

# COMPARATIVE LITERATURE

Courses offered by the Department of Comparative Literature are listed under the subject code COMPLIT on the Stanford Bulletin's ExploreCourses web site.

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 department is a part of the Division of Literatures, Cultures, and Languages (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/divisionofliteraturesculturesandlanguages>).

The field of Comparative Literature provides students the opportunity to study imaginative literature in a wide array of contexts: historical, formal, theoretical, and more. While other literary disciplines focus on works of literature within national or linguistic traditions, Comparative Literature draws on 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 fictional narratives, performance, and poetry as well as cinema, music, and emerging aesthetic media.

Along with the traditional models of comparative literature that compare two or more national literary cultures and examine literary phenomena in light of literary theory, the department encourages study of the relationship between literature and philosophy and the enrichment of literary study with other disciplinary methodologies. Comparative Literature also embraces the study of aspects of literature that overgo 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 develop students' verbal and written communication skills, their ability to read analytically and critically, and their global knowledge of literary cultures and the specific properties of literary texts. The program provides students with the opportunity to study imaginative literature with several methods and a consciousness of methodology.

A Comparative Literature major prepares a student as a reader and interpreter of literature through sophisticated examination of texts and the development of a critical vocabulary with which to discuss them. Along with providing core courses that introduce students to major literary phenomena in a comparative frame, the program of study accommodates the interests of students in areas such as specific regions, historical periods, and interdisciplinary connections between literature and other fields such as philosophy, music, the visual arts, gender and queer theory, and race and ethnicity. Attention to verbal expression and interpretive argument serves students who will proceed into careers requiring strong language and communication skills and 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, every student, especially those planning to pursue graduate study in Comparative Literature, is strongly 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

Upon declaring the major, each student is assigned an adviser by the Chair of Undergraduate Studies. Students should consult with their advisers at least once a quarter. While the Chair monitors progress to completion of the degree, the adviser oversees the student's general intellectual development and offers advice about courses and projects. 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 study 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 explore fundamental issues in its genre.

		Units
COMPLIT 121	Poems, Poetry, Worlds	5
COMPLIT 122	Literature as Performance	5
COMPLIT 123	The Novel and the World	5

3. **COMPLIT 199.** 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. 15 of the 40 units must be COMPLIT courses. The remaining courses should form a coherent intellectual focus requiring approval from the Chair 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 Axxess 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 adviser, the Chair of Undergraduate Studies of Comparative Literature, and the Chair of Undergraduate Studies of the program. See the Philosophy + Literature @ Stanford (<https://philit.stanford.edu/programs/philosophyandliterature.html>) 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:

		Units
COMPLIT 101	What Is Comparative Literature?	5
COMPLIT 121	Poems, Poetry, Worlds	5
COMPLIT 122	Literature as Performance	5
COMPLIT 123	The Novel and the World	5
COMPLIT 199	Senior Seminar	5

The remaining two courses must be instructed by Comparative Literature faculty and approved by the Chair of Undergraduate Studies. Up to five units of SLE may be counted in lieu of one of these two courses.

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 course.
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. Up to five units of SLE may be counted in lieu of one of these two courses.
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 may be found on Philosophy and Literature (<http://philit.stanford.edu/programs/relevance.html>) web site.
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, 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:

		Units
ENGLISH 163D	Shakespeare: The Ethical Challenge	3-5
FRENCH/ITALIAN 286	Poetry and Philosophy	3-5
PHIL 194Z	Capstone: Misanthropy and Literature	4
COMPLIT 253	Hannah Arendt: Facing Totalitarianism	3-5

1. **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.

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

Students majoring in any DLCL department (i.e., Comparative Literature, French and Italian, German Studies, Iberian and Latin American Cultures, and Slavic Languages and Literatures) who have an overall grade point average (GPA) of 3.3 or above and who maintain a 3.5 (GPA) in their 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 theses 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 to 90 pages not including bibliography and notes. Consult the DLCL Honors Handbook for more details on declaring and completing the thesis.

Honors students are encouraged to participate in the DLCL program hosted by Bing Honors College. This DLCL Honors College is designed to help students develop their projects and is offered at the end of the summer. Applications must be submitted through the Bing program. For more information, view the Bing Honors (<https://undergrad.stanford.edu/programs/bhc/about-bing-honors-college>) web site.

**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 15, 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 under guidance of primary adviser. The letter grade will determine if an honor 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 services officer no later than 5:00 p.m. on May 15 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.

