

FRENCH AND ITALIAN

Emeriti: (Professors) Marc Bertrand, Robert G. Cohn, John Freccero, Raymond D. Giraud, René Girard, Ralph M. Hester, Alphonse Juil-land, Pauline Newman-Gordon, Roberto B. Sangiorgi, Leo Weinstein

Chair: Jeffrey T. Schnapp

Vice Chair: Robert Harrison

Director of Graduate Studies: Brigitte Cazelles

Director of Undergraduate Studies: Joshua Landy (French), Carolyn Springer (Italian)

Professors: Jean-Marie Apostolidès, Brigitte Cazelles, Jean-Pierre Dupuy, Hans U. Gumbrecht, Robert Harrison, Valentin Y. Mudimbe, Jeffrey T. Schnapp, Michel Serres

Associate Professors: Elisabeth Mudimbe-Boyi, Carolyn Springer

Assistant Professors: Joshua Landy, Derek Schilling

Courtesy Professor: Paula Findlen

Courtesy Associate Professor: Michael Marrinan, Mary L. Roberts

Courtesy Assistant Professor: Paolo Berdini

Senior Lecturers: Maria Devine, Nelee Langmuir, Annamaria Napolitano (Italian Language Program Coordinator)

Lecturers: Marta Baldocchi, Jane Dozer-Rabedeau (French Language Program Coordinator), Mario A Fusco, Dawn Green, Mary Jane Par-rine, Isabelle Servant, Giovanni Tempesta

Consulting Professor: Juliet Flower MacCannell

Visiting Assistant Professors: Jean-Christophe Cavallin, Anna Poli

FRENCH SECTION

The French Section provides students with the opportunity to pursue course work at all levels in French language, literature, cultural and intellectual history, theory, film, and Francophone studies. It understands the domain of “French Studies” in the broadest possible sense: as encompassing the complex of cultural, political, social, scientific, commercial, and intellectual phenomena associated with French-speaking parts of the world, from France and Belgium to Canada, Africa, and the Caribbean.

Three degree programs are available in French: an A.B. (with two concentrations, one literary, the other interdisciplinary), a terminal A. M., and a Ph.D. (with various possible minors and combined degrees).

A curator for Romance Languages oversees the extensive French collection at Green Library. The Hoover Institute on War, Revolution, and Peace also includes a wealth of materials on 20th-century France and on French social and political movements.

A distinguished group of visiting faculty and instructors contribute regularly to the life of the French Section. The section maintains frequent contacts with the Ecole Normale Supérieure, the Institut d’Etudes Politiques, the Ecole Polytechnique, and other prestigious institutions.

The French Language IHUM Option—Freshmen with advanced language proficiency in French (proven either by means of a 4-5 on the AP exam or via an interview once on campus) have the option of enrolling in a special discussion section of the department’s Great Works Introduction to the Humanities (IHUM) track. Participation in this track, in which all work is carried out in the French language, entitles them to 5 units towards a French major or minor, as well as counting towards the Writing in the Major (WIM) requirement.

Institute of French Studies—The Stanford Interdisciplinary Institute of French Studies collaborates with other schools and departments in bringing to Stanford French-speaking scholars who teach, or give lectures or seminars in various University centers and programs. The Institute also offers courses and discussion sections in French in the context of a concerned discipline, for example, engineering, business, and so on.

The Institute facilitates internships in France for students with appropriate competency in French and with some commitment to furthering their familiarity with French culture, particularly in the realms of research, technology, and industry. The Institute is the only agency in the United States authorized by the French National Ministry of Education to administer tests leading to a high-level proficiency certificate in technical

and scientific French. These tests are given in the Autumn and Spring quarters.

Stanford in Paris—The Stanford Overseas Program in Paris offers undergraduates the opportunity to study in France during the Autumn and Winter quarters. It provides a wide range of academic options, including course work at the Stanford center and at the University of Paris, independent study projects, and internships. In addition, the program promotes a high degree of interaction with the local community through volunteer employment, homesteads, and internships. The minimum language requirement for admission into Stanford in Paris is one year of French at the college level.

Courses offered in Paris may count toward fulfillment of the requirements of the French major or minor. Specialized offerings at the Stanford home campus and in Paris encourage engineering students to study abroad and to coordinate internships through the department to work in France. All students are encouraged to consult with the Director of Undergraduate Studies before attending the program, and after returning, in order to ensure that course work and skills acquired abroad can be coordinated appropriately with their degree program. Detailed information, including program requirements and curricular offerings, may be obtained from the “Overseas Studies” section of this bulletin, the Stanford in Paris website <http://www-osp.stanford.edu/Paris/>, or the Overseas Studies Office in Sweet Hall.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The French Section offers a two-track major in French and a minor. Each of these programs encourages students to pursue a course of study tailored to their individual needs and interests. The purpose of an undergraduate degree in French is necessarily variable. For some students, such a degree may serve as a stepping stone to entering the domains of international business or law; for others, it may provide training for a career as a translator or teacher; for others still, it may serve as preparation for graduate studies in French, History, or Comparative Literature. This variability argues for the sort of flexibility that characterizes the French major.

Two principal tracks are available. The first consists of a “French Literature concentration.” It corresponds to a traditional French major, with the bulk of course work done within the French Section and devoted to advanced language training and to the study of French literature, culture, and civilization. The second track consists of a “French Studies concentration” and is intended as a non-traditional, interdisciplinary alternative to the first concentration. It allows students to combine work in French with studies in fields such as African studies, art history, economics, history, international relations, music, and political science, or in other foreign languages and literatures.

Students who complete the department’s two quarter Great Works IHUM sequence (see above) are automatically credited with 5 units towards the French major or minor. Students enrolled in the French language discussion section of the Great Works IHUM sequence receive, in addition to these 5 units, 6 units which count towards fulfillment of the Writing in the Major requirement.

Prerequisites—Before declaring a French major, a student must be proficient in written and spoken French at a second-year college level. Such proficiency must be demonstrated either (1) by having completed the entire language sequence up to and including French 23, (2) by having scored a 5 or better on either the French language or the French literature Advanced Placement (AP) exams, or (3) by having demonstrated equivalent proficiency on the departmental placement exam offered at the beginning of each academic quarter. Students not meeting at least one of these criteria are required to complete such portion of the language sequence as deemed necessary by the department before beginning to take courses toward the major.

Declaring a Major—Before declaring, the prospective major is required to schedule an appointment with the Director of Undergraduate Studies. This informal meeting is designed to introduce the student to the

department and to answer any questions that the student may have regarding the various options that are available.

After this meeting, the student is asked to draft a brief statement of purpose (one-to-two pages) describing his or her intellectual goals and interests within the discipline, and his or her intentions as regards the different concentrations. This statement is a nonbinding draft meant to encourage each student to carefully consider his or her course plans, with an eye towards the Senior Project (see below) or honors thesis.

Majors are formally accepted into the department upon review of the statement and of their language competency. Once accepted, a student should declare the French major with the Registrar's Office and arrange for the academic file to be delivered to the Director of Undergraduate Studies.

REQUIREMENTS

Irrespective of the concentration chosen, the French major requires a minimum of 56 units, to be selected in accordance with the following requirements:

1. *Introductory Series on French and Francophone Literature and Culture* (12 units): three courses must be taken from the French 130, 131, 132, and 133 sequence.
2. *Advanced Language* (4 units): French 261 (prerequisite: 123, 124, 125, or consent of instructor), Overseas Studies 126P, or participation in the French language discussion section in the IHUM Great Works track are required. Either course fulfills the Writing in the Major (WIM) requirement.
3. *Research Seminar* (3 units): a majors-only seminar, French 289, must be taken in the Autumn Quarter of the senior year. This course prepares and assists students as they undertake either their Senior Project (see below) or honors thesis. It also familiarizes them with research resources in the department and University and helps students think critically about their research topics. By the end of the course, students must have chosen either a project adviser or a thesis adviser, generally a faculty member in the department, who offers support and feedback throughout the development of the Senior Project or honors thesis.

Senior Project—In order to demonstrate the quality of his or her scholarly work and command of written French, each major not writing an honors thesis (see “Honors Program” below) is required to submit a senior project to the project adviser before May 15 of the senior year. The project consists of a research paper with a target length of 20 pages and must be written in French.

The senior project is not graded and no credit is offered for it. However, acceptance of the senior project by the project adviser is a condition for graduation from the department. A paper deemed unsatisfactory by the project adviser is returned to the student for rework and resubmission by an agreed-upon date.

Students are advised to begin thinking about their senior projects as early as their junior year, even if they are in Paris. While in Paris, students should avail themselves of the unique resources the city has to offer for research on their chosen topic.

THE TWO CONCENTRATIONS (36 units minimum each)

All majors, whether or not they are applying for honors, must choose one of the following two concentrations in structuring their course of study.

FRENCH LITERATURE

This concentration is appropriate for students whose interests are such that most of their course work towards the major is done within the French Section. In addition to the required courses listed above, they must enroll in at least nine additional courses. Of these nine, four must fulfill the Ancien Régime requirement detailed below.

1. *Ancien Régime Courses* (approx. 16 units): at least four courses must concern the period before July 1789. Courses fulfilling this requirement within the department must be drawn from above the 190 level. Courses chosen from outside the department must be preapproved by the Director of Undergraduate Studies.

2. *Remaining Courses* (approx. 20 units): the student is encouraged to use the remaining five or more courses to develop a specialized knowledge of a specific domain related to either the Senior Project or the honors thesis.

FRENCH STUDIES

The department also accommodates students who would like to combine their interest in French with the study of other disciplines or literatures. In the past, students have completed majors in French and African Studies, French and Economics, French and English, French and European Studies, French and German, French and Italian, and French and Linguistics. Students who wish to elect the French Studies concentration are required to draw up a proposal for a rigorous and coherent course of study (consisting of a paragraph-long description of the field of concentration and a course plan) and present it to the Director of Undergraduate Studies for approval no later than May 15 of the junior year. Proposals must include no more than 24 units of study pursued outside the department, all of which must be at the upper-division level and must show obvious internal consistency and relevance to the chosen focus. (The sole exception to these stipulations is made in the case of French and African Studies, where a proposal may include between 6 and 8 units of courses on an African language above the normal 24 units of outside credit. In addition to these language classes, the student must take a further 32 units of course work.)

In keeping with the course work, the senior project or honors essay submitted by a student in the French Studies concentration must be interdisciplinary in character.

1. A maximum of 4 units (which can be substituted for one course) towards the major may be drawn from individual work (199).
2. No more than 24 units (including courses used to satisfy the advanced language or Ancien Régime requirements detailed above) may be drawn from courses offered outside the department or overseas.
3. For a course offered within the department to count towards the major, all written assignments must be completed in French.

EXTENDED MAJORS

Requirements for both extended majors are essentially identical to those of the French major with a concentration in French literature.

French and English Literatures—In addition to the requirements for the A.B. in French, candidates complete four English literature courses numbered 100 and above related to their French program.

French and Italian Literatures—In addition to the requirements for the A.B. in French, students complete four Italian courses numbered 200 and above related to their concentration in French.

MINORS

Students considering a minor in French are encouraged to design a course of studies that fosters their understanding of the interaction between French and their major field of specialization. A minimum of 24 units of undergraduate work beyond the French 23 level must be completed.

Requirements for the minor include one advanced language course (to be chosen from 122, 123, 124, 125, and 261); three of the introductory series on French and Francophone literature and culture (130, 131, 132, 133); and a minimum of two additional courses in language or literature numbered 126 and above. Of these, only one may be taught in English (courses in the ‘E’ series). All courses must be chosen in consultation with the Director of Undergraduate Studies who is responsible for evaluating all study plans for the minor.

