

**Department of Anthropology | Stanford University**  
**Graduate Petition Form, Language Committee**

Please complete this form to request exception funding support for language study related to the PhD degree programs in Anthropology (use one form per petition). A petition may be submitted by a student who wishes to request funding support for the following: (a) an academic program for the purpose of language study, (b) travel-related to language study, (c) a home-stay or immersion program related to language study, or (d) language study tutoring. All petitions must be reviewed and approved by the Faculty Advisor. Once approved by the Faculty Advisor, this form should be submitted to the Student Services Officer by the 15<sup>th</sup> of the first and/or second months of each quarter in autumn, winter and spring for review by the Language Committee on or by the last day of the first and/or second months of each quarter in autumn, winter and spring. Petitioners receive written notification of a decision via email after review by the Language Committee.

**STUDENT INFORMATION**

Student Name	SUID#
Email	Telephone
Faculty Advisor	Graduation Quarter/Year
PhD Degree Program and PhD Minor (if any)	Department/Program
MA Degree Program	Department/Program

**PETITION REQUEST** (Check one box)

- Request academic program for language study
- Request travel related to language study
- Request home-stay or immersion program for language study
- Request language study tutoring\*
- Request for approval, satisfy the department language requirement by petition
- Other exception (please specify):

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Please provide explanation and justification (attach sheets if needed):

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**FACULTY ADVISOR**

Name	Signature	Date
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Detail for Advisor support (to be provided by the Advisor):

Submit completed form and all supporting statements/documentation to the Student Services Officer (50-51G) via scanned email file attachment (.pdf).

**OFFICE USE ONLY:**

- Approved
- Denied

Language Committee Chair:

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### Exceptional Language Training Funds Reference

The Language Committee recommendation is for graduate students to take full advantage of the language instruction offered at Stanford University, including any help offered by the Program in Special Languages (e.g., setting up a course in an uncommonly-taught language). Graduate students should make room in their normal class schedule for such courses, and investigate the opportunities for setting up such courses well in advance of the time it takes for them to be set up. This is **standard** language training support to be included in the student's department funding support offer.

For **exceptional** language training support, the priorities are listed below. Training should be:

- (1) for an uncommonly-taught language, or, if commonly-taught, training should be at an advanced level that is not offered at Stanford;
- (2) intensive (ie all day and each weekday);
- (3) conducted over the summer, ideally in a 'home-stay' course structure;
- (4) for a duration of at least six weeks (otherwise transportation costs are excessive relative to the training accomplishment);
- (5) a formal course/program
- (6) not tutoring-based (not very effective). If sought, please explain (ie why formal training cannot be obtained). The tutor must be qualified.\*
- (7) cost-efficient (i.e., not involve moving from one site to another, expensive housing, heavy use of taxis, or other unreasonable expenses).

The department's exceptional language training support will not cover the costs associated with the portion of the summer that is not spent in language training (see above). If a student proposes to use the rest of a summer for fieldwork, the Language Committee will pay only for that portion of the summer that is language training intensive. The Committee will generally offer only half the airfare in such cases. If the student is supported over the summer by the department, that funding should be used for such other expenses. If there is no other regular departmental support, the student should apply to the Graduate Committee and elsewhere for such other funding. The student's application for exceptional language training support in such cases should carefully distinguish between the two purposed budgets.

Students who wish to do extra language training for periods longer than the summer are encouraged to apply for external funding for this purpose, and students are encouraged to take a leave of absence from Stanford for that period of time. The will not normally have funds to pay for extra quarters in a student's program, and, since full fluency is always going to be desirable in any field situation, it is difficult to imagine any field research that would not benefit from such an extension of the program time. It is common for doctoral fieldwork, especially fieldwork that involves deep and frequent conversation, to begin with a few months of language practice or acclimatization to a specific dialect that then over time develops into the degree of fluency needed. The need for this is common even when one's preparation has taken advantage of every opportunity, and should be foreseen in grant applications.

The Language Committee believes that it is increasingly common for graduate students to leave their language preparation to far later in their studies than they should, whether by deliberate choice or because of a change in field site that presupposes new language training. We encourage students to begin early with language training that follows up on their undergraduate foreign language background, to think of language preparation as critical to their field research, and to recognize that becoming fluent in a foreign language takes more than a summer or a year. Going to the field without fluency in the relevant language usually means that the research will depend on translators, and that one can hardly delve into affairs that are heavily language dependent (e.g., oral interviews that are deeply personal, religion, humor, and language itself). We encourage students to select their field site(s) based on their language preparation, and not to deviate from that for any but the gravest reasons.

\*If tutoring is confirmed as a viable alternative based on the exceptional language training support priorities listed above, please refer to the suggested guide points listed below:

- 1) Structure tutoring sessions based on a formal language class model. One way to accomplish this is to type out a list of goals, lesson ideas and topics that you hope to cover in your language study program. This can not only help your tutor determine how best to help you achieve your study goals, but also can be a good exercise for clarifying why you are undertaking special language training.
- 2) Record each lesson with the tutor. Use a small recorder and good (over-the-ear) headphones which will aid in transcription and can also be used in future fieldwork. Listening to the recordings between lessons assists one to gain greater familiarity with the language.
- 3) Find written materials in the language of study. When learning a dialect or field language, it can be more helpful to learn words and phrases from conversations or newspapers rather than memorizing vocabulary lists out of context. If written materials in the language of study are unavailable, find other popular written materials such as cartoons, fables, or children's stories in English; and, work with the language tutor to first explain and then translate the materials into the local dialect.
- 4) Engage in thematic conversations about topics of particular interest. What would you talk about with friends, classmates, or colleagues in English? Setting up the tutoring sessions to include short dialogues can help you learn how best to phrase questions and responses in the language of study, as well as to become more familiar with unexpected points of cultural interest. Ask the tutor how to form questions and address people, politely/formally, in the language you are learning. Note some basic greetings, common expressions, or simple conversational phrases.