The honors thesis in the DLCL embodies Stanford's excellence in course work and research. It is simultaneously one element of the student's intellectual legacy and part of the University's official history. The faculty considers the honors thesis to be far more than a final paper; rather, it is the product of solid research that contributes to conversations taking place within a larger scholarly community and representative of the intellectual vitality of the discipline. For all of these reasons, DLCL honors theses will be visible to future scholars researching similar questions through full online access through the Stanford Digital Repository (<https://library.stanford.edu/research/stanford-digital-repository>) (SDR) and may be used as course materials for future Stanford honors preparatory courses. For similar purposes, a printed copy may also be kept in DLCL spaces. The DLCL has adopted an opt-out practice. Students who wish to limit the availability or formats in which the thesis may be shared may do so by filling out the appropriate form with the DLCL student affairs officer.

## Joint Major Program: Comparative Literature and Computer Science

The joint major program (JMP), authorized by the Academic Senate for a pilot period of six years beginning in 2014-15, permits students to major in both Computer Science and one of ten Humanities majors. See the "Joint Major Program (<http://exploreddegrees.stanford.edu/undergraduatedegreesandprograms/#jointmajortext>)" section of

this bulletin for a description of University requirements for the JMP. See also the Undergraduate Advising and Research JMP (<https://majors.stanford.edu/more-ways-explore/joint-majors-csx>) web site and its associated FAQs..

Students completing the JMP receive a B.A.S. (Bachelor of Arts and Science).

Because the JMP is new and experimental, changes to procedures may occur; students are advised to check the relevant section of the bulletin periodically.

## Comparative Literature Major Requirements in the Joint Major Program

See the "Computer Science Joint Major Program (<http://exploreddegrees.stanford.edu/schoolofengineering/computerscience/#jointmajorprogramtext>)" section of this bulletin for details on Computer Science requirements.

### 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 of 'C' 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 explore fundamental issues in its genre.

		Units
COMPLIT 121	Poems, Poetry, Worlds	5
COMPLIT 122	Literature as Performance	5
COMPLIT 123	The Novel and the World	5

3. COMPLIT 199 Senior Seminar: 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. *Capstone Project:* Senior year, the student enrolls in a 2-unit independent study DLCL 299 with a DLCL faculty member. In order to have it approved as their capstone Comparative Literature and Computer Science project, the student must submit a prospectus for the project to the Chair of Undergraduate Studies in Comparative Literature by May 15 of their junior year or no later than October 1 of their senior year. The faculty member advising this project must approve the prospectus.

5. *Electives:* Majors must complete at least 28 units of electives. 15 of the 28 units must be COMPLIT courses. The remaining courses should form a coherent intellectual focus requiring approval from the Chair 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.

### Declaring a Joint Major Program

To declare the joint major, students must first declare each major through Axess, and then submit the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program. (<https://stanford.box.com/change-UG-program>) The Major-Minor and Multiple Major Course

Approval Form (<https://stanford.box.com/MajMin-MultMaj>) is required for graduation for students with a joint major.

## Dropping a Joint Major Program

To drop the joint major, students must submit the Declaration or Change of Undergraduate Major, Minor, Honors, or Degree Program (<https://stanford.box.com/change-UG-program>). Students may also consult the Student Services Center (<http://studentservicescenter.stanford.edu>) with questions concerning dropping the joint major.

## Transcript and Diploma

Students completing a joint major graduate with a B.A.S. degree. The two majors are identified on one diploma separated by a hyphen. There will be a notation indicating that the student has completed a "Joint Major." The two majors are identified on the transcript with a notation indicating that the student has completed a "Joint Major."

## Minor in Comparative Literature

The undergraduate minor in Comparative Literature represents a condensed (22-unit minimum) version of the major. It is designed for students who are unable to pursue the major but nonetheless seek an opportunity to gain a deeper understanding of literature. Plans for the minor should be discussed with the Chair of Undergraduate Studies. All courses must be taken for a letter grade. Up to 5 units of SLE or Independent Study may count towards one of the four additional Comparative Literature courses with approval from the Chair of Undergraduate Studies. Requirements for the minor in Comparative Literature include:

		Units
COMPLIT 101	What Is Comparative Literature?	5
Select one of the following:		5
COMPLIT 121	Poems, Poetry, Worlds	
COMPLIT 122	Literature as Performance	
COMPLIT 123	The Novel and the World	
At least four other Comparative Literature courses.		12-20

## 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://exploreddegrees.stanford.edu/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://exploreddegrees.stanford.edu/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 national 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 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 Director 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 that attempts to integrate financial support and completion of residence requirements with their training as prospective university teachers. Assuming satisfactory academic progress, fellowship support as a Ph.D. student is for 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 examination 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 her or him for work in our program. If there are any gaps in the applicant's preparation, a plan to address those gaps should be discussed.
4. The applicant's reasons for wishing to study in the department.
5. The results of the general section of the Graduate Record Examination. These results should be 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 from faculty members in at least two of the literatures in which the student proposes to work, if possible.
8. A writing sample that the candidate considers to represent his or her best work, preferably demonstrating a comparative analysis.

