and is affiliated with the Center for African Studies, the Abbasī Program in Islamic Studies, and the program in Jewish Studies. The program offers beginning, intermediate and advanced classes in Arabic, Hebrew, Swahili, and other African languages as well as classes in AME literatures and cultures. Additional languages such as Hausa, Chichewa, Amharic, Tigrigna, Igbo, Zulu, Kinyarwanda, and Twi are offered upon request, providing funding is available. Students may also request an AME language course by applying online.

The undergraduate minor in Middle Eastern Languages, Literatures, and Cultures (http://explodedegrees.stanford.edu/archive/2013-14/schoolofhumanitiesandsciences/languagcenter#minortext) has been designed to give undergraduates majoring in other departments an opportunity to gain a substantial introduction to the Arabic and Hebrew languages, as well as an introduction to the cultures and civilizations of the Middle East. Students declaring a minor must do so no later than the last day of the Spring Quarter of their junior year, or four quarters before degree conferred. If a student is not able to meet this deadline, he or she may petition the Language Center director and request a revised declaration date, which may be granted at the director’s discretion. Requirements for the degree can be found in the "Language Center (http://explodedegrees.stanford.edu/archive/2013-14/schoolofhumanitiesandsciences/languagcenter#minortext)" section of this bulletin.

**Minor in Translation Studies**

**Director:** Cintia Santana

The Division of Literatures, Cultures, and Languages, in cooperation with East Asian Languages and Cultures and the English Department, teaches undergraduates to develop and apply their foreign language knowledge to the production and analysis of translations. The minor is designed to give undergraduates majoring in a variety of fields the tools to consider the practical and theoretical issues brought up by translation as an aesthetic, cultural, and ethical practice. Students must take a minimum of 26 units for a letter grade, in fulfillment of the following requirements:

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<th>Units</th>
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<td>6-10</td>
<td>1. Prerequisite: Complete or test out of a first-year course in the language of interest.</td>
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<td>2. Core course: At least 5 units in a Translation Studies core course:</td>
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<td>JAPANGEN 12 Translating Japan, Translating the West</td>
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<td>ENGLISH/DLCL 293 Literary Translation</td>
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<td>3. Language study: At least 8 units, second year or beyond (not including conversation/oral communication) and/or relevant literature courses taught in the Language Center with language prefixes (e.g.SPANLANG), focusing on translation from a specific language. OSP and transfer units may be considered in consultation with the minor advisor.</td>
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<td>4. Literature study: At least 5 units in a relevant literature course at the 100-level or above, taught in a DLCL department, East Asian Languages and Cultures, or Classics, and determined in consultation with the minor adviser. For students interested in translation from English into another language, an appropriate literature course in the English Department could be substituted.</td>
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<td>5. Electives: At least 5 units in a creative writing course, or a course that foregrounds translation in departments such as Anthropology, any DLCL department, English, East Asian Literatures and Civilizations, Classics, Linguistics (e.g. LINGUIST 130A), or Computer Science (e.g. CS 124), determined in consultation with the minor advisor.</td>
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<td></td>
<td>6. Final project: up to 3 units for a significant translation and/or translation studies project (including the original translation of 20 pages of prose, 10 poems, or similar appropriate amount to be determined in consultation with the minor advisor) to be carried out under the supervision of an instructor; this can be completed in one of the courses for the minor or as an independent study.</td>
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<td>Total Units</td>
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Course work in this minor may not duplicate work counted toward other majors or minors. Course selection must be approved by the minor adviser. For further information, contact the minor adviser, Cintia Santana.

**Certificate in Language Program Management**

**Faculty Director:** Elizabeth Bernhardt

Programs in contemporary foreign language teaching preparation entail a knowledge base that has grown over the past 30 years, rooted in data from an explosion of linguistic as well as applied linguistic research. In tandem with the language center’s primary focus on learning research and theory, which graduate students explore in the teaching preparation program, the Language Program Management certificate focuses on developing the professional leadership and academic skills necessary for a career that includes the coordination and management of language learning. The program funds summer internships which enable the completion of a certificate in Language Program Management and are intended to help Stanford graduate students prepare themselves for such work in complement to their literary studies. The certificate program is not declared on Axess and does not appear on the transcript or diploma.

**Prerequisites:**

1. Foreign language acquisition: Oral Proficiency Interview (OPI) rating of at least advanced mid
2. Academic and professional development:
   • DLCL 301 The Learning and Teaching of Second Languages
   • Modified Oral Proficiency Interview (MOPI) Assessment workshop (2 days)
   • Limited OPI Tester Certification (average 6 months)
   • Teaching of three first-year language courses through the Language Center

These are generally met by the end of a graduate student’s second year in the PhD program. Once meeting these criteria, the student may be admitted to the Program.

Upon admission to the program, students must complete the following:

1. DLCL 302 The Learning and Teaching of Second-Language Literatures: a course designed to focus student attention on the

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development of oral language proficiency through the upper levels and emphasize the need for upper register speaking and writing for literature learning and teaching.

2. OPI workshop (additional 2 days of training at the Advanced and Superior levels): this workshop is the extension of the MOPI. It focuses on upper register performance on the FSI-ACTFL scale. Hosted by either the Language Center, regional workshop, or at the national meeting of the ACTFL.

3. Completion of Writing Proficiency Familiarization workshop (Winter Quarter): Workshop conducted by a certified writing tester and structured in parallel to the MOPI/OPI assessment paradigm.

4. DLCL 303 Language Program Management (Summer Quarter): an administrative internship including, but not limited to, experiences with the following:
   - Shadow faculty and staff in select areas of administration and supervision within the Language Center and DLCL
   - Placement testing and student advisement
   - Technology in teaching and learning
   - Processes for teacher observation and feedback
   - Procedures in staff supervision and Human Resources
   - Course scheduling, budgeting, staffing, and searches
   - Interface with external programs (e.g., BOSP, Bechtel, CTL)

Division Chair: Gabriella Safran