

LANGUAGE CENTER

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 Khalil Barhoum (Arabic Languages and Literatures)
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The Stanford Language Center was created to oversee all language instruction at Stanford and is principally responsible for all first- and second-year foreign language courses taught at Stanford. The center's charge is to guarantee that Stanford language programs are of the highest quality; to develop and administer achievement and proficiency tests needed to implement the language requirement; to provide technical assistance and support to the graduate students, lecturers, and faculty who deliver Stanford's language instruction; and to take leadership in research and development efforts in language learning.

UNDERGRADUATE PROGRAM 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 the Arabic and Hebrew languages, as well as an introduction to the cultures and civilizations of the Middle East.

Students declaring a minor must do so no later than the last day of the fourth quarter before degree conferral. For example, students graduating in June (Spring Quarter) must declare the minor no later than the last day of Spring Quarter of their junior year. If a student is not able to meet this deadline, he or she may petition the Language Center director and request a revised declaration date, which may be granted at the director's discretion.

The requirements for a minor in Middle Eastern Languages, Literatures, and Cultures are:

1. Completion of six courses in either Track A, Cultural Studies, or Track B, Language Studies.
2. Courses for the minor must be taken for a letter grade unless only offered for faculty-elected satisfactory/no credit.
3. All courses must be completed with a letter grade of 'C' or better.
4. Courses may not overlap with those taken for a major course of study.
5. Courses taken which also fulfill a GER count toward fulfilling both minor and GER requirements.
6. Students pursuing Track B, Language Studies, must complete the prerequisite of Beginning Arabic or Hebrew, or demonstrate equivalent competence.

CULTURAL STUDIES TRACK

Requirements are:

1. Successful completion of the prerequisite, Beginning Arabic (or Hebrew), or a demonstrated equivalent competence.
2. Completion of three of the AME Program courses from Appendix A.
3. Completion of three courses from Appendix B.

<i>Course No. and Subject</i>	<i>Units</i>
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Appendix A:	
161. The Contemporary Arab World through Literature and Culture	4
162. Contemporary Arab Women Writers and Issues*	4
163. The Arab World through Travel Literature*	4
164. Short Stories and Poetry from the Arab World*	4
Appendix B:	
Comp. Lit. 10N. Stanford Introductory Seminar: Egyptian East/Egyptian West	3
History 18N. Stanford Introductory Seminar: Confronting Islam—The United States in the Middle East since 1967	4
History 45N. Stanford Introductory Seminar: The Qur'an in History	5
History 185. Introduction to Islamic Civilization	5
History 187C. Women in the Modern Middle East	5

History 284. Undergraduate Colloquium: History of Islam in the Classical Period	5
History 284D. Undergraduate Colloquium: Islam Today	5
History 289C. Undergraduate Colloquium: Problems in the History of Zionism and the State of Israel	5
Relig. Studies 121. People of the Book: Abraham and Joseph	4-5

* Units of course work earned from GER courses listed in the Language track and Cultural Studies track may be used to fulfill the unit requirements for the minor.

LANGUAGE TRACK

Requirements are:

1. Successful completion of the prerequisite, Beginning Arabic (or Hebrew), or a demonstrated equivalent competence.
2. Completion of one year of language study at the intermediate level (AME 121A,B,C for Arabic, or 129A,B,C for Hebrew).
3. Completion of three courses from Appendix B.

GRADUATE PROGRAM

Ph.D. MINOR IN APPLIED LINGUISTICS

The Ph.D. minor in Applied Linguistics has been designed to give students the opportunity to examine and explore language as it pertains to teaching, learning, translation, education, and language policies.

The Ph.D. minor requires the completion of no less than 30 units of un-duplicated course work. Course work must include Linguistics 201 (Foundations of Linguistic Analysis, 4 units). At least one additional Linguistics course must also be taken. Courses taken for the minor must be incremental units beyond those used to satisfy the major (with the exception of Linguistics 201 for Linguistics students). At least 20 of the 30 units must be at the 200 level or above. Students may also supplement their Applied Linguistics training with an array of courses from the departments of Cultural and Social Anthropology, Linguistics, and Spanish and Portuguese.

