Division of Literatures, Cultures, and Languages

Courses offered by the Division of Literatures, Cultures, and Languages are listed under the subject code DLCL on the Stanford Bulletin's website. The DLCL offers four undergraduate minor programs, one Ph.D. minor program, and several graduate courses focused on the teaching of second languages, the teaching of literature, and academic perspectives. The departments in the division are distinguished by the language, nation, and culture presently worked.

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. Several 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

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.

Humanities Education

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

Faculty Members: Cécile Alduy (French and Italian), 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),...
The Division of Literatures, Cultures, and Languages offers an undergraduate minor in Medieval Studies. The minor in Medieval Studies:

• provides Stanford students with an historical knowledge, framework, and depth through which to view globalism;
• embeds the study of medieval culture in a coherent framework that resonates with contemporary issues of community building, the virtual world and mobility;
• and promotes an innovative crossdisciplinary and skill-based approach to Medieval Studies.

Students in any field qualify for the minor by meeting the following requirements:

Students complete a total of 25 units (including a core course) in courses relevant to the major in departments across the University including, but not limited to, English, East Asian Studies, History, Religious Studies, Music, all DLCL courses (CompLit, German, French, Italian, ILAC and Slavic), and Classics.

One of the following three introductory core courses is required to be taken for 5 units. Students engage creatively with the Middle Ages and produce projects that will be collected in a database and shared with the Stanford community. The core courses are offered on a regular basis by faculty across the University.

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<th>Course</th>
<th>Title</th>
<th>Units</th>
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<tr>
<td>DLCL 121</td>
<td>Performing the Middle Ages</td>
<td>3-5</td>
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<tr>
<td>DLCL 122</td>
<td>The Digital Middle Ages</td>
<td>3-5</td>
</tr>
<tr>
<td>DLCL 123</td>
<td>Medieval Journeys: Introduction through the Art and 3-5 Architecture</td>
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Electives may be selected from a large number of offerings in a variety of disciplines according to student interests, but they must follow a coherent course of study. This course of study must be approved by the faculty director. Up to 5 units may be taken in a medieval language, such as (but not limited to) Old English, Old Norse, Medieval Latin, Old French, Middle High German, Classical Arabic. No transfer credit may be used toward the Medieval Studies minor. Appropriate courses offered through BOSP may count toward the minor.

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 Medieval Studies through Axess.

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:

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 Translation Studies**

**Minor Adviser:** 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 students 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.

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 (csantana@stanford.edu).

Students must take a minimum of 26 units for a letter grade, in fulfillment of the following requirements:

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<tr>
<td>20</td>
<td>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.</td>
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**Minor in Other Departments**

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

**Minor Adviser:** Khalid Obeid (koyoabeid@stanford.edu)

The Language Center offers a "Minor in Middle Eastern Languages, Literatures, and Cultures". See the Language Center's "Minors" (http://exploredegrees.stanford.edu/archive/2014-15/schoolofhumanitiesandsciences/languagecenter#minorsexternallink) "tab for the full requirements; go to the menu in the right hand column and click on the link to the "Minor in Middle Eastern Languages, Literatures, and Cultures". The undergraduate minor in Middle Eastern Languages, Literatures, and Cultures has been designed to give students majoring in other departments an opportunity to gain a substantial introduction to Middle Eastern and African languages, and to the cultures and civilizations of the Middle East and Africa.

**Ph.D. Minor in Humanities**

**Faculty Director:** Lisa Surwillo

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) and one-page statement of intent before attaining TGR status. Students must request a meeting with the faculty director every Spring Quarter to review progress to degree.

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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<td>3</td>
<td>Humanities Education in the Changing University (if DLCL 320 is not offered, students can take DLCL 220 for 3 consecutive quarters (autumn/ winter/ spring) totaling 3 units)</td>
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<td>6</td>
<td>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 adviser) 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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Complete three of the five core seminars

| DLCL 320 | Humanities Education in the Changing University |
| DLCL 321 | Classical Seminar: Rethinking Classics |
| DLCL 322 | Medieval Seminar |
| DLCL 323 | Early Modern Seminar |
| DLCL 324 | The Enlightenment |
| DLCL 325 | Modern Seminar (for AY 14-15 COMPLIT 321A satisfies for DLCL 325) |

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.