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

## Degree Requirements

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 bachelor's degree. The student must take 135 units of graduate work and submit the doctoral dissertation. At least three consecutive quarters of course work must be taken at Stanford.

## Languages

Students must present 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. Two languages are certified by graduate-level course work specified below. Only the third language may be certified by examination. 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 in the same language (such as Spanish and Spanish 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

Whatever their sources of financial support, students are normally expected to undertake a total of five quarters of supervised apprenticeships and teaching at half time. Students must complete those pedagogy courses required by the departments in which they teach.

### Minimum Course Requirements

Students are advised that the range and depth of preparation necessary to support superior 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.

#### 1. Preparatory Courses

		Units
COMPLIT 369	Introduction to the Profession of Literary Studies	1-2
DLCL 301	The Learning and Teaching of Second Languages	3

These courses are designed to acculturate first-year students into the intellectual, professional, and pedagogical modes of the discipline. Students who do not intend to teach language at Stanford or after should consult the Chair of Graduate Studies about whether to take DLCL 301 or replace it with another course on pedagogy

2. A sufficient number of courses (six or more) in the student's primary field to ensure knowledge of the basic works in one national literature from its beginnings to 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; no undergraduate courses may be counted toward the required 135 credits. Courses should be taken for letter grades when the option is available.

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 that may include a written warning, academic probation, and/or the possible release from the program.

### Examinations

Three examinations are required. The first two are one hour in duration, the third two hours.

1. *First One-Hour Examination.* The genre examination is administered toward the end of the first year. It is 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, and the theoretical problems involved in the chosen genre and in the matter of genre in general. Students must focus on poetry, drama, or narrative (including the novel), combining core recommendations from the department with selections from their own areas of concentration. Any student who does not pass the exam has the opportunity to retake it before the end of the same spring quarter. Students who do not pass this exam a second time may be dismissed from the program.
2. *Second One-Hour Examination.* The theory exam is administered in the autumn quarter of the second year. It is intended to demonstrate the student's knowledge of a particular problem in the history of literary theory and criticism or the 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. Any student who does not pass the exam has the opportunity to retake the exam the second week of the winter quarter. Students who do not pass this exam a second time may be dismissed from the program.
3. *University Oral Examination.* This examination is normally taken during the autumn quarter of the third year. It covers a literary period of about a century in three or more literatures with primary emphasis on a single national literature or, in occasional cases, two national literatures. The reading list covers chiefly the major literary works of the period.

More information about the examinations is available in the Department Graduate Handbook.

### Dissertation Reading Committee

The doctoral dissertation reading committee consists of the principal dissertation adviser and, typically, two other readers. The doctoral dissertation reading committee must have no fewer than three and no more than five members. At least one member must be from the student's major department. Normally, all committee members are members of the Stanford University Academic Council or are emeritus Academic Council members. The student's department chair may, in some cases, approve the appointment of a reader who is not a current or emeritus member of the Academic Council, if that person is particularly well qualified to consult on the dissertation topic and holds a Ph.D. or equivalent degree. Former Stanford Academic Council members and non-Academic Council members may thus, on occasion, serve on a reading committee. A non-Academic Council member (including former Academic Council members) may replace only one of three required members of dissertation reading committees. If the reading committee has four or five members, at least three members (comprising the majority) must be current or emeritus members of the Academic Council.

### Prospectus Colloquium

The prospectus for the dissertation must be prepared in close consultation with the dissertation adviser during the months preceding the colloquium. It should offer a synthetic overview of the dissertation, describe its methodology and the project's relation to past scholarship on the topic, and lay out a complete plan of the chapters.

The prospectus colloquium normally takes place during the quarter after the University oral examination. It is the student's responsibility to set the date and time of the colloquium in consultation with the members of the dissertation reading committee and the department administrator.

If the outcome is favorable by majority vote of the committee, 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 the prospectus and hold a second colloquium.