Overlapping applied linguistics concentrations are available in Learning, Teaching, and Translation of Second Languages; and in Educational and Policy Applications of Linguistics.

Some suggested courses relevant to each track are listed below the track description; a more complete listing of courses which are appropriate for the minor can be found on the Language Center's web site at <http://language.stanford.edu/>.

Students in either track should develop a program of study in consultation with an academic adviser and submit the proposed program of study for approval by the Applied Linguistics Steering Committee.

THE LEARNING, TEACHING, AND TRANSLATION OF SECOND LANGUAGES TRACK

This overall program concentration requires general reading in second language acquisition (SLA) and/or translation while offering students course work in the following areas:

1. Second language acquisition in instructed contexts
2. Elements of curricular design for university and college settings
3. The acquisition of second language literacy
4. The use of technology to enhance student performance
5. Linguistics and the teaching of foreign languages
6. Theoretical foundations in the translation of various languages

<i>Course No. and Subject</i>	<i>Units</i>
Ed. 248. Theory and Issues in Literacy	4
Ed. 390. Advanced Seminar in Bilingual Education	1-3
Lang. Ctr. 201. The Learning and Teaching of Second Languages	3
Lang. Ctr. 202. Workshop in Technology	4
Lang. Ctr. 203. Second Language/Second Dialect Acquisition (same as Span. 204)	3-5
Lang. Ctr. 204. Issues and Methods in the Teaching of Heritage Languages (same as Span. 300)	3-5
Lang. Ctr. 205. Educational Applications of Sociolinguistics (same as Ed. 341)	3-4
Ling. 189/289. Linguistics and the Teaching of English as a Foreign Language (same as Ed. 282)	4-5
Ling. 140/240. Language Acquisition I	4

EDUCATIONAL AND POLICY APPLICATIONS OF LINGUISTICS TRACK

This concentration is oriented toward a combination of conceptual and research foci regarding language minority populations and their educational welfare. The education of women, low-income, and language minority populations receive primary attention within this concentration.

<i>Course No. and Subject</i>	<i>Units</i>
Ed. 248. Theory and Issues in Literacy	4
Ed. 249. Theory and Issues in the Study of Bilingualism	3-4
Ed. 270. African American English in Educational Context	3-4
Ed. 277X. Education of Immigrants in Cities	4
Ed. 289X. Introduction to Linguistics for Educational Research (same as Ling. 290)	4
Ed. 297X. Research in Second Language Classrooms	3
Ed. 335X. Language Policy and Planning: National and International Perspectives	3
Ed. 390. Advanced Seminar in Bilingual Education	1-3
Ed. 435X. Research Seminar in Applied Linguistics	2-4
Ling. 73/273. African American Vernacular English	4
Ling. 150. Introduction to Language in Society	6
Ling. 159. Language and Youth Culture	4
Ling. 250. Sociolinguistic Theory and Analysis	4-6

COURSES

200. The Teaching of Second Language Literatures—(Same as German Studies 200.) Focus is on literacy development in a second language, emphasizing literary texts, and assessing the learners' second-language linguistic level and requisite background knowledge with regard to particular literary texts. Instructional strategies and feedback techniques for written and oral work.

3 units, Spr (Bernhardt)

201. The Learning and Teaching of Second Languages—Teaching second languages from a learning perspective, eschewing the traditional sense of “teaching methods.” Focus is on instructional decision making within the context of the students' intellectual and linguistic development. Language instructors are prepared to teach languages in a variety of university settings to an array of populations. Some general reading in second language acquisition (SLA) and language-specific reading within the database in SLA.

3 units, Spr (Bernhardt)

202. Workshop in Technology—Focus is on technology-based applications for enhancing language learning. The latest developments in digital language assessment and the implications of word processing and internet technologies across multiple languages and character systems. Hands-on, project-based.

2-4 units, Spr (Staff)

204. Issues and Methods in the Teaching of Heritage Languages—Focus is on the teaching of Spanish as a heritage language to students raised in Spanish-speaking homes. The fundamental issues relating to the language abilities of heritage students: aspects of language variation in the Spanish-speaking world, characteristics of English/Spanish bilingualism in the U.S., and the process of second dialect acquisition. Emphasis is on the methods and techniques for developing the academic Spanish language skills of heritage-background students in a classroom setting.