CROSS-DISCIPLINARY STUDIES

FRENCH AND ENGINEERING

Engineering majors may elect to include in their program from four to six specially designed courses in French. The actual number of courses is dependent on competency in French and is determined in consultation with an adviser. Courses in engineering taken at French institutions during a student's attendance at the Stanford Paris Program, as well as internships in French firms may count as part of this extended major.

Admission to engineering courses in Paris requires an advanced proficiency level, to be determined with a department adviser. Engineering majors successfully completing a major in French are also eligible for a Certificate of Advanced Proficiency in French upon their passing an official proficiency test for technological and scientific French sanctioned by the French government. This certificate, which is noted on the official transcript, is widely accepted in French-speaking countries of the European Union and in most Francophone countries throughout the world as guaranteeing the certificate holder's high-level competency in French. Engineering students wishing to extend their major to include French and to include Paris Program courses and internships in France must consult closely with advisers in Engineering, French, and Overseas Studies.

The program includes the following courses given in French specially designed for students in technology and science:

Course No. and Subject	Units
126. Technological and Scientific French	3-5
127. French Media and Communications	3-4
128. Technocritique	3-5
129. Advances of Technology in Europe	3-5

Four courses in Engineering have discussion sections in French (see below under Advanced Language):

40. Introductory Electronics	1-3
50. Introductory Science of Materials	1-3
60. Introductory Science of Materials	1-3
106. Programming	1-3

The School of Engineering, the Department of French and Italian, and the Stanford Overseas Studies Office have information on engineering courses offered through the Stanford Center in Paris by affiliated French institutions (Ecole Polytechnique, Ecole des Mines, Conservatoire National des Arts et Metiers).

FRENCH AND LINGUISTICS

Linguistics majors may elect to specialize in the French language. In addition to 50 units in Linguistics, of which two courses (110 and 160) may be replaced by comparable courses in French, students opting for a French Language Specialization must take three courses in the introductory series devoted to French and Francophone literature and culture (130-133). For full details, contact the Department of Linguistics.

HONORS PROGRAM

Majors are eligible to apply to the honors program if they have maintained an average grade point average (GPA) of 3.5 in five upper-division French courses. The honors program candidate must fulfill all regular requirements for the major, save the Senior Project, from which he or she is exempt. Instead, the student undertakes the writing of a research paper no shorter than fifty pages in length, written in French, on a specialized topic. No later than the end of the Spring Quarter of the junior year, preferably after completion of the research seminar, the student must submit to the Director of Undergraduate Studies an "Application for Honors in French," the central portion of which must contain an outline of the proposed honors essay. If it is in need of revisions, the Director of Undergraduate Studies helps the student through the revision process until the proposal is granted his or her approval. (The Director of Undergraduate Studies also helps the student identify an appropriate adviser for the essay.) Once the application is approved, the student may receive 9 to 12 units of credit for independent work on the honors essay by enrolling in French 198. All 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 grade of 'A-' or 'A' by the thesis adviser, honors are granted at the time of graduation.

Honors College—The Department of French and Italian encourages all honors students to enroll in the honors college run by the Division of Literatures, Cultures, and Languages. The college meets at the end of every summer, during the weeks directly preceding the start of the academic year, and is designed to help students develop their honors thesis projects. Applications must be submitted by the Spring Quarter of the same calendar year. For more information, contact the department administrator.

LA MAISON FRANÇAISE

La Maison Française, 610 Mayfield, is an undergraduate residence that serves as a campus French cultural center, hosting in-house seminars as well as social events, film series, readings, and lectures by distinguished representatives of French and Francophone intellectual, artistic, and political life.

GRADUATE PROGRAMS

Admission to the A.M. and Ph.D. Programs—Applications and admissions information may be obtained from Graduate Admissions in the Registrar's Office. Applicants should read carefully the general regulations governing degrees in the "Graduate Degrees" section of this bulletin. They should have preparation equivalent to an undergraduate major in French and should also have reached a high level of speaking and writing proficiency in French. Previous study of a language other than French is also highly desirable. Recent Graduate Record Examination (GRE) results are required, as is a writing sample representative of the applicant's best undergraduate work.

MASTER OF ARTS

(TERMINAL PROGRAM)

The terminal A.M. in French provides a flexible combination of language, literature, cultural history, and methodology course work designed to enhance the preparation of secondary school, junior college, or college teachers.

Candidates must complete a minimum of 36 units of graduate work with a grade point average (GPA) of 'B+', as well as pass the master's examination at the end of their training. To fulfill the requirements in a single year, enrollment must be for an average of 12 units per quarter.

Applications for admission to the Masters of Arts program must be received by May 31 of the prior year. Candidates for this degree are not eligible for financial aid or for teaching assistantships.

REQUIREMENTS

The basic program of 36 units requires the following course work:

1. One teaching methodology course, ordinarily "The Learning and Teaching of Second Languages," the second-language-pedagogy course offered by the Stanford Language Center.
2. A cultural history course (to be taken either inside or outside the Department of French and Italian).
3. A course in stylistics and textual analysis (261 or equivalent).
4. All remaining units are to be taken in advanced literature courses (200 level or above), three of which must be concerned with the prerevolutionary period of French cultural history.

The Stylistics and Textual Analysis (261) requirement is designed to insure that A. M. students have achieved a high level of proficiency in written and oral expository French and a familiarity with various modes of literary-critical writing. Master's students who have already achieved a high degree of competence in writing in French (either at Stanford or elsewhere) may, with the approval of the Director of Graduate Studies, be exempted from this requirement upon presentation of a sample seminar paper in the quarter prior to that during which 261 would otherwise be taken.

EXAMINATION

The terminal A.M. examination is normally administered two weeks before the end of the Spring Quarter by the three members of the examination committee, selected each year by the Director of Graduate Studies. It consists of two parts:

1. The written exam (two hours) tests the candidate's general knowledge of French literature and is based on the same reading list as that for the Ph.D. qualifying exam (see below).

The exam requires that the candidate answer four questions (out of six) in a manner that demonstrates his/her ability to synthesize and draw parallels between periods, genres, and systems of representation on the basis of the standard reading list. At least one question must

be answered in French and two in English. Use of a dictionary is allowed.

If the student's performance on the exam is deemed a "pass" by two out of three of the members of the examining committee, the student is then permitted to go on to the oral examination (which is ordinarily taken later the same week).

Should the candidate fail the A.M. written exam, he/she is given a second chance at the end of the Spring Quarter.

2. The oral exam (90 minutes) assumes as its point of departure the student's answers on the written exam. It examines the candidate's knowledge and understanding of French literary history on the basis of the standard reading list.

At the conclusion of the oral exam, the examination committee meets in closed session and discusses the student's performance on the written and the oral portions of the examination. If it is judged adequate, the A.M. degree is granted. In no event may the master's written and oral exams be taken more than twice.

DOCTOR OF PHILOSOPHY

The Department of French and Italian provides students with the opportunity to pursue advanced work in French language, literature, cultural history, theory, and Francophone studies within a uniquely flexible interdisciplinary framework. Unlike conventional Ph.D. programs, it encourages students to construct a highly individualized course of study, integrating specialization in a particular literary period or area with work in such fields as art history, classics, film studies, the history of science and technology, linguistics, literary theory, music, and philosophy. The program is founded on the belief that such a balance between period/area specialization and interdisciplinary breadth is not only desirable but essential in a field such as French Studies. Students in the Ph.D. program are normally admitted as French Fellows on a four to five year fellowship plan that integrates their financial support with rigorous training as scholars and as prospective university faculty.

Students admitted to the program work closely with the Director of Graduate Studies in structuring a plan consistent with their needs and interests. Aside from the benefits of the program's flexible structure, a number of unique resources are available to students. The French Section's exchange program with the Ecole Normale Supérieure provides candidates (selected on a competitive basis) with the opportunity to pursue dissertation research in Paris.

ADVISING

Given the interdisciplinary nature of the Ph.D. program in French and the opportunity it affords each student to create an individualized program of study, regular consultation with an adviser is of the utmost importance. The adviser for all entering graduate students is the Director of Graduate Studies, whose responsibility it is to assist students with their course planning and to keep a running check on progress in completing the course, teaching, and language requirements. By the end of the first year of study, each student must choose a faculty adviser whose expertise is appropriate to his or her own area of research and interests.

Entering graduate students are also paired with a faculty mentor as a function of their stated research interests at the time of admission. The role of the mentor is to advise the student on an informal basis regarding the student's academic program and plans.

REQUIREMENTS

A candidate for the Ph.D. degree in French must complete at least 72 units of graduate-level study beyond the bachelor's degree and teach five language courses in the section.

Students entering with a master's degree or previous graduate work may receive credit as determined on a case-by-case basis, up to a maximum of 36 units. Fellowship funding and teaching requirements are adjusted according to University regulations.

REQUIRED/RECOMMENDED COURSES

Three courses are required:

1. The Disciplines of Literature (French and Italian 369E), a 5-unit seminar offered in the Autumn Quarter of each year, designed to acquaint students with the theoretical and methodological concerns of literary study. This course must be taken in the first quarter of study.
2. Definition and Inquiry: Colloquium on Research Methods in French and Italian (French and Italian 201E), a 3-unit course designed to familiarize graduate students with research materials and techniques. This course must be taken no later than the end of the third year of study.
3. The Learning and Teaching of Second Languages, the second-language-pedagogy course offered by the Stanford Language Center in the Spring Quarter of each year in order to prepare entering graduate students for teaching in their second year.

In addition to the above-required courses, native English speaking students are encouraged to enroll in Stylistics and Textual Analysis (French 261).

Distribution of Elective Courses—Apart from these requirements, students are granted considerable freedom in structuring a course of study appropriate to their individual needs. Of the 72 minimum units of graduate course work required for the Ph.D., at least 52 units must be taken within the Department of French and Italian.

Language Requirements—Attaining a native or near-native fluency in French is the individual responsibility of all candidates in the Ph.D. program, and remedial course work needed to achieve such fluency cannot count towards the Ph.D. degree. In addition, candidates are required to achieve a high level of proficiency in one additional foreign language, with the language in question to be determined by the student and his or her adviser as a function of the student's area of specialization. Such proficiency may be demonstrated either by successfully completing a third-year level or above undergraduate course or, better, a graduate seminar in the language in question; or by passing an exam that establishes a third-year or above level of competence in writing, reading, and speaking. (In no case is passage of a standard "reading" competence exam considered sufficient.) In the case of ancient Greek and Latin, "a high level of proficiency" means a level superior to a second year collegiate level of proficiency in reading and writing.

The second foreign language requirement should be completed as soon as possible, but in any case not later than the end of the third year for students who entered the program without an A.M., and not later than the end of the second year for students who entered the program with an A.M. Completion of the language requirements is a prerequisite for taking the University Oral Examination.

EXAMINATIONS

There are three examinations: the 90-minute qualifying exam, the special topic exam, and the University oral examination.

Qualifying Examination—The first oral examination, which normally takes place at the end of Spring Quarter of the first year of study, tests the student's knowledge of the French language and of French literature. The student is responsible for scheduling the exam one month in advance. The date and time chosen must be determined in consultation with the examining committee (see below).

The exam is based on a standard reading list covering major works from all periods of French literature, from the Middle Ages to the contemporary scene. The list may be expanded to reflect a student's particular interests, but not abridged.

Half of the exam takes place in English, half in French (with the student free to choose which portion transpires in which language).

The exam consists of two parts:

1. A 20-minute presentation by the candidate on a topic to be determined by the student. This presentation may be given either in English or in French and should engage, in a succinct and synthetic manner, an issue or set of issues of broad relevance to French literary history about which the student has been thinking as he or she has been preparing the exam. The presentation must not simply be a text read aloud, but

rather must be given from notes. It is meant to be suggestive and not exhaustive, so as to provoke further discussion.