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 (MOP) 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 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

DLCL Senior Lecturer: Cintia Santana

Courses

DLCL 1. History and Theory of Novel Group. 1 Unit
This reading group, organized by the Undergraduate Initiative of the Center for the Study of the Novel (CSN), is intended for undergraduates interested in the study of the novel. The group will meet four times in the Spring Quarter, to discuss works by major theorists of the novel, including Lukács, de Man, Seidman, and others. Discussions will be led by CSN's graduate coordinators, Elena Dancu (DLCL) and Mark Taylor (English). All readings will be available on CourseWork.
Same as: ENGLISH 1

DLCL 101. Translation Matters: Applications in the 21st Century. 1 Unit
For students interested in translation, interpreting, and translation studies.
The course will highlight guest speakers who apply translation in a variety of professional contexts (e.g. medical, legal, literary, religious contexts, localization, machine-translation).
Same as: GERMAN 105

DLCL 105. Going Medieval: Introduction to Freiburg, Germany, and its Surrounding Region. 1 Unit
This course offers an introduction to materials that are pertinent to the BOSP summer seminar "Going Medieval" offered in summer 2015. It is a required course for participants of the seminar.
Same as: ILAC 111Q

DLCL 111Q. Spanish-English Literary Translation Workshop. 3 Units
This course introduces students to the theoretical knowledge and practical skills necessary to translate literary texts from Spanish to English and English to Spanish. Topics may include comparative syntaxes, morphologies, and semantic systems; register and tone; audience; the role of translation in the development of languages and cultures; and ideological and socio-cultural forces that shape translations. Students will workshop and revise an original translation project throughout the quarter.
Same as: ILAC 111Q

DLCL 121. Performing the Middle Ages. 3-5 Units
Through an analysis of medieval love, satirical and Crusade lyrics in the Old Occitan, Old French, and Galician-Portuguese traditions, we will study deictic address, corporeal subjectivity, the female voice, love debates, and the body as a figure of political conflict. Special attention will be given to the transmission of vernacular song from live performance to live performance to manuscripts. Authors include Ovid, Bernart de Ventadorn, Bertran de Born, La Comtesse de Dia, Thibaut de Champagne, Dante, and Pound. Taught in English.
Same as: FRENCH 151
DLCL 122. The Digital Middle Ages. 3-5 Units.
How can we make historical materials, social and cultural practices and extant sites accessible in the present day? In this course, students will have the opportunity to design and create an innovative digital project based on a medieval primary source. In the first part of the course, we will familiarize ourselves with medieval European cultural history, focusing on different kinds of sources, including historical and religious texts, narrative and music, architecture, images, objects, and textiles. Then we will examine and evaluate digital resources and approaches to medieval sources, including digital facsimiles, experiments with virtual spaces, and informational sites. In order to contemproize and vivify the medieval, an integral component of this course will be the California Missions, since they so dramatically represent a medieval modus operandi in a modern, and, for Stanford, local, world.

DLCL 123. Medieval Journeys: Introduction through the Art and Architecture. 3-5 Units.
The course explores the experience and imagination of medieval journeys through an interdisciplinary, cross-cultural, and skills-based approaches. As a foundations class, this survey of medieval culture engages in particular the art and architecture of the period. The Middle Ages is presented as a network of global economies, fueled by a desire for natural resources, access to luxury goods and holy sites. We will study a large geographical area encompassing the British Isles, Europe, the Mediterranean, Central Asia, India, and East Africa and trace the connectivity of these lands in economic, political, religious, and artistic terms from the fourth to the fourteenth century C.E. The students will have two lectures and one discussion session per week. Depending on the size of the class, it is possible that a graduate student TA will run the discussion session. Our goal is to give a skills-oriented approach to the Middle Ages and to engage students in creative projects that will satisfy 1. Ways-Creative Expression requirement as well as one of the following two: Ways-Analytical Interpretive or Ways-Engaging Difference. Same as: ARTHIST 105B

DLCL 152A. DLCL Film Series: Bitter Laughter. 1 Unit.
The DLCL Film Series presents films around a new topic each quarter. Screenings include an introduction and discussion. Please check the DLCL website for the current schedule of films. Undergraduates and graduate students may enroll in one unit for credit. May be repeated for credit. Same as: DLCL 354A

DLCL 189A. Honors Thesis Seminar. 4 Units.
For undergraduate majors in DLCL departments; required for honors students. Planning, researching, and writing an honors thesis. Oral presentations and peer workshops. Research and writing methodologies, and larger critical issues in literary studies.