3-5 units, Spr (Valdés)

AFRICAN AND MIDDLE EASTERN LANGUAGES AND LITERATURES (AME)

The African and Middle Eastern Languages and Literatures Program (AME) offers a number of African and Middle Eastern languages not otherwise taught at Stanford. Based on current funding and student requests, the courses planned for 2001-02 are listed below. Additional languages may still be offered upon request, provided funding is available. Requests for the 2002-03 academic year should be made by Spring Quarter of this year at the African and Middle Eastern Languages and Literatures Program office.

All beginning-level three-unit courses are offered on a satisfactory/no credit basis only. Intermediate-level and four-unit courses are offered with a grading option. No auditors. “Beginning” and “Intermediate” each refer to an academic year's sequence of language study; the suffixes A, B, and C refer to first-, second-, and third-quarter of language instruction that year. Most three-unit language courses are offered for a two-year, three-quarter sequence; however, a beginning or intermediate level might be offered on alternate years.

For further information consult the African and Middle Eastern Languages and Literatures Program Building 40, room 42B or <http://www.stanford.edu/dept/lc/MEL/>.

AFRICAN LANGUAGES

100A,B,C. Beginning Amharic

3 units, A: Aut, B: Win, C: Spr (Staff)

106A,B,C. Beginning Swahili—Successful completion of 106C may fulfill the foreign language requirement.

4 units, A: Aut, B: Win, C: Spr (Muaka)

107A,B,C. Intermediate Swahili

4 units, A: Aut, B: Win, C: Spr (Muaka)

108A,B,C. Advanced Swahili

4 units, A: Aut, B: Win, C: Spr (Muaka)

114A,B,C. Beginning Afrikaans

3 units, A: Aut, B: Win, C: Spr (Staff)

133A,B,C. The African Evening Forum

1 unit, A: Aut, B: Win, C: Spr (Muaka)

153 A,B,C. Intermediate Twi

3 units, A: Aut, B: Win, C: Spr (Staff)

202A,B,C. Advanced Chichewa

3 units, A: Aut, B: Win, C: Spr (Staff)

MIDDLE EASTERN LANGUAGES

120A,B,C. Beginning Arabic—Successful completion of 120C may fulfill the foreign language requirement.

4 units, A: Aut, B: Win, C: Spr (Barhoum)

121A,B,C. Intermediate Arabic

4 units, A: Aut, B: Win, C: Spr (Salti)

122A,B,C. Advanced Arabic

4 units, A: Aut, B: Win, C: Spr (Salti)

123. The Art of Arabic Calligraphy—Calligraphy requires no linguistic background, stipulates no artistic skill for one to appreciate it, and is the supreme art form of the Islamic world. Other Islamic arts (architecture, metal work, ceramics, glass, and textiles) draw on calligraphy as their principal source of embellishment. Interactive lecture-workshop sketches its development and illustrates the forms of Arabic calligraphy in use today.

1-2 units (Barhoum) given 2001-02

126/226. Reflections on the “Other”: The Jew in Arabic Literature, The Arab in Hebrew Literature—How literary works outside the realm of western culture struggle with questions such as identity, minority, and the issue of “the other.” Emphasis is on how the Arab is viewed in Hebrew literature and how the Jew is viewed in Arabic literature. In-depth analysis of the literary text. Survey of the historical, political, and sociological forces that have contributed to the shaping of the writer's views and the various influences on his or her literary work. Understanding of both Arab culture and Jewish (Israeli) culture is mandatory for analysis of the texts in question. GER:4a

4 units, Spr (Barhoum, Shemtov)

128A,B,C. Beginning Hebrew—Successful completion of 128C may fulfill the foreign language requirement.