2. A 70-minute question and answer period in which the examining committee follows up on the candidate's presentation and discusses the reading list with the student. At least part of this portion of the exam takes place in French. The student is expected to demonstrate a solid knowledge of the texts on the reading list and of the basic issues which they raise, as well as a broader sense of the cultural/literary context into which they fit.

The examining committee consists of two faculty members selected by the student, as well as the Director of Graduate Studies.

Two weeks before the exam, the student must also submit a graduate seminar paper which he or she considers representative of the quality of his or her graduate work at Stanford.

On the basis of this paper, the results of the qualifying examination, and an evaluation of the student's overall progress, the members of the student's examining committee will vote for or against admission to candidacy for the Ph.D. The terminal master's degree may be awarded to students who have completed the qualifying procedure, but whose work is judged insufficient for admission to candidacy for the Ph.D. If the overall case for or against promotion to candidacy is deemed uncertain, students may be asked either to retake the qualifying exam, to submit a new paper, or they may be admitted to candidacy on a probationary basis. Subject to approval by the Director of Graduate Studies and department Chair, students already holding an advanced degree in French Studies, when admitted to the French Ph.D. program, may be excused from the qualifying exam. However, they must present a formal request for a waiver to the Director of Graduate Studies upon their arrival at Stanford. Such a request must document the course work completed elsewhere and include all relevant reading lists. Only in cases where taking the qualifying exam would involve considerable repetition of already completed work is such a waiver likely to be granted.

Special Topic Examination—The second oral examination, which normally takes place at the end of Spring Quarter of the second year of study, concerns a topic (a particular literary genre or a broad theoretical, historical, or interdisciplinary question) freely chosen and developed by the individual student working in collaboration with his or her adviser and the Director of Graduate Studies. Students should design this research project so that it has the breadth and focus of a book they might write or a seminar they might teach. The proposed topic should be discussed with the Director of Graduate Studies before the end of the quarter preceding the quarter in which they plan to take the exam. The student and the Director of Graduate Studies choose a committee of two faculty members with interests close to the proposed topic. (In most cases, one of these committee members is the student's adviser.) In addition to these two members, the examination committee includes the Director of Graduate Studies, who serves in an ex officio capacity as the third member of the examination committee.

At the beginning of the quarter in which he or she takes this examination, the student discusses research plans with committee members, who offer suggestions on the project and on the reading list. In general, the reading list should be between one and two single-spaced pages in length. In the course of the quarter, the student should regularly consult with committee members to discuss his or her progress. The actual examination lasts one hour. The candidate must present a tentative reading list to the members of the committee about twelve weeks before the examination and a final reading list at least one week before the examination. This list, to be headed by a title describing the topic of the examination, may be divided into two parts: "core" works that the student has found to be central to his or her topic, and works that fill out the "periphery" of the topic. Two copies of the final reading list must be given to the Student Services Officer for the Division of Languages, Cultures, and Literatures: one for the student's file and one for a special file which subsequent students can consult. The examination assumes the form of an oral colloquy between the student and the examining committee. It concentrates on the conclusions to which the student's research has led him or her, and aims to determine the student's overall mastery of the research topic in question. At the beginning of the examination, the student presents a talk

of no longer than 20 minutes (not to be written out, but to be presented from notes) reviewing the results of his or her reading and outlining the major features and implications of the chosen topic. The remainder of the hour is devoted to a discussion between the student and the committee regarding the problems the student raised in the talk and the reading list itself.

The following procedures are applicable to both the qualifying and special topic exams:

1. The committee meets briefly at the end of the exam and immediately informs the student as to whether he or she has passed the examination.
2. In the week after the examination, the student is expected to meet individually with members of the committee to discuss strengths and weaknesses revealed during the qualifying exam or colloquy.
3. The Director of Graduate Studies places a brief letter describing each one-hour oral exam in the student's file, a copy of which is also be furnished to the student.

THE UNIVERSITY ORALS

The University Ph.D. examination follows most of the same procedures outlined above. Normally students put one, and at most two, full-time quarters of study into preparation for the exam. The University oral exam should virtually always be taken at the end of Spring Quarter of the third year of study. Students must complete minimum course requirements (as listed in the *Stanford Bulletin*) and all language and course requirements before the quarter in which they take the University oral examination.

Early in the quarter before they intend to take the University Ph.D. examination, students must discuss the scope and nature of the period to be covered, as well as the dissertation proposal, with the Director of Graduate Studies. The reading list should include works in all genres relevant to the period covered. The amount of "non-literary" or cross-disciplinary material on the reading list varies according to the period and the research interests of the student. Students ordinarily cover about a century of writing in great depth. As with the preceding examinations, the Director of Graduate Studies and the student determine the committee's makeup.

The governing principle is that the University oral examination in French must be a period examination rather than one on the specific concerns of the dissertation proposal, which is dealt with separately in a later colloquium. It follows from this basic principle that the examination will cover the major authors and genres in the student's period of choice. The lists may well include critical and scholarly works or texts from outside the traditional domain of French literary studies (such as film, philosophy, other literary traditions), but such coverage should be regarded as supplemental except in rare instances where the chair and faculty advisers have agreed to define these materials as the student's "field."

The aim of the University oral is to establish the student's credentials as a specialist in the period of his or her choosing, so the core of the reading list must be made up of texts that constitute the cultural baggage essential to any specialist. It follows that reading lists must not focus on the narrow area of the student's research interests. The tendency to bias reading lists toward the dissertation topic, be it an author or a genre, does not cancel the obligation to cover the major figures and genres. It is understandable that some students, by their third year, have become so deeply committed to their work toward the dissertation that they wish to use the preparation period for the examination as part of their dissertation research. Certainly, some of the exam work will prove relevant, but they should also remember that the examination is the central means of certifying their expertise in a literary period.

The exam committee consists of four members, in addition to a committee chair from outside the Department of French and Italian whose principal functions are to keep track of time and to call on the four members of the committee who question the candidate on the talk and on the reading list. Students are required to discuss the reading list for the examination with the Director of Graduate Studies and with members of their committee during the quarter preceding the examination. A final reading list must be in the hands of the committee and the Student Ser-

vices Officer for the Division of Literatures, Cultures, and Languages *no later* than two weeks preceding the examination. Students must submit the Request for University Oral Exam form to the Student Services Officer *at least* three weeks before the proposed date of the exam. At the same time this form is submitted, students should also submit the Notice of Appointment of the Ph.D. Dissertation Reading Committee. In addition, a Report on Ph.D. Foreign Language must be completed, certifying a reading knowledge of the two foreign languages the student presents to meet the language requirements. The two-hour examination consists of the following two parts:

1. Forty minutes: a 20-minute talk by the candidate followed by a 20-minute question and answer period concerning the talk.

Working with the committee members, the candidate's adviser will prepare three or more questions to be presented to the candidate at 8:00 a.m. on the day of the examination. These questions concern broad topics pertinent to the candidate's reading list and period of specialization, including concerns relevant, but by no means limited to, the student's projected dissertation. The candidate chooses one of the questions and develops a 20-minute talk in response. Students must not read from a prepared text, but rather must speak from notes. They are free to consult any necessary materials while preparing the talk. The candidate is questioned for 20 minutes on the talk, with the dissertation adviser starting the questioning.

2. One hour, 20 minutes: questions on the area of concentration.

Each member of the committee, except for the chair, is assigned a 20-minute period to question the candidate on the reading list and its intellectual-historical implications.

The University oral examination is a formal University event. It represents the last occasion for the faculty to evaluate a student's overall preparation as a candidate for the Ph.D. After the University orals, only the colloquium on the dissertation prospectus and certification of the final dissertation by the student's reading committee stand in the way of conferral of the Ph.D. The examination, therefore, is a uniquely significant event and is designed to evaluate the student's preparation as a specialist in a given sector of French studies, but within a broader context than that provided by a single course, examination, or even the dissertation itself.

DISSERTATION

The doctoral dissertation should demonstrate the ability to carry out research, organize, and present the results in publishable form. The scope of the dissertation should be such that it could be completed in 12 to 18 months of full-time work.

Colloquium on the Dissertation Proposal—The colloquium normally takes place in the quarter following the University oral examination; in most cases this means early in Autumn Quarter of the student's fourth year of study. The colloquium lasts one hour, begins with a brief introduction to the dissertation prospectus by the student (lasting no more than ten minutes), and consists of a discussion of the prospectus by the student and the three readers of the dissertation. At the end of the hour, the faculty readers vote on the outcome of the colloquium. If the outcome is favorable (by majority vote), 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 and resubmit the dissertation prospectus and to schedule a second colloquium.

The prospectus must be prepared in close consultation with the dissertation director during the months preceding the colloquium. It must be submitted in its final form to the readers no later than one week before the colloquium. A prospectus should not exceed ten double-spaced pages, in addition to which it should include a working bibliography of primary and secondary sources. It should offer a synthetic overview of the dissertation, describe its methodology and the project's relation to prior scholarship on the topic, and lay out a complete chapter-by-chapter plan.

It is the student's responsibility to schedule the colloquium no later than the first half of the quarter subsequent to the quarter in which the student passed the University oral examination. The student should arrange the date and time in consultation with the Student Services Officer

and with the three examiners. The Student Services Officer schedules an appropriate room for the colloquium.

Members of the dissertation reading committee ordinarily are drawn from the University oral examination committee, but need not be the same.

JOINT DEGREES AND MINORS

A candidate may also take a joint degree in French and Humanities, as described in the "Interdisciplinary Studies in Humanities" section of this bulletin. Minors are possible in Comparative Literature, Italian, Linguistics, Modern Thought and Literature, and other departments offering related courses such as Art and Art History, History, Music, Philosophy, Spanish, and so on.

Students interested in a joint degree or a minor should design their course of study with their adviser(s). Joint degrees and minors usually require 24 additional units. With careful planning, students may complete course work for the Ph.D. and the minor in a total of nine quarters.

Ph.D. Minor in French Literature—The department offers a minor in French Literature. The requirement for a minor in French is successful completion of 24 units of graduate course work in the French Section with a grade point average (GPA) of 'B' or above. Interested students should consult the graduate adviser.

ITALIAN SECTION

The Italian Section offers a variety of graduate and undergraduate programs in Italian language, literature, culture, and intellectual history. Course offerings range from small and highly specialized graduate seminars to general courses open to all students on authors such as Dante, Boccaccio, and Machiavelli.

On the undergraduate level, a number of options are available. In addition to the Italian major, students may choose from a minor in Italian, an honors program in the Humanities (see the "Interdisciplinary Studies in Humanities" section of this bulletin), an honors program in Italian, and two extended majors—one in Italian and French literature and one in Italian and English literature.

On the graduate level, programs of study leading to the A.M. degree and the Ph.D. degree are offered in Italian literature. Joint programs for the Ph.D. degree with the graduate programs in Comparative Literature, Humanities, and Modern Thought and Literature are also available.

Special collections and facilities at Stanford offer the possibility for extensive research in Italian studies and related fields. These include the undergraduate and graduate libraries and the Hoover Institution for the Study of War, Revolution, and Peace. Collections in Green Research Library are especially strong in the Medieval, Renaissance, and contemporary periods; the Italian section is one of the larger constituents of the Western European collection at the Hoover Library; and the Music Library has excellent holdings in Italian opera.