DLCL 189B. Honors Thesis Seminar. 2-4 Units.
For undergraduate majors in DLCL departments; required for honors students. Planning, researching, and writing an honors thesis. Oral presentations and peer workshops. Research and writing methodologies, and larger critical issues in literary studies.

DLCL 189C. Honors Thesis Seminar. 2-4 Units.
For undergraduate majors in DLCL departments; required for honors students. Planning, researching, and writing an honors thesis. Oral presentations and peer workshops. Research and writing methodologies, and larger critical issues in literary studies.

DLCL 197. Designing a Digital Community: Human Rights. 2 Units.
This course will focus on helping to design, conceptualize, and populate an international human rights website. No knowledge of web design or of human rights is necessary to get started on this project. We have technical assistance available, though hopefully this course will attract students with those skills as well. Similarly, we will be learning about human rights as we build the site, explore and share resources and ideas, and reflect on the content. Preliminary site viewable at teachinghumanrights.org. Same as: COMPLIT 197

DLCL 199. Honors Thesis Oral Presentation. 1 Unit.
For undergraduate majors in DLCL departments; required for honors students. Oral presentations and peer workshops. Regular advisory meetings required.

DLCL 202. Humanities+Design. 2 Units.
How might visualization tools effect the way Humanities scholars work in the digital age? Humanities research relies increasingly on digitized source material and, consequently, on data visualization as an interface for organizing and assessing as well as analyzing information. We will explore different ways of thinking about data visually, using visualization software under development to discover themes, questions and relationships. This is an age where visual forms hold the force of persuasion, data visualization skills not only shape arguments but also help researchers engage critically with the information behind their analyses. Humanities+Design investigates the role of the humanities in the challenges of interpreting data - especially 'big data'. Each student will participate in the design of visualization tools for humanities research, learning about the design process and design theory as it applies to digital humanities research. The course is targeted to students interested in using visualization in their own work, as well as students new to data-driven research. All of our course meetings will take place in the at CESTA (Center for Spatial and Textual Analysis) on the 4th floor of Wallenberg Hall. There are no prerequisites for the class and the class is open to graduate students as well as advanced undergraduates.

DLCL 209. Paleography of Medieval and Early Modern Manuscripts. 3-5 Units.
Introductory course in the history of writing and of the book, from the late antique period until the advent of printing. Opportunity to learn to read and interpret medieval manuscripts through hands-on examination of original materials in Special Collections of Stanford Libraries as well as through digital images. Offers critical training in the reading of manuscripts for students from departments as diverse as Classics, History, Philosophy, Religious Studies, English, and the Division of Languages Cultures and Literatures. Same as: CLASSICS 215, HISTORY 309G, RELIGST 204

DLCL 220. Humanities Education. 1 Unit.
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.

DLCL 222. Philosophy and Literature. 1 Unit.
The Focal Group in Philosophy and Literature brings together scholars and students from eight departments to investigate questions in aesthetics and literary theory, philosophically-inflected literary texts, and the form of philosophical writings. Fields of interest include both continental and analytic philosophy, as well as cognitive science, political philosophy, rational choice theory, and related fields.

DLCL 223. Renaissances. 1 Unit.
The Renaissances Group brings together faculty members and students from over a dozen departments at Stanford to consider the present and future of early modern literary studies (a period spanning the fourteenth through the seventeenth centuries). Taking seriously the plural form of the group's name, we seek to explore the early modern period from a wide range of disciplinary, cultural, linguistic, and geographical perspectives. Topic for 2012-14: "Nodes, Networks, Names."

DLCL 224. Workshop in Poetics. 1 Unit.
The Workshop in Poetics is concerned with the theoretical and practical dimensions of the reading and criticism of poetry. During the three years of its existence, the Workshop has become a central venue at Stanford enabling participants to share their individual projects in a general conversation outside of disciplinary and national confines. The two dimensions that the workshop sees as urgent are: poetics in its specificity as an arena for theory and interpretive practice, and historical poetics as a particular set of challenges for the reader and scholar.
DLCL 225. Digital Humanities. 1 Unit.
The Digital Humanities Focal Group (DHFG) will promote 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 will promote digital research on underrepresented literatures and cultures to counteract the English-language dominance of much work in the field.

