

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 ExploreCourses web site (<https://explorecourses.stanford.edu/search?view=catalog&catalog=&page=0&q=DLCL&filter-catalognumber-DLCL=on>).

The Division of Literatures, Cultures, and Languages consists of five academic departments (Comparative Literature (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/comparativeliterature>), French and Italian (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/frenchanditalian>), German Studies (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/germanstudies>), Iberian and Latin American Cultures (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/iberianandlatinamericancultures>), and Slavic Languages and Literatures (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/slaviclanguagesandliteratures>), eight focal groups (Collaborative Teaching Project, Humanities Education, Materia, PATH+ (Persian, Arabic, Turkish, Hebrew), Philosophy and Literature, Renaissances, The Contemporary and Workshop in Poetics) as well as the Language Center (<http://exploreddegrees.stanford.edu/schoolofhumanitiesandsciences/languagecenter>), 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 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 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. 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.

Collaborative Teaching Project

Chair: Laura Wittman (French and Italian)

The Collaborative Teaching Project (CTP) has supported Stanford faculty and graduate students by offering a series of team-taught courses in the humanities, with the goal of preparing graduate students for careers as liberal arts educators. CTP thus facilitates and funds collaborations between one faculty member and 1-2 graduate students in order to co-teach a course. The graduate students and their faculty mentor work together on as many aspects of the course as possible, including syllabus, gathering and choosing materials, preparing assignments, lectures, presentations, class activities, and other in-class events, grading and feedback, evaluation of the course itself, and so on.

Humanities Education

Chair: Russell 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), David Lummus (French and Italian), Orrin Robinson (German Studies), Gabriella Safran (Slavic Languages and Literatures), Kathryn Starkey (German Studies), Mitchell Stevens (School of Education), 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.

Materia

Chair: Héctor Hoyos (Iberian and Latin American Cultures)

MATERIA is a new discursive space on campus for sustained intellectual exchange on a central tendency in contemporary criticism: the decentering of humans as "our object of study." We are an inclusive, interdisciplinary group that finds in the notion of post-anthropocentrism an umbrella for some of the most interesting debates of recent years. These span not only post-humanism and new materialism, but also animal and object studies.

Persian, Arabic, Turkish, and Hebrew Languages, Literatures, and Cultures (PATH+)

Chair: Alexander Key (Comparative Literature)

Web Site: <https://dlcl.stanford.edu/content/persian-arabic-turkish-hebrew>

PATH+ is a DLCL focal group that is considering the future of Persian, Arabic, Turkish, and Hebrew languages, literatures, and cultures in the DLCL. The PATH+ conversation includes scholars, artists, and intellectuals working in and around these languages, literatures, and cultures from across Stanford and from peer institutions internationally.

Philosophy and Literature

Chairs: R. Lanier Anderson (Philosophy), Joshua Landy (French and Italian)

Faculty Members: Keith Baker (History), John Bender (Comparative Literature, English), Russell Berman (Comparative Literature, German Studies), Alexis Burgess (Philosophy), Martón Dornbach (German Studies), Jean-Pierre Dupuy (French and Italian), Amir Eshel (Comparative Literature, German Studies), Gregory Freidin (Slavic Languages and Literatures), Robert Harrison (French and Italian), David Hills (Philosophy), Héctor Hoyos (Iberian and Latin American Cultures), Michelle Karnes (English), Alexander Key (Comparative Literature), Sianne Ngai (English), Marília Librandi Rocha (Iberian and Latin American Cultures), Joan Ramon Resina (Iberian and Latin American Cultures, Comparative Literature), Nariman Skakov (Slavic Languages and Literatures), Blakey Vermeule (English), Laura Wittman (French and Italian), Lee Yearley (Religious Studies)

Web Site: <http://dlcl.stanford.edu/groups/humanities-education-0>

The Focal Group on Philosophy and Literature brings together faculty and students from nine 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. The group offers undergraduate tracks within eight majors, a graduate workshop, and a lecture series.

Renaissances

Chair: Roland Greene (Comparative Literature, English)

Faculty Members: Cécile Alduy (French and Italian), Shahzad Bashir (Religious Studies), Paula Findlen (History), Tamar Herzog (History), Nicholas Jenkins (English), Alexander Key (Comparative Literature), David Lummus (French and Italian), Bissera Pentcheva (Art and Art History), Morten Steen Hansen (Art and Art History).

Web Site: <http://dlcl.stanford.edu/groups/renaissances>

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.

The Contemporary

Chair: Amir Eshel (Comparative Literature, German Studies)

Web Site: <https://dlcl.stanford.edu/content/contemporary>

The Contemporary focal group examines “the contemporary” with a focus on defining moments such as 1945, 1973, 1989, and 2001. Building upon a 3 year body of work as a DLCL research group, The Contemporary focal group has particularly focused on U.S., European, and Middle Eastern cultural and political forces that characterize our “contemporary.” The group employs a comparative and interdisciplinary approach to the hybrid term “contemporary” as it intersects various fields and serves as a heuristic device to understand phenomena in politics, culture, and the arts.