4 units, A: Aut, B: Win, C: Spr (Shemtov)

129A,B,C. Intermediate Hebrew

4 units, **A:** Aut, **B:** Win, **C:** Spr (*Shemtov*)

130A,B,C. Advanced Hebrew

4 units, **A:** Aut, **B:** Win, **C:** Spr (*Shemtov*)

131. Hebrew Forum—Intermediate level. Weekly Hebrew discussion of current articles, video clips, on contemporary issues. Vocabulary enhancement.

2 units, Aut (*Shemtov*)

132/232. Reading Hebrew Literature: An Introduction—For intermediate and advanced students. The fundamental skills and concepts needed to read literature in Hebrew, strengthening language skills with an introduction to the major periods and the questions in secular Hebrew literature from the Middle Ages to the 21st Century.

2-4 units, Win (*Shemtov*)

134A,B,C. Beginning Igbo

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

148A,B,C. Intermediate Bambara

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

160-169. Topics in Arabic Literature and Culture—Examination of literary and cultural facets of the Arab world not usually dealt with in other courses at Stanford. Designed to be taken independently. Readings/discussion in English.

161. The Contemporary Arab World and Culture through Literature—Introduces the Arab world through a survey of different literary genres (i.e., novels, short stories, poetry), providing a glimpse of contemporary Arab society and culture. Readings from prominent authors, dealing with dominant cultural topics, e.g., gender and women issues, kinship and social concepts, nationalism, religion, etc. Texts delineating the cultural uniqueness of the Arab world include works by Naguib Mahfouz, Nawal El-Saadawi, Ghassan Kanafani, Tayyeb Salih, Etel Adnan, and short stories and poetry spanning the Arab world. GER:3a,4a

4 units, Aut (*Barhoum*)

162. Contemporary Arab Women Writers and Issues—Selections of fiction and non-fiction works by prominent Arab women writers, with discussion and analysis of the main cultural factors contributing to the shaping of their dominant feminist conceptions and attitudes. Readings: Fatima Mernissi's *Dreams of Trespass*; Nawal El Saadawi's *God Dies by the Nile*; Etel Adnan's *Sit Marie Rose*; Hanan Al-Shaykh's *The Story of Zhara*; Alifa Rifaat's *Distant View of a Minaret*; Sahar Khalifeh's *Wild Thorns*. GER:3a,4c

4 units Win (*Barhoum*)

163. The Arab World through Travel Literature—Western colonialist and postcolonialist portrayals of Arab culture and recent critical examinations of stereotypical depictions of Arabs and Islam. Readings: Gustave Flaubert's *Flaubert in Egypt*; Jonathan Raban's *Arabia through the Looking Glass*; Elizabeth Fernea's *Guests of the Sheik*; Lady Mary Wortley Montagu's *Letters*; Lawrence Durrell's *Justine*; Edward Said's *Covering Islam* and the Introduction to *Orientalism*; Jack Shaheen's *The T.V. Arab*; Maxime Rodinson's *Europe and the Mystique of Islam*; Geraldine Brooks' *Nine Parts of Desire*; Eric Hansen's *Motoring with Mohammed*. GER:3a,4a

4 units, Spr (*Barhoum*)

164. Short Stories and Poetry from the Arab World—Selections of short stories and poetry written by contemporary Arab writers. Discussion and analysis of representative samples spanning a wide spectrum of the Arab world, e.g., Egypt, Iraq, Lebanon, Libya, Morocco, Palestine, Sudan, Syria, Tunisia, and Yemen. The creative impulses and cultural symbols involved in the interpretation of each work. The stories and poetry illustrate the rich diversity of the Arab world and accentuate the various cultural issues and forces influencing Arab writers. Alternates with 625C. GER:4a

4 units (*Barhoum*) not given 2001-02

180A,B,C. Beginning Kinyanwanda

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

297. Directed Reading

units by arrangement, Aut, Win, Spr

SPECIAL LANGUAGE PROGRAM

The Special Language Program (SLP) offers a number of foreign languages not otherwise taught at Stanford. Based on current funding and student requests, the courses planned for 2001-02 are listed below; however, not every course listed will be taught. Additional languages may still be offered upon request, provided funding is available. Requests for the 2002-03 academic year should be made by Spring Quarter of this year at the Special Language Program office.