Stanford in Italy—Stanford in Florence affords undergraduates with at least three quarters of Italian the opportunity to take advantage of the unique intellectual and visual resources of the city and to focus on two areas: Renaissance History and Art, and Contemporary Italian and European Studies. The program is structured to help integrate students as fully as possible into Italian culture through homestays, Florence University courses, the Language Partners Program, research, internship and public service opportunities, and by conducting some of the program's classes completely in Italian. Many of the courses offered in Florence may count toward the fulfillment of requirements for the Italian major or minor. Students are encouraged to consult with the Italian undergraduate adviser before and after a sojourn in Florence to ensure that their course selections meet Italian Section requirements. Information on the Florence program is available in the "Overseas Studies" section of this bulletin, the Stanford in Florence website <http://www-osp.stanford.edu/Florence/>, or at the Overseas Studies Office in Sweet Hall.

UNDERGRADUATE PROGRAMS

BACHELOR OF ARTS

The Italian major offers students the opportunity to develop an in-depth knowledge of Italian literature, language, and civilization through a highly flexible program combining course work in Italian with work in such fields as art history, classics, comparative literature, economics, English, French, history, international relations, music, philosophy, and political science. All Italian majors are required to have completed two second-year language courses: Italian 21, 22, and/or 23 (or the equivalent taken at the Florence campus). Completion of the department's two-quarter Great Works IHUM sequence (see above) entitles a student to 5 units towards the Italian major or minor. Students considering an Italian major should consult with the Italian undergraduate adviser as early as possible (even before completing the language requirement) in order to ensure a maximum of flexibility in designing a course of study suited to individual needs and cultural interests.

Italian majors must complete 60 units of course work above the 100 level.

The remaining requirements for the major are:

1. A minimum of 32 units of Italian courses (selected from courses numbered 100 and above).
2. Of these courses, at least one on Dante is required, as well as at least one in each of the following areas: (a) the Middle Ages, (b) the early modern period, and (c) the modern period. A Dante course may fulfill the Middle Ages requirement.
3. The intermediate-level survey sequence (Italian 127, 128, 129).
4. One advanced language course beyond the level of Italian 114.

Of the 60 units required for the major, up to 28 units of course work in related fields may be taken outside the department.

EXTENDED MAJORS

Requirements for both extended majors are essentially identical to those of the Italian major with a concentration in Italian literature.

Italian and English Literatures—In addition to the 32 units required for the A.B. in Italian, candidates must complete four English literature courses numbered 100 and above related to the field of concentration in Italian Studies.

Italian and French Literatures—In addition to the 32 units required for the A.B. in Italian, candidates must complete four French literature courses numbered 100 and above related to the field of concentration in Italian Studies.

MINORS

Students considering a minor in Italian are encouraged to design a course of studies that fosters their understanding of the interaction between Italian and their second area of expertise. A minimum of 24 units of undergraduate work beyond the Italian 3 level must be completed.

Requirements for the minor include two intermediate language courses (chosen from 21, 22, and 23); all three of the introductory series on Italian literature and culture (127, 128, 129); and a minimum of one advanced course in language or literature numbered 114 and above. All courses must be chosen in consultation with the Director of Undergraduate Studies, who is responsible for evaluating all requests and individual study plans for the minor.

HONORS PROGRAMS

ITALIAN

Italian majors with a grade point average (GPA) of 'B+' or better in all Italian courses are eligible for department honors. In addition to the requirements listed above, honors candidates must complete an honors essay representing 6 to 9 units of academic work through enrollment in Italian 198. Proposals for essays must be submitted to the Italian faculty by the end of the candidate's junior year. If the proposal is accepted, a member of the Italian faculty is assigned to serve as the student's adviser for the essay. Students interested in the honors program should consult the Italian undergraduate adviser early in their junior year.

HUMANITIES

An honors program in the Humanities is available for Italian majors who wish to supplement their studies with a carefully structured program of humanistic studies. See the "Interdisciplinary Studies in Humanities" section of this bulletin for further information.

LA CASA ITALIANA

La Casa Italiana, 562 Mayfield, is an undergraduate residence devoted to developing an awareness of Italian language and culture. It works closely with the Italian Cultural Institute in San Francisco and with other local cultural organizations. It often hosts visiting representatives of Italian intellectual, artistic, and political life. A number of departmental courses are regularly taught at the Casa, which also offers in-house seminars. Assignment is made through the regular undergraduate housing draw.

GRADUATE PROGRAMS

Admission to the Program—Candidates are expected to be proficient in the Italian language and to have done significant course work in Italian literature and/or Italian studies on the undergraduate level. Candidates with a broad humanistic and linguistic background are especially encouraged to apply. Contact Graduate Admissions in the Registrar's Office for application information. Recent Graduate Record Examination (GRE) results are required.

MASTER OF ARTS

(TERMINAL PROGRAM)

The A.M. in Italian provides a combination of language, literature, civilization, and general courses designed to prepare secondary school, junior college, or college teachers. It is preferred that applicants have undergraduate degrees in Italian or in a related field. Knowledge of a second Romance language is desirable.

Candidates must complete a minimum of 36 units of graduate work, with a GPA of 'B+', and pass a comprehensive oral examination (see "Qualifying Examination" section below for the Ph.D.). To fulfill the requirements in one year, students should enroll for an average of 12 units per quarter.

The basic course program (36 units) is nine graduate courses in Italian, one of which may be in a related field. The option of substituting a master's thesis for two literature courses is available.

Reading knowledge of a second Romance language is required. French is recommended.

Requirements for the completion of the A.M. include a comprehensive literature and language oral examination, which is given before the end of Spring Quarter or at the beginning of the following Autumn Quarter. Before taking the exam, a candidate for the degree must submit to the Italian faculty a sample graduate seminar paper representative of the quality of his or her graduate work. On the basis of this paper, the results of the comprehensive examination, and the student's overall progress, members of the department vote for or against awarding of the A.M. degree.

Applications for admission must be received by May 31. Candidates for this degree are not eligible for financial aid or for teaching assistantships.

DOCTOR OF PHILOSOPHY

Stanford's Ph.D. program in Italian offers the opportunity for advanced work in Italian literature and studies within an unusually flexible interdisciplinary framework. It is fully independent of the Ph.D. program in French and aims to encourage students to bring broader methodological and interdisciplinary concerns to bear on the study of Italian literature. Like conventional Italian Ph.D. programs, it places primary emphasis on developing a command of Italian literature as a whole. Unlike conventional Italian Ph.D. programs, it allows students to construct a highly individualized course of study, integrating specialization in a particular literary period with work in such fields as art history, classics, comparative literature, feminist studies, film, French, his-

tory, history of science, linguistics, literary theory, Medieval or Renaissance studies, philosophy, and religion. The program is founded on the belief that this sort of balance between period specialization and interdisciplinary breadth is not only desirable but also essential in a small field such as Italian studies, particularly given the diversity of the Italian literary canon, which extends over a wide variety of disciplines.

Students admitted into the Ph.D. program in Italian work closely with the adviser in structuring a plan of study appropriate to needs and interests. Such a plan usually involves a mix of teaching and courses taken within the Italian program, courses taken in other departments, and independent work under supervision of a member of the Italian faculty, thus integrating financial support with training as scholars and prospective university teachers. Assuming satisfactory academic progress, fellowships are typically offered for three or four years. Graduate-level work completed elsewhere may be counted as fulfilling part of the requirements for the degree. Students in the fifth year normally apply for outside fellowships or part-time teaching positions in the department.

Aside from the benefits of the program's structure and fellowship plan, a number of unique resources are available to Ph.D. students in Italian at Stanford. During their years of study, students may be permitted to take courses, pursue dissertation research, and do independent work at the Stanford campus in Florence under supervision of a member of the Italian faculty. The Florence center, located in a palazzo along the Arno, is near important Florentine libraries and archives and the University of Florence. Graduate students also have at their disposal the resources of La Casa Italiana, a residential theme house which serves as an Italian cultural center and hosts such events as colloquia, lectures, and film series.

REQUIREMENTS

A candidate for the Ph.D. degree in Italian must complete at least 72 units of graduate-level study beyond the bachelor's degree and teach five language courses in the section.

Students entering with a master's degree receive credit for previous graduate work as determined on a case-by-case basis, up to a maximum of 36 units. Fellowship funding and teaching requirements are adjusted according to University regulations.

Required/Recommended Courses—Three courses are required:

1. The Disciplines of Literature (French and Italian 369E), a 5-unit seminar, offered in Autumn Quarter of each year, designed to acquaint students with the theoretical and methodological concerns of literary study. This course must be taken in the first quarter of study.
2. Definition and Inquiry: Colloquium on Research Methods in French and Italian (French and Italian 201E), a 3-unit course designed to familiarize graduate students with research materials and techniques. This course must be taken no later than the end of the third year of study.
3. The Learning and Teaching of Second Languages, the second-language pedagogy course offered by the Stanford Language Center in the Spring Quarter of each year in order to prepare entering graduate students for teaching in their second year.

Apart from the above requirements, students are granted considerable freedom in structuring a course of study appropriate to individual needs. During the first year, most course work is usually done within the Italian Section in order to ensure an adequate preparation for the qualifying examination. In the second and third years, the students' programs normally consist of a combination of course work done inside and outside the Italian Section, supplemented by tutorials and independent work pursued under supervision of the Italian faculty.

Language Requirements—As soon as possible, but not later than the end of the third year, the candidate must have passed reading examinations in two additional foreign languages. If the candidate's period of concentration is earlier than the Romantic period, one of these must be Latin, if Romantic or later, French. Completion of the language requirement is a prerequisite for taking the University oral examination.

EXAMINATIONS

There are three examinations: the 90-minute qualifying exam, the special topic exam, and the University oral examination.

Qualifying Examination—The first oral examination, which normally takes place at the end of Spring Quarter of the first year of study, tests the student's knowledge of the Italian language and of Italian literature. The student is responsible for scheduling the exam one month in advance. The date and time chosen must be determined in consultation with the examining committee (see below).

The exam is based on a standard reading list covering major works from all periods of Italian literature, from the Middle Ages to the late 20th-century. The list may be expanded to reflect a student's particular interests, but not abridged.

Half of the exam takes place in English, half in Italian (with the student free to choose which portion transpires in which language).

The exam consists of two parts:

1. A 20-minute presentation by the candidate on a topic to be determined by the student. This presentation may be given either in English or in Italian and should engage, in a succinct and synthetic manner, an issue or set of issues of broad relevance to Italian literary history which the student has been thinking about as he or she has been preparing the exam. The presentation must not simply be a text read aloud, but rather must be given from notes. It is meant to be suggestive and not exhaustive, so as to provoke further discussion.
2. A 70-minute question and answer period in which the examining committee follows up on the candidate's presentation and discusses the reading list with the student. At least part of this portion of the exam takes place in Italian. The student is expected to demonstrate a solid knowledge of the texts on the reading list and of the basic issues which they raise, as well as a broader sense of the cultural/literary context into which they fit. The examination committee for the qualifying examination is made up of the members of the Italian faculty, including the student's faculty adviser who chairs the examination.

Two weeks before the exam, the student must also submit a graduate seminar paper which the student considers representative of the quality of his or her graduate work at Stanford.

On the basis of this paper, the results of the qualifying examination, and an evaluation of the student's overall progress, the members of the student's examining committee vote for or against admission to candidacy for the Ph.D. The terminal master's degree may be awarded to students who have completed the qualifying procedure, but whose work is judged insufficient for admission to candidacy for the Ph.D. If the overall case for or against promotion to candidacy is deemed uncertain, students may be asked either to retake the qualifying exam, to submit a new paper, or they may be admitted to candidacy on a probationary basis. Subject to approval by the Director of Graduate Studies and department Chair, students already holding an advanced degree in Italian Studies, when admitted to the Italian Ph.D. program, may be excused from the qualifying exam. However, they must present a formal request for a waiver to the Director of Graduate Studies upon their arrival at Stanford. Such a request must document the course work completed elsewhere and include all relevant reading lists. Only in cases where taking the qualifying exam would involve considerable repetition of already completed work is such a waiver likely to be granted.