Workshop in Poetics

Chairs: Roland Greene (Comparative Literature, English), Nicholas Jenkins (English)

Faculty Members: Marisa Galvez (French and Italian), Alexander Key (Comparative Literature), David Lummus (French and Italian)

Web Site: <http://dlcl.stanford.edu/workshop-poetics-0+>

The Workshop in Poetics Focal Group is concerned with the theoretical and practical dimensions of the reading and criticism of poetry. During the five 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 confinements. The two dimensions that the workshop sees as urgent are:

- poetics in its specificity as an arena for theory and interpretive practice.
- historical poetics as a particular set of challenges for the reader and scholar.

The core mission is to offer Stanford graduate students a space to develop and critique their current projects.

Minor in Medieval Studies

Faculty Director: Marisa Galvez

The Division of Literatures, Cultures, and Languages offers an undergraduate minor in Medieval Studies. The minor in Medieval Studies:

- provides Stanford students with the historical knowledge and framework 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 cross-disciplinary and skill-based approach to Medieval Studies.

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

Students complete at least one core course for 5 units and 5 additional courses of 3 units or more for a total of 25 units. The courses are relevant to the major in departments across the University including, but not restricted to, English, East Asian Studies, History, Religious Studies, Music, and DLCL courses (Comparative Literature, German, French, Italian, Iberian and Latin American Cultures, and Slavic Languages and Literatures), and Classics.

One of the following three introductory core courses is required to be taken for 5 units. The core courses are offered on a regular basis by faculty across the University.

		Units
FRENCH 166	Food, Text, Music: A Multidisciplinary Lab on the Art of Feasting (Counts as DLCL 121)	3-5

DLCL 122	Medieval Manuscripts, Digital Methodologies	3-5
HISTORY 115D	Europe in the Middle Ages, 300-1500 (Counts as DLCL 123)	3-5

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 this 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

Faculty Director: Dan Edelstein

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. Students declare the Minor in Modern Languages through Axess. Appropriate courses offered through BOSP may count toward this minor by emailing denisew1@stanford.edu.

Students are required to complete 6 courses taken with a letter grade. The courses must be 3 units or more in any field qualify for the minor by meeting the following requirements:

	Units
A minimum of 16 units (4 courses and 8 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 all Modern languages offered at Stanford can qualify.	16
At least two additional courses of 3 units or more, one in each modern language being studied in the minor. These courses must be taught by Academic Council members or other senior members of Stanford faculty.	6-10

It is recommended that students 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 cannot be applied 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.

Minor in Translation Studies

Faculty Director: Indra Levy

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 6 courses for 3 units or more and a minimum of 23 units for a letter grade, in fulfillment of the following requirements:

	Units
1. Prerequisite: Complete or test out of a first-year course in the language of interest.	
2. Core course: At least 4 units in a Translation Studies core course: ENGLISH/DLCL 293 or COMPLIT 142B *	4
3. Language study: At least 8 units, second year or beyond (not including conversation/oral communication) and/or relevant literature courses taught in the target language. OSP and transfer units may be considered in consultation with the minor adviser.	8
4. Literature study: At least 7 units in relevant literature courses 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, appropriate literature courses in the English department may be substituted.	7
5. Electives: At least 4 units in a creative writing course, or a course that foregrounds translation in departments such as Anthropology, any DLCL department, English, East Asian Languages and Cultures, Classics, Linguistics (e.g., LINGUIST 130A), or Computer Science (e.g., CS 124), determined in consultation with the minor adviser.	4
6. Final Project: Students must also complete a capstone project: a significant translation and/or translation studies project (e.g. 20 pages of prose, 10 poems, or similar appropriate amount to be determined in consultation with the minor adviser). This work may be carried out under the supervision of an instructor in a required course or as an independent study.	
Total Units	23

Minor in Middle Eastern Languages, Literatures, and Cultures

Faculty Director: Alexander Key

The undergraduate minor in Middle Eastern Languages, Literatures, and Cultures (MELLAC) has been designed to give students majoring in other departments an opportunity to gain a substantial introduction to Arabic, Hebrew, Persian, Middle Eastern, and African languages, and to the cultures and civilizations of the Middle East and Africa. Contact the faculty director, before declaring the minor:

- 6 courses at 3 units or more must be taken for a letter grade unless only offered for faculty-elected satisfactory/no credit. All courses must be completed with a letter grade of 'C' or better.
- Students may not overlap (double-count) courses for completing major and minor requirements
- Students declaring the minor must do so no later than the last day of Spring Quarter of their junior year.

The minor in Middle Eastern Languages, Literatures and Cultures (MELLAC) has two tracks. Their requirements are as follows.

Minor in Middle Eastern Languages, Literatures, and Cultures, Arabic Track

Requirements for the minor include:

- Completion of four ARABLANG courses at the second-year level or higher, for a total of 20 units.