DLCL 228. Introduction to Digital Humanities: Concepts, Technologies, Tools. 1-3 Unit.
In this course, we will explore the perspectives of scholars who have thought about what "digital humanities" means and the technologies and tools that are shaping new kinds of research, scholarship, and publishing. Topics will include history of the digital humanities, textual studies, electronic literature, computational and new media, and emerging work around text, image, and new media curation and visualization. This seminar is ideal for anyone interested in digital methods and digital in the humanities, teaching with new digital methods, or to learn about all the digital humanities projects at Stanford. This course is organized as a mix of seminar and workshop and will be featuring a new platform called "Lacuna Stories," designed for Stanford students, that presents multiple platforms, media, and texts to digitally engage with narratives surrounding 9/11; active engagement by all participants is expected. Students may contribute to the field with a creative final project that they develop over the course of the quarter if they select the 3-unit option.
Same as: COMPLIT 228D, COMPLIT 338D

DLCL 265. Histories and Futures of Humanistic Education: Culture and Crisis, Books and MOOCs. 5 Units.
Features of online education as they relate to the humanities and notions of engaged critical learning. Collaborative course, working in tandem with Professor Cathy Davidson's Duke course, The History and Future of High Education, using live chats, Google documents, and other forums to interact with students at Duke and other universities nationally. Each campus uses a syllabus linked to each instructor's angle into this general subject, but many readings and exercises in common. Seeing this as a critical moment in education, to connect this topic to its historical, cultural, political, and ethical implications. The Stanford course looks at early discussions about education and culture (Arnold's Culture and Anarchy) and then works through a key moment in the mid-20th century whose premises still have influence: the Two Cultures (humanities, sciences) debate. Radical responses to educational reform in France and the US in the late 60s, and the changing state of funding, value, and cultural critique in the late 20th and early 21st centuries. The idea of education as a personal, collective, and intellectual endeavor which is shaped by and shapes societies. Focus on the idea of the public good and the relation between education and a democratic society.
Same as: COMPLIT 265, EDUC 217X

DLCL 293. Literary Translation. 3-5 Units.
An overview of translation theories and practices over time. The aesthetic, ethical, and political questions raised by the act and art of translation and how these pertain to the translator's tasks. Discussion of particular translation challenges and the decision processes taken to address these issues. Coursework includes assigned theoretical readings, comparative translations, and the undertaking of an individual translation project.

DLCL 299. DLCL CS+ CAPSTONE. 2 Units.
Only DLCL/CS+ joint majors may enroll in this course.

DLCL 300. Medieval Methodologies. 3 Units.
An introduction to the essential tool-kit for medievalists, this course will give all medievalists a great head start in knowing how to access and interpret major works and topics in the field. Stanford's medieval faculty will explain the key sources and methods in the major disciplines from History to Religion, French to Arabic, English to Chinese, and Art History to German and Music. In so doing, students will be introduced to the breadth and interdisciplinary potential of Medieval Studies. A workshop devoted to Digital Technologies and Codicology/Palaeography will offer elementary training in these fundamental skills.
Same as: MUSIC 300C

DLCL 301. The Learning and Teaching of Second Languages. 3 Units.
Prepares DLCL graduate students to teach first- and second-year foreign languages. Participants learn about second-language acquisition research and participate in the initial stages of Oral Proficiency Interview (OPI) training.

DLCL 302. The Learning and Teaching of Second-Language Literatures. 1-3 Unit.
Focuses on the research on advanced level reading and writing in second language contexts with a special focus on upper-level cultural texts. Discussion of second language writing and reading assessment including a writing familiarization workshop. Participants will focus on their cognizant language and literature for the completion of their assignments.
Prerequisite: DLCL 301.

DLCL 303. Language Program Management. 1-3 Unit.
Administrative Internship in Language Program Management. Experiences can include, but are not limited to, 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).

DLCL 311. Professional Workshop. 1-2 Unit.
Meets regularly throughout the year to discuss issues in the professional study of literature. Topics include the academic job market and the challenges of research and teaching at different types of institutions. Supervised by the graduate affairs committee of the DLCL. May be repeated for credit.