Special Topic Examination—The second oral examination, which normally takes place at the end of Spring Quarter of the second year of study, concerns a topic (a particular literary genre or a broad theoretical, historical, or interdisciplinary question) freely chosen and developed by the individual student working in collaboration with his or her adviser and the Director of Graduate Studies. Students should design this research project so that it has the breadth and focus of a book they might write or a seminar they might teach. The proposed topic should be discussed with the Director of Graduate Studies before the end of the quarter preceding the quarter in which they plan to take the exam. The student and the Director of Graduate Studies choose a committee of two faculty members with interests close to the proposed topic. (In most cases, one of these committee members is the student's adviser.) In addition to these two

members, the examination committee includes the Director of Graduate Studies, who serves in an ex officio capacity as the third member of the examination committee.

At the beginning of the quarter in which he or she takes this examination, the student discusses plans for the section with committee members, who offer suggestions on the project and on the reading list. In general, the reading list should be between one and two single-spaced pages in length. In the course of the quarter, the student should regularly consult with committee members to discuss his or her progress. The actual examination lasts one hour. The candidate must present a tentative reading list to the members of the committee about twelve weeks before the examination and a final reading list at least one week before the examination. This list, to be headed by a title describing the topic of the examination, may be divided into two parts: "core" works that the student has found to be central to his or her topic, and works that fill out the "periphery" of the topic. Two copies of the final reading list must be given to the Student Services Officer for the Division of Literatures, Cultures, and Languages: one for the student's file and one for a special file which subsequent students can consult. The examination assumes the form of an oral colloquy between the student and the examining committee. It concentrates on the conclusions to which the student's research has led him or her, and aims to determine the student's overall mastery of the research topic in question. At the beginning of the examination, the student presents a talk of no longer than 20 minutes (not to be written out, but to be presented from notes) reviewing the results of his or her reading and outlining the major features and implications of the chosen topic. The remainder of the hour is devoted to a discussion between the student and the committee regarding the problems the student raised in the talk and the reading list itself.

The following procedures are applicable to both the qualifying and special topic exams:

1. The committee meets briefly at the end of the exam and immediately informs the student as to whether he or she has passed the examination.
2. In the week after the examination, the student is expected to meet individually with members of the committee to discuss strengths and weaknesses revealed during the qualifying exam or colloquy.
3. The Director of Graduate Studies places a brief letter describing each one-hour oral exam in the student's file, a copy of which is also be furnished to the student.

THE UNIVERSITY ORALS

The University Ph.D. examination follows most of the same procedures outlined above. Normally students put one, and at most two, full-time quarters of study into preparation for the exam. The University oral exam should virtually always be taken at the end of Spring Quarter of the third year of study. Students must complete minimum course requirements (as listed in the *Stanford Bulletin*) and all language and course requirements before the quarter in which they take the University oral examination.

Early in the quarter before they intend to take the University Ph.D. examination, students must discuss the scope and nature of the period to be covered, as well as the dissertation proposal, with the Director of Graduate Studies. The reading list should include works in all genres relevant to the period covered. The amount of "non-literary" or cross-disciplinary material on the reading list varies according to the period and the research interests of the student. Students ordinarily cover about a century of writing in great depth. As with the preceding examinations, the Director of Graduate Studies and the student determine the committee's makeup.

The governing principle is that the University oral examination in Italian must be a period examination rather than one on the specific concerns of the dissertation proposal, which is dealt with separately in a later colloquium. It follows from this basic principle that the examination will cover the major authors and genres in the student's period of choice. The lists may well include critical and scholarly works or texts from outside the traditional domain of Italian literary studies (such as film, philosophy, other literary traditions), but such coverage should be regard-

ed as supplemental except in rare instances where the chair and faculty advisers have agreed to define these materials as the student's "field."

The aim of the University oral is to establish the student's credentials as a specialist in the period of his or her choosing, so the core of the reading list must be made up of texts that constitute the cultural baggage essential to any specialist. It follows that reading lists must not focus on the narrow area of the student's research interests. The tendency to bias reading lists toward the dissertation topic, be it an author or a genre, does not cancel the obligation to cover the major figures and major genres. It is understandable that some students, by their third year, have become so deeply committed to their work toward the dissertation that they wish to use the preparation period for the examination as part of their dissertation research. Certainly, some of the exam work will prove relevant, but they should also remember that the examination is the central means of certifying their expertise in a literary period.

The exam committee consists of four members, in addition to a committee chair from outside the Department of French and Italian whose principal functions are to keep track of time and to call on the four members of the committee who question the candidate on the talk and on the reading list. Students are required to discuss the reading list for the examination with the Director of Graduate Studies and with members of their committee during the quarter preceding the examination. A final reading list must be in the hands of the committee and the Student Services Officer for the Division of Literatures, Cultures, and Languages *no later* than two weeks preceding the examination. Students must submit the Request for University Oral Exam form to the Student Services Officer *at least* three weeks before the proposed date of the exam. At the same time this form is submitted, students should also submit the Notice of Appointment of the Ph.D. Dissertation Reading Committee. In addition, a Report on Ph.D. Foreign Language must be completed, certifying a reading knowledge of the two foreign languages the student presents to meet the language requirements. The two-hour examination consists of the following two parts:

1. Forty minutes: a 20-minute talk by the candidate followed by a 20-minute question and answer period concerning the talk.

Working with the committee members, the candidate's adviser will prepare three or more questions to be presented to the candidate at 8:00 a.m. on the day of the examination. These questions concern broad topics pertinent to the candidate's reading list and period of specialization, including concerns relevant, but by no means limited to, the student's projected dissertation. The candidate chooses one of the questions and develops a 20-minute talk in response. Students must not read from a prepared text, but rather must speak from notes. They are free to consult any necessary materials while preparing the talk. The candidate is questioned for 20 minutes on the talk, with the dissertation adviser starting the questioning.

2. One hour, 20 minutes: questions on the area of concentration.

Each member of the committee, except for the chair, is assigned a 20-minute period to question the candidate on the reading list and its intellectual-historical implications.

The University oral examination is a formal University event. It represents the last occasion for the faculty to evaluate a student's overall preparation as a candidate for the Ph.D. After the University orals, only the colloquium on the dissertation prospectus and certification of the final dissertation by the student's reading committee stand in the way of conferral of the Ph.D. The examination, therefore, is a uniquely significant event and is designed to evaluate the student's preparation as a specialist in a given sector of Italian studies, but within a broader context than that provided by a single course, hour examination, or even the dissertation itself.

DISSERTATION

The fourth and (if necessary) fifth years of graduate study are devoted to writing and researching the doctoral dissertation. The dissertation should demonstrate the ability to carry out research, organize, and present the results in publishable form. The scope of the dissertation should be such that it could be completed in 12 to 18 months of full-time work.

Colloquium on the Dissertation Proposal—The colloquium normally takes place in the quarter following the University oral examination; in most cases this means early in Autumn Quarter of the student's fourth year of study. The colloquium lasts one hour, begins with a brief introduction to the dissertation prospectus by the student (lasting no more than ten minutes), and consists of a discussion of the prospectus by the student and the three readers of the dissertation. At the end of the hour, the faculty readers vote on the outcome of the colloquium. If the outcome is favorable (by majority vote), 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 and resubmit the dissertation prospectus and to schedule a second colloquium.

The prospectus must be prepared in close consultation with the dissertation director during the months preceding the colloquium. It must be submitted in its final form to the readers no later than one week before the colloquium. A prospectus should not exceed ten double-spaced pages, in addition to which it should include a working bibliography of primary and secondary sources. It should offer a synthetic overview of the dissertation, describe its methodology and the project's relation to prior scholarship on the topic, and lay out a complete chapter-by-chapter plan.

It is the student's responsibility to schedule the colloquium no later than the first half of the quarter subsequent to the quarter in which the student passed the University oral examination. The student should arrange the date and time in consultation with the Student Services Officer and with the three examiners. The Student Services Officer schedules an appropriate room for the colloquium.

Members of the dissertation reading committee ordinarily are drawn from the University oral examination committee, but need not be the same.

JOINT DEGREES AND MINORS

A joint degree program in Humanities and Italian Literature is described in the "Interdisciplinary Studies in Humanities" section of this bulletin. Minors are possible in a wide variety of related fields. Joint degree programs and minors frequently require 24 additional units of work, making completion of all course requirements in nine quarters difficult if careful advance planning is not done.

Ph.D. Minor in Italian Literature—The section offers a minor in Italian Literature. The requirement for a Ph.D. minor is a minimum of 24 units of graduate course work in Italian literature. Students interested in a minor in Italian should consult the graduate adviser.

COURSES

(WIM) indicates that the course meets the Writing in the Major requirements.

FRENCH SECTION

Note—Changes in course offerings after this bulletin has gone to print are sometimes necessary. Students are advised to consult the department bulletin board regularly. Courses are taught in French unless noted.

Introductory and Intermediate Language Courses (1-99)

Advanced Language Courses (100-125)

Courses in French, Technology, and Science (126-129)

Undergraduate courses in Literature and Culture (130-199)

Courses for Advanced Undergraduates and Graduates (200-299)

Graduate Seminars (300-399)

GENERAL

These courses are open to all undergraduate and graduate students, are taught in English, and do not require a knowledge of French.

2,3. Great Works—(Enroll in Introduction to the Humanities 2, 3.) Given sufficient demand, qualified students may enroll in a French-language discussion section of this course sequence for additional units that count toward the WIM requirement; see 263A,B.

2. The Hereafter—Two-quarter sequence.

5 units, Win (Harrison, Schnapp)

3. The Here and Now—Two-quarter sequence.

5 units, Spr (Landy, Schilling)

14E. The Good Life—(Enroll in Introduction to the Humanities 14.)

5 units, Aut (Elam, Landy, Rehm)

34N. Stanford Introductory Seminar: Other Spaces, Other People—

(Same as Comparative Literature 34N.) Preference to freshmen. How "Otherness" and the "elsewhere" have been represented in human imagination and how individual imaginary is influenced by collective representations. Focus is on lost worlds (Atlantis), mythical worlds (underground), invented worlds (Utopia), and the foreigner and stereotypes. The motives of travel, home and displacement, and their psychological and ideological significance: mourning for lost worlds, search for happiness, desire for deterritorialization or self-fulfillment. Visual material. Readings in theory, literature, and travel accounts. Authors: Plato, Marco Polo, More, Baudelaire, Calvino, Kristeva, Todorov, Dadić, etc. GER:3a (DR:7)

3-5 units, Win (Boyi)

44E. Things of Beauty—(Enroll in Introduction to the Humanities 44.)

5 units, Aut (Gumbrecht, Plebuch)

108N. Stanford Introductory Seminar: Female Saints—The Rhetoric of Religious Perfection—Preference to freshmen. The medieval lives of saintly women. Traditional motifs in the portrayal of perfection (the saint as founding hero); perfection in the literary context of 12th- and 13th-century France (the Lady as Saint); and the rhetorics of female perfection (the body sacrificed). Readings from medieval poems in English translation. Limited enrollment. GER:3a,4c (DR:8†)

4 units, Aut (Cazelles)

115Q. Stanford Introductory Seminar: Thinking in the Present—

Discussions about 20th-Century European Philosophy—(Same as Comparative Literature 115Q.) Preference to sophomores. More than the ("analytic") tradition which dominates in this country, the effort made by European ("continental") 20th-century philosophy is that of thinking the present with its existential, and political consequences. It implies greater risks and the resulting acceptance of a less rigorous style of argumentation. Readings/discussion of analyses of "present situations," written by "continental" philosophers and their critics: Adorno/Horkheimer, Butler, Cixous, Derrida, Habermas, Heidegger, Lyotard, Luhmann. Texts deal with the viability (or non-viability) of concepts and patterns of thought in Western cultural and intellectual life (e.g., Subjectivity, Reason, Knowledge, History).