- Up to 5 units of transfer credit may count towards this minor, subject to approval of the faculty director.
- One course relating to Arabic taught with English texts, generally offered in Comparative Literature (COMPLIT), for a total of 3-5 units.
- COMPLIT 252A and COMPLIT 252B (these two courses may be taken for 3 units each).
- Students must test for Proficiency in Arabic through the Language Center by Winter Quarter of their senior year.
 - Students should minimally receive a notation of intermediate-high.
 - Those requiring outside tutoring are advised to seek resources, available through the DLCL.
- All courses must be approved by the faculty director.

Minor in Middle Eastern Languages, Literatures, and Cultures, Hebrew, Persian, Turkish, or African Languages, Literatures and Cultures Track

Requirements for the minor include:

- Three language classes in Hebrew, Persian, Turkish, or an African language.
 - All three courses must be in the same language and first year or beyond.
 - 20 additional units from relevant literature and culture courses.
 - Courses are offered through the Language Center and DLCL departments.
 - One of these courses must be a (COMPLIT) Comparative Literature course.
 - Other relevant courses are listed under Jewish Studies (JEWISHST), and the Center for African Studies (AFRICAST), the Stanford Language Center and DLCL.
 - The faculty director may approve some upper-level language classes to count towards the 20 additional units.
 - All courses must be approved by the faculty director.

Ph.D. Minor in Philosophy, Literature, and the Arts

Faculty Director: Joshua Landy, French and Italian, and Comparative Literature

Director of Graduate Studies: Adrian Daub, German Studies, and Comparative Literature

Overview

The PhD minor in Philosophy, Literature, and the Arts offers rigorous, structured training for students interested in the interdisciplinary intersection of philosophy with criticism in literature and the arts.

Application and Admission

Students declare the minor after admission to candidacy and before attaining TGR status by submitting:

- an Application for Ph.D. Minor (http://studentaffairs.stanford.edu/sites/default/files/registrar/files/app_phd_minor.pdf) form
- a one-page statement of intent

Requirements for the Ph.D. Minor in Philosophy, Literature, and the Arts

All students in the Ph.D. Minor in Philosophy, Literature, and the Arts take:

1. PHIL 333/DLCL 333 Philosophy, Literature, and the Arts Core Seminar, team taught by faculty from philosophy and from a literature or arts department.
2. At least 3 units of independent work registered either under a departmental independent work number, or under DLCL 220 Humanities Education or DLCL 222 Philosophy and Literature. This work should be undertaken with a faculty adviser identified to the Faculty Director.
3. Two additional courses at the 200 level or above which are deemed by the Committee in Charge to include material of substantial special relevance to the domain of philosophy, literature, and the arts. At least one of these courses should be offered in a participating department other than the student's major department (e.g., a philosophy course for students in literature and arts departments, a literature or arts course for philosophy students).
4. All students take two graduate-level courses providing a structured program of course work in the student's minor field (such as philosophy for literature and arts students, or literary or arts criticism for philosophy students):
 - Graduate students in Philosophy take two graduate-level courses in a single literature, or in one of the arts.
 - Graduate students in literature or arts departments, including Classics, take two graduate-level courses in Philosophy, at least one of which must be in metaphysics, epistemology, or the philosophies of language, mind, or action (the PHIL 280s series and related upper-level seminars), and at least one of which must be in value theory (understood to include ethics, aesthetics, and political philosophy, the PHIL 270s series and related upper-level seminars)
 - Graduate students in other departments submit a plan of study for approval by the Faculty Director reflecting graduate-level course work that provides a background both within philosophy and within the study of literature or the arts that is substantially equivalent to that achieved by philosophy, literature, or arts students in their minor field. Students are advised that this plan of study may involve more course work than would be needed for students whose major field is in literature, arts, or philosophy departments.
5. If the six required courses do not total 20 units, students may satisfy the 20 unit requirement by taking units of DLCL 222 Philosophy and Literature or by taking additional graduate level courses of special relevance at their discretion and with the agreement of their minor adviser.

Notes:

- Students are encouraged to include a member from the minor field on the University Oral Committee or on another of the general examination committees if that is judged more appropriate by the student's departmental and minor advisers. Students in departments which deploy the University Oral as a dissertation defense are advised that a member from the student's minor field should be involved on the dissertation committee throughout the dissertation writing period.
- Currently-enrolled students (as of 8/31/17) in the old PhD Minor in the Humanities, or in its Philosophy, Literature, and the Arts subplan, have the option to continue under the current PhD Minor name or to change to the new PhD Minor name of PhD Minor in Philosophy, Literature, and the Arts. Students will be required to make this election by the end of Autumn Quarter 2017-18. New students (as of 9/1/17) would enroll in the PhD Minor name of PhD Minor in

Philosophy, Literature, and the Arts. The subplan would no longer be available for student enrollment as of 9/1/17.

- Procedures in staff supervision and human resources
- Course scheduling, budgeting, staffing, and searches
- Interface with external programs (e.g., BOSP, Bechtel, VPTL)

Certificate in Language Program Management

Faculty Director: Elizabeth Bernhardt

Division Chair: Dan Edelstein

DLCL Senior Lecturer: Cintia Santana

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.

Requirements

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