All beginning-level 3-unit courses are offered on a satisfactory/no credit basis only. Intermediate-level and 4-unit courses are offered with a grading option. No auditors. "Beginning" and "Intermediate" each refer to an academic year's sequence of language study; the suffixes A, B, and C refer to first-, second-, and third-quarter of language instruction that year. Most 3-unit language courses are offered for a two-year, three-quarter sequence; however, a beginning or intermediate level might be offered on alternate years.

For further information, consult the Special Language Program, Building 40, room 41B.

To request a language, apply at <http://www.stanford.edu/dept/SLP>.

126A,B,C. Beginning Turkish

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

132A,B,C. Beginning Tibetan

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

138A,B,C. Beginning Navajo

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

144A,B,C. Beginning Tagalog

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Gonzalez*)

146A,B,C. Beginning Persian

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Fahimi*)

150A,B,C. Beginning Vietnamese

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Ha*)

151A,B,C. Intermediate Vietnamese

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Ha*)

152A,B,C. Beginning Hindi

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

153A,B,C. Intermediate Hindi

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

154A,B,C. Beginning Gujarati

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Ranchod*)

155A,B,C. Intermediate Gujarati

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Ranchod*)

156A,B,C. Beginning Indonesian

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Burke*)

159A,B,C. Beginning Punjabi

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Dhillon*)

160A,B,C. Intermediate Punjabi

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Dhillon*)

162A,B,C. Beginning Tamil

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

164A,B,C. Beginning Czech

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

165A,B,C. Intermediate Czech

3 units, **A:** Aut, **B:** Win, **C:** Spr (*Staff*)

167A,B,C. Beginning Polish*3 units, A: Aut, B: Win, C: Spr (Staff)***168A,B,C. Intermediate Polish***3 units, A: Aut, B: Win, C: Spr (Staff)***170A,B,C. Beginning Modern Greek**—Successful completion of 170C may fulfill the foreign language requirement.*3 units, A: Aut, B: Win, C: Spr (Prionas)***171A,B,C. Intermediate Modern Greek***3 units, A: Aut, B: Win, C: Spr (Prionas)***172A,B,C. Modern Greek Language and Culture through Literature and Film**—Accelerates acquisition of reading, writing, comprehension, and conversation skills through readings of literary texts and films. Grammatical structures, idiomatic expression usage, and vocabulary enrichment are enhanced through complementary, multimedia-based, on-line materials. Alternates with 171A,B,C.*4 units, Aut, Win, Spr (Prionas)***173A,B,C. Beginning Hungarian***3 units, A: Aut, B: Win, C: Spr (Staff)***174A,B,C. Beginning Quechua***3 units, A: Aut, B: Win, C: Spr (Fajardo)***176A,B,C. Beginning Thai***3 units, A: Aut, B: Win, C: Spr (Staff)***178A,B,C. Beginning Sign (ASL)***3 units, A: Aut, B: Win, C: Spr (Haas)***179A,B,C. Intermediate Sign (ASL)***3 units, A: Aut, B: Win, C: Spr (Haas)***183A,B,C. Beginning Sanskrit***3 units, A: Aut, B: Win, C: Spr (Staff)***186A,B,C. Beginning Croatian***3 units, A: Aut, B: Win, C: Spr (Staff)***189A,B,C. Beginning Hawaiian***3 units, A: Aut, B: Win, C: Spr (Staff)***199Q. Stanford Introductory Seminar: Literature and Culture of Modern Greece**—Preference to sophomores. Focus is on modern Greece since its establishment as a nation. Literary works of prominent authors, films, and documents highlight issues related to Greek institutions, social structures, traditions, and culture. Ethnicity, Greek heritage and national identity, kinship and gender issues, and migration patterns. GER:3a*3-5 units, Aut (Prionas)***297. Directed Reading***Units by arrangement Aut, Win, Spr*

This file has been excerpted from the *Stanford Bulletin, 2001-02*, pages 465-468. Every effort has been made to ensure accuracy; late changes (after print publication of the bulletin) may have been made here. Contact the editor of the *Stanford Bulletin* via email at arod@stanford.edu with changes, corrections, updates, etc.