3 units, Aut (Gumbrecht)

147Q. Stanford Introductory Seminar: Camus—Writer and Philosopher—Preference to sophomores. Introduction to the works and thoughts of Albert Camus, one of the most profoundly influential thinkers of our century. The different aspects of his artistic and intellectual production: novels, plays, and philosophical essays. Exploration of two different notions in Camus' works, that of the absurd, and that of the rebellion against the absurd. Analysis and discussion of works, e.g., *The Myth of Sisyphus*, *The Fall*, and *The First Man*.

3 units, Aut (Apostolidès)

158E. European Drama of the 20th Century—(Enroll in Drama 158E.)

4 units, Spr (Apostolidès)

180E. Aspects of Contemporary French Society through Films—

Films depicting important events in French society since the War and its sequels, up to today's problems of societal integration. Emphasis is on "things remembered" films, i.e., autobiographical films in which historical events and a personal experience within them are recreated by the *metteur en scène* or the author of the script, e.g., Louis Malle's *Au revoir les enfants*, or Marguerite Duras' and J. J. Arnaud's *L'Amant*. Films are

selected for their filmic quality and their documentary value. GER:3a (DR:7)

4 units, Aut (Bertrand)

189Q. Stanford Introductory Seminar: Romance—Texts and Movies—Preference to sophomores. The concept of romance through an analysis of the “love story” motif in literature and cinema. The myth of *Tristan and Isolde*, of frustrated passion whose fatalistic overtone exerts a wide influence on Western imagination from medieval romance to contemporary movie makers. Focusing on salient components of the myth (the quest for love, its obstacles, and its tragic resolution), examines the various responses provided by texts and movies. The significance of the love story motif and the reason for its attraction.

4 units, Spr (Cazelles)

190Q. Stanford Introductory Seminar: Parisian Cultures of the 19th and Early 20th Centuries—Preference to sophomores. The extraordinary set of political, social and cultural events in Paris from the Napoleonic era and the Romantic revolution to the 1930s. The arts and letters of bourgeois, popular and avant-garde cultures. Illustrated with slides.

4 units, Spr (Bertrand)

192E. Images of Women in French Cinema: 1930-1990—The myth of the feminine idol in French films is understood by placing it in its historical and cultural context. The mythology of stars was the imaginary vehicle that helped France to change from a traditional society into a modern nation after 1945. Analysis of films from Renoir to Truffaut and Nelly Kaplan; the evolution of the role of women in France over 60 years. Lectures in English. Films in French, with English subtitles. GER:3a,4c (DR:7†)

3-5 units, Spr (Apostolidès)

194Q. Stanford Introductory Seminar: Reality Redefined—The Transition from the First Millennium to the Renaissance—(Same as Italian 194Q) See Italian 194Q.

3-4 units, Win (Fusco, Napolitano)

201E. New Methods and Sources in French and Italian Studies—(Same as Italian 201E.) Based on students' individual interests, surveys changes in research methods: the use of digitized texts, Web resources, and the expanding databases available through Stanford Library's various gateways. Emphasis is on the strategy for the most effective exploration of broad and specialized topics through a mix of new and traditional methods. Using a flexible schedule based on enrollment and the level of students' prior knowledge, may be offered in various forms, including a shortened version on the basics, independent study, or a syllabus split over two quarters. Unit levels are adjusted accordingly.

1-4 units, Aut (Parrine)

201L. The Teaching of Second Language Literatures—(Enroll in Special Language Program 200.)

3-5 units, Spr (Bernhardt)

228E. Getting through Proust—Seminar on representative selections from all seven volumes of *In Search of Lost Time*. Discussion themes: habit, heredity, constitution of the Self; language, names, metaphor, and metonymy; aesthetics, music, photography, and painting; truth and lies, belief and disenchantment, sleep and dreams; memory, time modernity, and technology; friendship, love, homosexuality, jealousy, and mediated desire. Readings in French or English.

5 units, Aut (Landy)

254E. Introduction to French Philosophy: From 1943 to the Present—From the glorification of subjectivity (existentialism) to the funerals of the subject (structuralism, post-structuralism, deconstruction) to a modest theory of agency in the contemporary revival of social, moral, and political philosophy. Readings: Sartre, Lévi-Strauss, Lacan, Bourdieu,

Derrida, Dumont, Lefort, Castoriadis, Ricoeur, Manent, Dupuy, Ferry, Renaut, Gauchet. GER:3a (DR:8)

3-5 units, Spr (Dupuy)

316E. “New Lacanian” Politics—Zizek's *Ticklish Subject*, Copjec's *Read My Desire*, Badiou's *Manifesto*, Apollon's *Lacan Aesthetics Politics*, and MacCannell's *The Hysteric's Guide to the Future Female Subject* in the context of the “new Lacanian” fusion of psychoanalytic and historical/philosophical approaches to politics. Close readings and dialogue on Lacan's *Seminar VII* (Ethics), *Seminar XI* (The Four Fundamental Concepts), *Seminar XVII* (the Underside), and *Seminar XX* (On Feminine Sexuality, Encore).

3-5 units, Aut (MacCannell)

317E. Crowds—(Same as Italian 317E.) See Italian 317E.

5 units, Spr (Schnapp)

369E. The Disciplines of Literature—(Same as Comparative Literature 369E, Italian 369E.) Open to all entering graduate students in the Division of Literatures, Cultures, and Languages. Introduction to the history, structure, and intellectual debates of the disciplines of literary study. The origins of comparative and national literatures in the study of philology and the institutions of the European university. Key theoretical moves that shaped literary theory, criticism, and history in America: semiotics and structuralism, deconstruction, and post-structuralist critiques; the renewed interest in the rhetoric and rhetorical reading, identity politics, and ethnic studies; views of the literary canon and the impact of cultural studies.

5 units, Aut (Gumbrecht, Schnapp)

385E. Retracing One's Texts: The Art of Writing and the Recycling of the Classics—(Same as Italian 385E.) Graduate seminar dedicated to examining genealogical features of the art of writing. The mediation of literary *mimesis* that transports the writer from reality to the page through the daunting and deflecting eye of prior great texts. The story of modern literature that consists in an untiring and conflictual dialogue with the classics from Renaissance theories of *innutrition* to Cesare Pavese's *Dialoghi con Leucò*, from Tasso to Chateaubriand, from Racine to Montale.

5 units, Win (Cavallin)

FIRST- AND SECOND-YEAR LANGUAGE

Note—Students registering for the first time in a first- or second-year course must take a placement test if they had any training in French before entering Stanford. All entering students must take Part I (written) of the placement test on-line during the summer, followed by Part II (oral), to be administered on campus 9/24/00. Consult the Stanford Language Center for further information or <http://language.stanford.edu/>.

Basic French grammar and vocabulary are covered in French 1, 2, and 3. At the completion of 3, students will have acquired beginning level functional proficiency in listening comprehension, speaking, reading, and writing in satisfaction of the University Foreign Language Requirement. Students may continue with second-year French courses (22 or 23) or higher level courses upon recommendation of the Language Program Coordinator.

Auditing is *not* permitted in lower division language courses.

1,2,3. First-Year French—Introduction to basic communication skills using an all-in-French, student-centered approach. By the end of the three-quarter sequence, students are able to engage in interactions with speakers of French for a variety of purposes and contexts using appropriate forms of address. Emphasis is placed on development of listening comprehension, oral skills, and written expression, with exposure to a variety of French and Francophone texts and videos in the development of authentic discourse. Utilization of language lab, multimedia, and computer facilities in the language learning process.

5 units, Aut, Win, Spr (Staff)

5A,B. Accelerated First-Year French—Completes the first-year language sequence in two rather than three quarters. Recommended for students who have previous knowledge of French and who place into 5A on the placement test. All others are encouraged to take the regular sequence (1,2,3). Prerequisite: French placement test and permission of the Language Program coordinator.

5 units, Aut, Win, Spr (Langmuir)

10. First-Year Conversation—Introduction to French conversation for students who have completed French 2 or equivalent. Emphasis is on the development of authentic discourse at the first-year level. May be repeated for credit. Prerequisite: 2 or equivalent.

2 units, Aut, Win, Spr (Staff)

15. Conversation in Everyday Life—Second-year French conversation for students who have completed French 3 or equivalent. Topics: the family, student life, films, theater, fashion, food, politics, etc. Useful information for students planning to travel/study abroad. May be repeated for credit. Prerequisite: 3 or equivalent.

2 units, Aut, Win, Spr (Staff)

15S. Intermediate Conversation—Second-year French conversation designed to improve communication in everyday situations. Topics: student life, films, theater, fashion, food, politics, etc. No auditors. Prerequisite: one year of college French or equivalent.

3 units, Sum (Staff)

20A. French Survival Skills—Second-year French conversation for students who have completed French 3 or equivalent. Learn to use the Paris subway system, make hotel reservations, use the Minitel, travel by TGV, etc. Prerequisite: 3 or equivalent.

2 units, Aut (Staff)

20B. French Cinema—Second-year French conversation for students who have completed French 3 or equivalent. Introduction to major French film-makers, stars, and trends. Discussion in French of selected films. Prerequisite: 3 or equivalent.

2 units, Win (Staff)

20C. France and Francophonie—Second-year French conversation for students who have completed French 3 or equivalent. Exposure to regions of France and the Francophone world. Topics: travel, food, cross-cultural comparisons, etc. Useful information for students planning travel/study abroad. Students returning from study abroad programs are encouraged to enroll. Prerequisite: 3 or equivalent.

2 units, Spr (Dozer)

22. Second-Year French (Part A)—Content-based, intermediate level. Designed to integrate culture and language in the development of authentic discourse. Review of present and past narrative, pronominal verbs, etc. Combines the study of grammar with discussion of French and Francophone texts. Utilization of language lab, multimedia, and computer facilities in the language learning process. Extra unit for individual or group projects. Satisfies the foreign language requirement for students majoring in English. Prerequisite: 3 or equivalent, or consent of coordinator.

4-5 units, Aut, Win, Spr (Staff)

23. Second-Year French (Part B)—Content-based, intermediate-level. Designed to integrate culture and language in the development of authentic discourse. Review of future, conditional, and subjunctive. Combines the study of grammar with discussion of French and Francophone texts. Utilization of language lab, multimedia, and computer facilities in the language learning process. Extra unit for individual or group projects. Prepares students for advanced courses and for study abroad. Satisfies the foreign language requirement for students majoring in International Relations. Prerequisite: 22 or equivalent, or consent of coordinator.

4-5 units, Aut, Win, Spr (Staff)

40. Intensive French Specials—By petition only and with consent of instructor. Students with special programmatic needs for an alternate curriculum may complete 3-9 units through a combination of course work and tutorials. No auditors.

3-9 units, Sum (Staff)

41A,B. Intensive French for Beginners—Accelerated first-year course covering all essential grammar. An all-in-French method is used for developing competence in listening, speaking, writing, and reading. Written exercises, compositions, conversational drills, and daily work in the language lab. No auditors.

9-12 units, Sum (Staff)

50. Reading French—For graduate students or seniors seeking to meet the University reading requirement for advanced degrees. Accelerated, designed specifically for the acquisition of reading ability. No auditors.

4 units, Aut (Staff)

ADVANCED LANGUAGE

99. Language Specials—With consent of department only. See instructor for section number.

1-5 units (Staff)

104I. Introductory Electronics—French Discussion Section—For students enrolled in Engineering 40.

1-3 units, Aut, Spr (Staff)

105I. Introductory Science of Materials—French Discussion Section—For students enrolled in Engineering 50.

1-3 units, Win (Staff)

106I. Engineering Economy—French Discussion Section—For students enrolled in Engineering 60.