DLCL 320. Humanities Education in the Changing University. 3 Units.
Advanced study in the humanities faces changes within fields, the university and the wider culture. Considers the debate over the status of the humanities with regard to historical genealogies and current innovations. Particular attention on changes in doctoral education. Topics include: origins of the research university; disciplines and specialization; liberal education in conflict with professionalization; literature and literacy education; interdisciplinarity as a challenge to departments; education policy; digital humanities; accountability in education, assessment and student-centered pedagogies.
Same as: COMPLIT 275, GERMAN 250

DLCL 321. Classical Seminar: Rethinking Classics. 4-5 Units.
Literary and philosophical texts from Antiquity (including Homer, the Greek tragedians, Plato, Aristotle, Virgil, and Augustine). In each case, we will examine the cultural contexts in which each text was composed (e.g. political regimes and ideologies; attitudes towards gender and sexuality; hierarchies of class and status; discourses on "barbarians" and resident aliens). We will study various theoretical approaches to these books in an effort to "rethink" these texts in the 21st century.
Same as: CLASSICS 244
DLCL 322. Medieval Seminar. 3-5 Units.
The cultural, literary, and artistic evolution of the Middle Ages. The barbarian invasions and the Germanic ethos, the Celtic heritage, and the monastic tradition. Romanesque art and architecture, pilgrimages, and the Crusades. Gothic aesthetics, chivalry, and courtly love, scholasticism, and the rise of universities. The late Middle Ages, humanism, and the threshold of the Renaissance. Texts include: Beowulf, Mabinogion, Song of Roland, Chretien de Troyes' Lancelot and Yvain, Dante's Divine Comedy, Boccaccio's Decameron, and Chaucer's Canterbury Tales. 3-5 units.

DLCL 323. Early Modern Seminar. 3-5 Units.
Explores some of the key texts of European early modernity and the critical paradigms according to which the idea of the “Renaissance” has been formed, analyzed, and questioned since the 19th century. Will aim to provide a broad introduction to Early Modern studies from the point of view of the Italian Renaissance and its reception in different European contexts. Taught in English.
Same as: ITALIAN 220

DLCL 324. The Enlightenment. 3-5 Units.
The Enlightenment as a philosophical, literary, and political movement. Themes include the nature and limits of philosophy, the grounds for critical intellectual engagement, the institution of society and the public, and freedom, equality and human progress. Authors include Voltaire, Montesquieu, Rousseau, Hume, Diderot, and Condorcet.
Same as: HISTORY 234, HISTORY 334, HISTORY 432A, HUMNTIES 324

DLCL 325. Modern Seminar. 3-5 Units.
The postmodern condition as post-WWII rupture in Western tradition; moral, political, cultural, and aesthetic dimensions. Sources include literature, philosophy, essays, films, and painting. Authors and artists include: Primo Levi, Hannah Arendt, Alain Resnais, Samuel Beckett, Georges Bataille, Michel Foucault, Theodor Adorno, David Riesman, Georges Perec, Juliet Mitchell, and Francis Bacon.

DLCL 354A. DLCL Film Series: Bitter Laughter. 1 Unit.
The DLCL Film Series presents films around a new topic each quarter. Screenings include an introduction and discussion. Please check the DLCL website for the current schedule of films. Undergraduates and graduate students may enroll in one unit for credit. May be repeated for credit.
Same as: DLCL 152A

DLCL 369. Introduction to Graduate Studies: Criticism as Profession. 3 Units.
A history of literary theory for entering graduate students in national literature departments and comparative literature.
Same as: COMPLIT 369, FRENCH 369, GERMAN 369, ITALIAN 369

DLCL 396. Humanities+Design: Visualizing the Grand Tour. 4-5 Units.
Study of the eighteenth-century Grand Tour of Italy through visualization tools of the digital age. Critical readings in both visual epistemology and current Grand Tour studies; interrogating the relationship between quantitative and qualitative approaches in digital humanities; what new insights in eighteenth-century British travel to Italy does data visualization offer us? Students will transform traditional texts and documents into digital datasets, developing individual data analysis projects using text mining, data capture and visualization techniques.
Same as: CLASSICS 396, HISTORY 336E