### **Qualifying Procedures Candidacy**

Admission to candidacy is an important decision by the department based on its overall assessment of a student's ability to complete the Ph.D. program. According to University policy, students are expected to follow department qualifying procedures and apply for candidacy by the end of the second year in residence. In reviewing a student for admission to candidacy, the faculty considers a student's academic progress including but not limited to: advanced language proficiency, course work, performance on the qualifying (i.e. genre and theory) examinations, and successful completion of teaching and research assistantships. A student must also have completed at least 3 units of work with each of four Stanford faculty members before consideration for candidacy. Beyond the successful completion of department prerequisites, admission to candidacy depends on the faculty's evaluation of whether student has the potential to fulfill the requirements of the degree program. Candidacy is determined by faculty vote. Failure to advance to candidacy results in the dismissal of the student from the doctoral program. Candidacy is valid for five years and students are required to maintain active candidacy through conferral of the doctoral degree. All requirements for the degree must be completed before candidacy expires. The department conducts regular reviews of each student's academic performance, both before and after admission to candidacy. Failure to make satisfactory progress to degree may result in dismissal from the doctoral program. Additional information about University candidacy policy is available in the Bulletin (<http://exploreddegrees.stanford.edu/graduatedegrees/#doctoraltext-candidacy>) and GAP (<http://gap.stanford.edu/4-6.html>).

### **Yearly Review**

The faculty provides students with timely and constructive feedback on their progress toward the Ph.D. Yearly reviews make a general assessment and identify developing problems that could impede progress. Possible outcomes of the yearly review include (1) continuation of the student in good standing, or (2) placing the student on probation, with specific guidelines for the period on probation and the steps to be taken in order to be returned to good standing. For students on probation at this point (or at any other subsequent points), possible outcomes of a review include: (1) restoration to good standing; (2) continued probation, again with guidelines for necessary remedial steps; or (3) termination from the program. Students leaving the program at the end of the first or second year are usually permitted to complete the requirements to receive an M.A. degree, if this does not involve additional residency or financial support.

## **Ph.D. Minor in Comparative Literature**

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

1. A knowledge of at least two non-native 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.

## **Graduate Advising Expectations**

The Department of Comparative Literature is committed to providing academic advising in support of graduate student scholarly and professional development. When most effective, this advising relationship entails collaborative and sustained engagement by both the adviser and the advisee. As a best practice, advising expectations should be periodically discussed and reviewed to ensure mutual understanding. Both the adviser and the advisee are expected to maintain professionalism and integrity.

Faculty advisers guide students in key areas such as selecting courses, designing and conducting research, developing of teaching pedagogy, navigating policies and degree requirements, and exploring academic opportunities and professional pathways.

Graduate students are active contributors to the advising relationship, proactively seeking academic and professional guidance and taking responsibility for informing themselves of policies and degree requirements for their graduate program.

For a statement of University policy on graduate advising, see the "Graduate Advising (<http://exploreddegrees.stanford.edu/graduatedegrees/#advisingandcredentialstext>)" section of this bulletin.

## **Faculty in Comparative Literature**

*Emeriti:* (Professors) John Freccero, Hans U. Gumbrecht, Herbert Lindenberger, Elisabeth Mudimbe-Boyi, Mary Pratt

*Director:* Roland Greene

*Chair of Graduate Admissions:* Roland Greene

*Chair of Graduate Studies:* Joan Ramon Resina

*Chair of Undergraduate Studies:* Alexander Key

*Professors:* John Bender (also English) (on leave Autumn), Russell Berman (also German Studies), Margaret Cohen (also English), Adrian Daub (also German Studies), Amir Eshel (also German Studies), Roland Greene (also English), Joshua Landy (also French and Italian) (on leave Spring), Haiyan Lee (also East Asian Languages and Cultures), David Palumbo-Liu, Patricia Parker (also English) (on leave Winter), Joan Ramon Resina (also Iberian and Latin American Cultures), José David Saldívar, Ramón Saldívar (also English), Ban Wang (also East Asian Languages and Cultures)

*Associate Professors:* Vincent Barletta (also Iberian and Latin American Cultures), Monika Greenleaf (also Slavic Languages and Literatures), Indra Levy (also East Asian Languages and Cultures)

*Assistant Professors:* Marie Huber, Alexander Key

*Senior Lecturer:* Vered K. Shemtov

*Lecturers:* Petra Dierkes-Thrun, Burcu Karahan, Christine Lee (Winter)

*Courtesy Professor:* Nancy Ruttenburg