1-3 units, Aut (Staff)

110I. Ethics and Public Policy—French Discussion Section—For students enrolled in Science, Technology, and Society 110.

1-3 units, Win (Staff)

112I. Advanced Topics in Business French—Advanced language course for students interested in practicing professional business French. Discussion of selected topics pertaining to international economics, management, and marketing (e.g., international financial markets, global managements, etc.). Prerequisite: 23 or equivalent.

1-3 units, Spr (Staff)

120. Advanced Conversation: France Today—Third-year conversation. Discussion of contemporary issues and topics of general interest. May be repeated for credit after two quarters. Prerequisite: 23 or equivalent.

3 units, Aut, Win, Spr (Staff)

121. Business French—For students who wish to function and communicate in the French-speaking business community. Résumé-writing and the job application process for on-site employment, acquisition of specialized vocabulary, discussions, and written work, including translations and business letters. Prerequisite: 23 or equivalent.

1-3 units, Aut (Servant)

122. Introduction to French Culture and Civilization—Content-based language course introducing French culture and civilization through the reading of selected texts. Emphasis is on the development of language skills through the study of art, geography, history, political and social institutions, etc. Prerequisite: 23 or equivalent.

4 units, Aut (Staff)

123. Creative Writing—Writing as practical communication and as literature. The cultural and social determinants in shifting from spoken to written French, formal and informal. Textual analysis and creative

writing is centered on various genres and styles (e.g., letters, essays, short stories, poems; description vs. narration). Grammar and vocabulary review. Class discussion in French focuses on model texts and original writing done by students. Prerequisite: 23 or equivalent. (WIM)

4 units, Win (Staff)

124. Intensive Review of French Grammar—Intensive review of French grammar for highly motivated students who plan to enroll in advanced courses on campus and/or abroad. Emphasis is on individual work in the language lab with class time spent on contextualized activities and textual analysis. Prerequisite: 23 or equivalent, or consent of coordinator.

4 units, Aut, Win, Spr (Staff)

125. Contemporary French Usage: Spoken and Written—Can serve as adjunct to Paris program. Grammar, syntax, and stylistics, emphasizing the similarity and divergence of oral and written French, including written French slang. Prerequisite: 23 or equivalent.

4 units, Spr (Staff)

128. Technocritique—The French tradition of social and philosophical criticism of technology. The apparent contradiction between being at the forefront of technological and scientific development and the demand for prudence, because technological development is not always perceived as a synonym of social and moral progress.

3-5 units, Spr (Dupuy)

LITERATURE, THOUGHT, AND CULTURE

UNDERGRADUATE

130. Middle Ages and Renaissance France—Introduction to the literature and culture of France, 11th-16th century. Readings from the epics (*The Song of Roland*), medieval romances (Yvain, Chrétien de Troyes), post-Petrarchan poetics (Du Bellay, Ronsard), and prose humanists (Rabelais, Montaigne). GER:3a (DR:7)

4 units (Cazelles) not given 2000-01

131. 17th- and 18th-Century France—Introduction to the literature and culture of France from the Baroque to the Enlightenment. Readings: Corneille, Diderot, Molière, Montesquieu, Rousseau, and Voltaire. Criticism of excerpts from contemporary filmed versions of French “classical” literature. GER:3a (DR:7)

3-5 units, Win (Apostolidès)

132. 19th- and 20th-Century France—French literature from the beginning of the 19th-century to the present, with the critical concepts necessary for an approach to the literary texts. The major literary genres and social and cultural contexts. Focus is on the emergence of new literary forms and new preoccupations in literature, as illustrated by such movements or schools as Surréalisme, nouveau théâtre, nouveau roman. The broadening of the traditional canon by taking into account questions of concern for feminist studies and Francophone writers outside France. GER:3a (DR:7)

5 units, Spr (Boyi)

133. Literature and Society: Introduction to Francophone Literature from Africa and the Caribbean—Focus is on major African and Caribbean writers, and the major issues raised in literary works which reflect changing aspects of the societies and cultures of Francophone Africa and the French Caribbean: meeting the challenge of acculturation and the search for identity; of tradition competing with modernity; the use of oral tradition and writing; women’s role and status; writers’ social responsibility. Visual material; readings from fiction, poetry, plays, and criticism. GER:3a,4a (DR:2 or 7)

4 units, Win (Boyi)

198. Honors—Open to juniors and seniors with consent of adviser; 9-12 units total credit for completion of honors essay.

3-12 units (Staff)

199. Individual Work—Open only to majors in French with consent of department. Normally limited to 4-unit credit toward the major.

1-12 units (Staff)

ADVANCED UNDERGRADUATE AND GRADUATE

Note—The prerequisite for the following courses taught in French is one course from the 130 series or equivalent.

205. Introduction to Old French Literature—Introduction to some “canonical” (and less canonical) works from the premodern period of French literature. Topics: the gradual evolution from literate orality to the culture of literacy; the sociopolitical role of literature in shaping the collectivity; sensing the world through fiction; the emergence of the concept of writing as a self-defining act. GER:3a (DR:7)

4 units, Aut (Cazelles)

242. Les Misérables—Close reading of Hugo’s novel. Historical and sociological analysis of 19th-century France through literary theory.

5 units, Win (Apostolidès)

261. Stylistics and Textual Analysis—Designed to assure a high-level proficiency in written French. In-depth textual analysis and commentary of excerpts from various genres. Different styles of criticism. The *exposé*, written and spoken. Prerequisite for undergraduates: 123. (WIM)

3-5 units, Win (Hester)

262. Pronunciation and Phonetics—Theory study and corrective work: articulation, intonation, rhythm, phonetic alphabet, etc.

3-5 units, Aut (Hester)

263A,B. Great Works French Discussion Section—Given sufficient demand, qualified students may enroll in this French-language discussion section of the two-quarter sequence of Introduction to the Humanities 2, 3 for additional units that count toward the WIM requirement. Prerequisite: 4 or 5 on French AP exam, or consent of instructor. (WIM)

263A. The Hereafter—Two-quarter sequence.

3 units, Win (Staff)

263B. The Here and Now—Two-quarter sequence.

3 units, Spr (Staff)

270. New French Theater—A dramatic analysis and voicing of theatrical texts by contemporary playwrights. Evolving notions of *mise-en-scène*, political commitment, collective creation, and institutional politics in France since 1975. Authors: Cixous, Corman, Koltès, Kundera, Bacri and Jaoui, Mnouchkine, and Redonnet.

4 units, Spr (Schilling)

274. Romanticism in France: Literature and the Arts—Beginning with Léon Daudet’s essay, *Le Stupide 19e siècle*, analysis of the 19th-century’s division between reason and passion, and the ensuing political, social, and moral problems. Readings: Victor Hugo, Stendhal, Lamartine, Musset until Baudelaire, Flaubert, Rimbaud and Lautréamont. Aesthetics as displayed in the plastic works of Delacroix, the Impressionists, Géricault, Gustave Moreau, Rodin.

3-5 units, Win (Bertrand)

278. Topics in French and Francophone Literature: Discourse on Self-Representation—Critical analysis of major issues relating to literatures in French and outside France, focusing on Negritude and Surrealism, the question of the Other, and the problematic of Identity. Readings: Césaire, Dadié, Kane, Glissant, Sartre, Barthes, and Todorov. GER:3a (DR:7)

3-5 units, Spr (Boyi)

281. Music with Words: An Introduction to the Reading of French Poetry—The technical instruments necessary for the reading of French poetry, from classical malherbian poetics to modern blank verse (poetical figures and typology, metric systems, vocalic analysis, relations between prosodic and syntactic orders) through an intensive survey of

late 19th-century poetry from Baudelaire to Mallarmé. Emphasis is on the discrepancy between “what poems say” and “how poems mean”: a discrepancy essential to the domain of the poetic and upon which is founded the difference between paraphrase and poetical analysis.

3-5 units, Aut (*Cavallin*)

282. Form and Ideology in the Detective Novel—Narratological, political, and sociological perspectives. The constraints of the *roman policier* in its classic mode, the use of popular speech and cinematic technique, and the transformations of the genre in light of identity politics of the 1990s. Readings from Barthes, Todorov, Ginzburg, Boileau-Narcejac, Japrisot, Malet, Manchette, and Daeninckx.

4 units, Aut (*Schilling*)

293A. The Sciences of the Language of Life—Five-week course. Philosophy: Auguste Comte. Evolution: Lamarck and Darwin. Life plans: Geoffrey Saint-Hilaire and Cuvier. Medicine: Pouchet, Pasteur, and Claude Bernard.

2 units, Aut (*Serres*)

293B. The Sciences of the Language of Life—Five-week course. Philosophy: Bergson. Evolution: Teilhard and Rostand. Life plans: René Thom. Medicine: Carrel and Canguilhem. Biochemistry and genetics: Monod and Jacob.

2 units, Spr (*Serres*)

299. Individual Work—For students engaged in special work.

1-12 units, any quarter (*Staff*)

GRADUATE

364. The Making of the Paris Suburbs: Spatial Stereotypes and Literary Discourse—How the literary description of built space participates in the formation of stereotypes. The functions suburbs have been called upon to play in the literary imaginary. The extent of the historical newness of the contemporary fear of the *banlieue* as a site of otherness and decay. Topics: hygiene, the right to housing, immigration and revolt, *parigocentrisme*, and descriptive ethnography. Readings: Céline, Cendrars, Le Corbusier, Chraïbi, Rochefort, Lefebvre, Charef, Réda, Daeninckx, Ernaux, and Maspero.

4 units, Win (*Schilling*)

399. Individual Work—For students in French working on special projects or engaged in predissertation research.

1-12 units, any quarter (*Staff*)

AFFILIATED DEPARTMENT OFFERINGS

ART AND ART HISTORY

121/321. 18th-Century Art in Europe, ca. 1660-1780

4 units (*Marrinan*) not given 2000-01

122/322. Painting in the Age of Revolution

4 units, Win (*Marrinan*)

124/324. The Age of Naturalism, ca. 1830-1874

4 units, Spr (*Marrinan*)

126/326. Post-Naturalist Painting

4 units (*Marrinan*) not given 2000-01

420. Crossroads of the Enlightenment—The Artistic Culture of Rome in the mid-18th Century

4 units (*Marrinan*) not given 2000-01

501. The Vision of Art History

4 units (*Marrinan*) not given 2000-01

503. Notions of “The Public” in Art Historical Discourse

4 units (*Marrinan*) not given 2000-01

516. Narrative Theory and Visual Forms

4 units (*Marrinan*) not given 2000-01

519. Looking at Violence

4 units (*Marrinan*) not given 2000-01

COMPARATIVE LITERATURE

210. Women Writers of Early Modern Europe

4-5 units, Spr (*Middlebrook*)

310E. Lyric Economies in the European Renaissance

4-5 units, Spr (*Hampton*)

GERMAN STUDIES

276. Primitivism in Early 20th-Century Europe

3-5 units, Aut (*Pan*)

HISTORY

35S. Sources and Methods Seminar: 20th-Century History as Lived Experience

5 units, Win (*M. L. Roberts*)

232A. Undergraduate Colloquium: Shopping—A History

5 units, Aut (*M. L. Roberts*)

331E. Graduate Core Colloquium on Modern Europe: The 19th Century

4-5 units, Win (*M. L. Roberts*)

ITALIAN SECTION

Note—Changes in course offerings are sometimes necessary after this bulletin has gone to print. Students are advised to consult the department bulletin board on a regular basis. Courses are taught in Italian unless noted.

Introductory Language Courses (1-99)

Advanced Language Courses (100-129)

Undergraduate courses in Literature and Culture (130-199)

Courses for Advanced Undergraduates and Graduates (200-299)

Graduate Seminars (300-399)

GENERAL

These courses are open to all undergraduate and graduate students, are taught in English, and do not require a knowledge of Italian.

2E,3E. Great Works—(Enroll in Introduction to the Humanities 2, 3.)

2E. The Hereafter—Two-quarter sequence.

5 units, Win (*Harrison, Schnapp*)

3E. The Here and Now—Two-quarter sequence.

5 units, Spr (*Landy, Schilling*)

40E. Conversions, Past and Present—(Enroll in Introduction to the Humanities 40.)

5 units, Aut (*Harrison, Sheehan*)

44E. Things of Beauty—(Enroll in Introduction to the Humanities 44.)

5 units, Aut (*Gumbrecht, Plebuch*)

185E. The Dawn of a New Vision: The Evolution of Scientific and Philosophical Thought from the Late Middle Ages to the Western Renaissance (1000-1500)—The highlights of the evolution of science from the Greek beginnings (500 B.C.) to the end of the scholastic period (1450 A.D.), and of its impact on philosophy, theology, and cosmology. The development of major paradigms within science, e.g., Ptolemaic cosmology, and the formulation of epistemological constructs which lie outside the domain of science proper (rationalism, occasionalism, materialism, etc.). Focus is on the interplay between physical theory, philosophical interpretation, and subsequent impact on other fields, e.g., theology. Special discussion section for students with prior knowledge

of Italian. Recommended: some knowledge of general European history.
3-5 units, Aut (*Fusco*)

194Q. Stanford Introductory Seminar: Reality Redefined—The Transition from the First Millennium to the Renaissance—(Same as French 194Q.) Preference to sophomores. How the early Medieval world view, with its emphasis on “esoteric knowledge” and “occult forces” gave way to the scientific paradigm of the 16th century. The redefinition of reality achieved by religious, philosophical, political, and economic developments, all coming together, albeit not always harmoniously. The evolution of Western political, social, and economic organizations and their reciprocal effects on the growth of science from 1000 A.D. to 1450 A.D. The active process of development and change led by the schools of scientific thought of Paris, Bologna, Padua, and Oxford.

3-4 units, Win (*Fusco, Napolitano*)

201E. New Methods and Sources in French and Italian Studies—(Same as French 201E.) See French 201E.

1-4 units, Aut (*Parrine*)

201L. The Teaching of Second Language Literatures—(Enroll in Special Language Program 200.)

3-5 units, Spr (*Bernhardt*)

235E. *Inferno*—Intensive study of the first canticle of Dante’s masterpiece. GER:3a (DR:7)

4 units, Win (*Harrison*)

236E. *Purgatorio, Paradiso*—Intensive study of the second and third canticles of Dante’s masterpiece. GER:3a (DR:7)

4 units, Spr (*Harrison*)

317E. Crowds—(Same as Comparative Literature 317E, French 317E.) Interdisciplinary research seminar concerned with the rise and fall of the crowd, particularly the revolutionary crowd, in the Western socio-political imaginary between 1789 and the present. Theorizations of collectivity in works by Le Bon, Sighele, Freud and Elias Canetti. Representations of crowds and masses in works of literature, art (painting, photography, cartooning, photomontage), and film. Exploration of Le Bon’s definition of modernity as “the era of crowds,” the ways in which modern mass mythologies are informed by premodern precedents (Greco-Roman political and rhetorical theory, premodern art and literature) and the seeming decline of political models founded upon the agency of crowds in post-industrial societies. Recommended: reading of at least one foreign language for course readings.

5 units, Spr (*Schnapp*)

369E. The Disciplines of Literature—(Same as Comparative Literature 369E, French 369E.) See French 369E.

5 units, Aut (*Gumbrecht, Schnapp*)

385E. Retracing One’s Texts: The Art of Writing and the Recycling of the Classics—(Same as French 385E.) See French 385E.

5 units, Win (*Cavallin*)

FIRST- AND SECOND-YEAR LANGUAGE

Note—Because the Italian Language Program does not have a formal placement test, students registering for the first time in a first- or second-year course must see the instructor for proper placement if they have had any prior training in Italian.

For more detailed course information, please see the Italian language website: <http://www.stanford.edu/dept/italianlanguage>.

1. First-Year Italian (First Quarter)—Intensive introduction to the Italian language, with emphasis on speaking and oral comprehension. Language lab.

5 units, Aut, Win, Spr (*Staff*)

2. First-Year Italian (Second Quarter)—Continuation of 1 with emphasis on the development of reading and writing skills, and on Italian culture. Language lab. Prerequisite: 1 or equivalent.

5 units, Aut, Win, Spr (*Staff*)

3. First-Year Italian (Third Quarter)—Continuation of 1 and 2 with additional cultural and literary readings. Language lab. Prerequisite: 2 or equivalent.

5 units, Aut, Win, Spr (*Staff*)

21. Second-Year Italian (First Quarter)—Intermediate course for students developing and refining their basic Italian skills. A thorough review of grammatical structures. Reading, writing, and conversational competency is emphasized through the study of Italian culture; global awareness and cross-cultural understanding through the use of authentic materials, e.g., literary texts, news clippings, film, video, music, websites, etc. The language lab facilitates the development of communicative proficiency. Prerequisite: 3 or equivalent.

3-4 units, Aut, Win (*Baldocchi, Devine*)

22. Second-Year Italian (Second Quarter)—Continuation of 21 with emphasis on translation, stylistics, and composition. Prerequisite: 21 or equivalent.

3-4 units, Win, Spr (*Devine, Napolitano*)

23. Second-Year Italian (Third Quarter)—Continuation of 22. Prerequisite: 22 or equivalent.

3-4 units, Aut, Spr (*Napolitano*)

30. Learning about Italy—Conversation for students planning to go to Florence. Films, slide shows, and lectures on Italian culture, including opera, modern music, wine, and food. A preview of the Florentine experience. Prerequisite: consent of instructor. Recommended: two to three quarters of Italian.

3 units, Win, Spr (*Tempesta*)

31. Talking about Italy—Open only to students who have studied at the Florence program. Have you got a favorite Italian wine or city, a favorite author, or movie director that you have studied in depth? Students share their experiences with their comrades from Florence and those preparing to go to Italy. Brief presentation to students in the beginning first-year Italian sequence. Prerequisite: study abroad in Florence or equivalent.

3 units (*Napolitano*) not given 2000-01

41A,B,C. Accelerated First-Year Italian—Covers one, two or three quarters of Italian. Conversational drills and daily work in the language lab. All-in-Italian method is used, developing the four basic skills: listening, speaking, writing, and reading. No auditors.

9-12 units, Sum (*Staff*)

50. Reading Italian—Open to advanced undergraduates with consent of instructor; primarily for graduate students seeking to fulfill University foreign language requirements for advanced degrees. Accelerated, designed for the acquisition of reading skills in Italian. No auditors.

3 units, Win (*Devine*)

60. Italian Opera from the Early 19th Century (Rossini) to the Early 20th Century—Italian history through the operatic melodramas from the heroic epic of the *Risorgimento* to the social anguish of *Venismo*, which brings Italian opera to California as in the *Girl of the Golden West* by Puccini. Students attend at least two opera performances.

3-4 units, Aut (*Napolitano*)

99. Language Specials—With consent of department only. See instructor for section number.

1-5 units (*Staff*)

114. Advanced Stylistics and Composition—Designed to achieve a high level of proficiency in written and spoken Italian. Readings of literary and non-literary texts with in-depth textual and grammatical analysis in class, oral reports, translations, and weekly writing assignments. Prerequisite: 22 or consent of instructor. (WIM)

3-4 units, Win (Napolitano)

115. Translation and Composition—Continuation of 114. Emphasis is on composition, writing of short essays, and short stories. Prerequisite: 114 or consent of instructor. (WIM)

3-4 units, Spr (Napolitano)

120. Stile Italiano: Fashion—Advanced conversation, intended as a follow-up to or preparatory course for “Stile Italiano—Design and Architecture” offered at the Florence campus during the Winter Quarter. The study of Italian fashion: its history, economics, and present state. Introduction to fashion design processes and to the history of the major firms (e.g., Ferragamo, Armani, Krizia, Prada, Gucci, etc.). Site visits and guest lectures, organized in association with the Casa Italiana, and an end-of-the-quarter fashion show.

3-4 units, Spr (Poli)

LITERATURE, THOUGHT, AND CULTURE

UNDERGRADUATE

127. Framing Italian History—The history of the Italian nation from Risorgimento to the present day. Focus is on the question of national identity, the origins and overthrow of Fascism, the changing status of women, the Mafia, challenges to democracy. Films, slides, videos, readings. (In Italian) Prerequisite: 3 or equivalent. GER:3a (DR:7)

4 units, Aut (Springer)

128. Inventing Italian Literature: Dante/Petrarca/Boccaccio—The origins of Italian literature in poetry (the love lyrics of Dante and Petrarca) and prose (stories from Boccaccio’s *Decameron*). Prerequisite: 3 or equivalent. GER:3a (DR:7)

4 units, Win (Springer)

129. The Path to Modernity: Renaissance to Pirandello—Analysis of a series of influential Italian texts from the 16th to the 20th century. Readings: Ariosto, Tasso, Goldoni, Leopardi, Verga, Pirandello. Prerequisite: 3 or equivalent. GER:3a (DR:7)

4 units, Spr (Springer)

198. Honors—Open to juniors and seniors with consent of adviser; 9-12 units total credit for completion of honors essay.

3-12 units (Staff)

199. Individual Work—For students engaged in special work. See instructor for section number.

1-12 units (Staff)

ADVANCED LITERATURE

296. Negotiating Difference: North/South in Contemporary Italy—Analysis of the enduring division between north and south in post-Risorgimento Italy. Emphasis is on its representation in literature and film. Authors: Verga, Lampedusa, Vittorini, Levi, Sciascia, Dolci, Gramsci, Pasolini.

4 units, Win (Springer)

299. Individual Work—For students engaged in special work. See instructor for section number.

1-12 units, any quarter (Staff)

GRADUATE

399. Individual Work—For graduate students engaged in work on a special project in the field of Italian studies or predissertation research. May be repeated for credit. See instructor for section number.

1-12 units, Aut, Win, Spr, Sum (Staff)

AFFILIATED DEPARTMENT OFFERINGS

ART AND ART HISTORY

112/312. The Venetian Renaissance

4 units (Berdini) not given 2000-01

115/315. Renaissance Architecture, 1420-1580

4 units (Berdini) not given 2000-01

117/317. Baroque Painting

4 units (Berdini) not given 2000-01

147/347. The Bauhaus

4 units (Berdini) not given 2000-01

518. Graduate Seminar: Scopophilia—On Visual Pleasure

4 units (Berdini) not given 2000-01

COMPARATIVE LITERATURE

210. Women Writers of Early Modern Europe

4-5 units, Spr (Middlebrook)

310E. Lyric Economies in the European Renaissance

4-5 units, Spr (Hampton)

314. Seminar: Epic and Empire—(Same as English 314.)

5 units, Win (Parker)

HISTORY

13. The Emergence of Modern Medicine

5 units, Spr (Findlen)

216/316. Undergraduate/Graduate Colloquium: When Worlds Collide—The Trial of Galileo

5 units, Win (Findlen)

SCIENCE, TECHNOLOGY, AND SOCIETY

102. Science, Technology, and Art: The Worlds of Leonardo

3-5 units, Aut (Gorman)

The following courses are accepted for credit in the major. See the respective department listing for course descriptions and General Education Requirements (GER) information.

CLASSICS

205A,B. The Semantics of Grammar

2 units, Aut (Devine)

1 unit, Win (Devine)

LINGUISTICS

1. Introduction to Linguistics

4 units, Win (Leben)