

# LANGUAGE CENTER

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

## UNDERGRADUATE PROGRAM

### MINOR IN MIDDLE EASTERN LANGUAGES, LITERATURES, AND CULTURES

The undergraduate minor in Middle Eastern Languages, Literatures, and Cultures has been designed to give students majoring in other departments an opportunity to gain a substantial introduction to the Arabic and Hebrew languages, as well as an introduction to the cultures and civilizations of the Middle East.

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

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

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

#### CULTURAL STUDIES TRACK

Requirements are:

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

*Course No. and Subject*

#### Appendix A:

125A. The Contemporary Arab World through Literature and Culture

*Units*

4

125B. Readings in Contemporary Arab Writers

4

125C. Influences and Issues in Contemporary Arab Women Writers\*

4

125D. The Arab World through Travel Literature\*

4

125E. Short Stories and Poetry from the Arab World

4

#### Appendix B:

Comp. Lit. 10N. Stanford Introductory Seminar: Egyptian

East/Egyptian West

3

History 85Q. Stanford Introductory Seminar: Jews and Muslims

5

History 87. Empires and Cultures in the Modern World	5
History 185. Introduction to Islamic Civilization	5
History 187B. The Middle East in the 20th Century*	5
History 187. Palestine, Zionism, and the Arab-Israeli Conflict	5
History 187C. Women in the Modern Middle East	5
History 189A. Israel: 1800 to the Present	5
History 207. Jews, Christians, and Muslims: Medieval Spain	5
History 209A. Law, Society, and Identity in Christianity and Islam, 500-1500	5
History 285A. Problems in Israeli History: The National Identity and Political Culture of the Israeli State	5
History 285B. Zionist Theory and Practice	5
History 286. Undergraduate Colloquium: Economic and Social History of the Modern Middle East	5
History 287S. Topics in the Modern History of Egypt, Palestine, and Israel	5
History 288. Palestine and the Arab-Israeli Conflict	5
Relig. Studies 121. People of the Book: Abraham and Joseph	4-5

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

#### LANGUAGE TRACK

Requirements are:

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

## GRADUATE PROGRAM

### Ph.D. MINOR IN APPLIED LINGUISTICS

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

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

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

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

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

#### THE LEARNING, TEACHING, AND TRANSLATION OF SECOND LANGUAGES TRACK

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

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

*Course No. and Subject*

Ed. 248. Theory and Issues in Literacy

*Units*

4

Ed. 390. Advanced Seminar in Bilingual Education

1-3

Lang. Ctr. 201. The Learning and Teaching of Second Languages

3

Lang. Ctr. 202. Workshop in Technology

4

Lang. Ctr. 203. Second Language/Second Dialect Acquisition (same as Span. 204)	3-5
Lang. Ctr. 204. Issues and Methods in the Teaching of Heritage Languages (same as Span. 300)	3-5
Lang. Ctr. 205. Educational Applications of Sociolinguistics (same as Ed. 341)	3-4
Ling. 189/289. Linguistics and the Teaching of English as a Foreign Language (same as Ed. 282)	4-5
Ling. 140/240. Language Acquisition I	4

## EDUCATIONAL AND POLICY APPLICATIONS OF LINGUISTICS TRACK

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

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

## COURSES

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

*3-5 units, Spr (Bernhardt)*

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

*3-5 units, Spr (Bernhardt)*

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

*2-4 units, Spr (Staff)*

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

*3-5 units (Valdés) not given 2000-01*

## AFRICAN AND MIDDLE EASTERN LANGUAGES AND LITERATURES (AME)

### AFRICAN LANGUAGES

#### 100A,B,C. Beginning Amharic

**100A.** 3 units, Aut (Staff)

**100B.** 3 units, Win (Staff)

**100C.** 3 units, Spr (Staff)

#### 102A,B,C. Beginning Hausa

**102A.** 3 units, Aut (Staff)

**102B.** 3 units, Win (Staff)

**102C.** 3 units, Spr (Staff)

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

**106A.** 4 units, Aut (Staff)

**106B.** 4 units, Win (Staff)

**106C.** 4 units, Spr (Staff)

#### 107A,B,C. Intermediate Swahili

**107A.** 4 units, Aut (Staff)

**107B.** 4 units, Win (Staff)

**107C.** 4 units, Spr (Staff)

#### 108A,B,C. Advanced Swahili

**108A.** 4 units, Aut (Staff)

**108B.** 4 units, Win (Staff)

**108C.** 4 units, Spr (Staff)

#### 111A,B,C. Beginning Chichewa

**111A.** 3 units, Aut (Staff)

**111B.** 3 units, Win (Staff)

**111C.** 3 units, Spr (Staff)

#### 133A,B,C. The African Evening Forum

**133A.** 1-4 units, Aut (Staff)

**133B.** 1-4 units, Win (Staff)

**133C.** 1-4 units, Spr (Staff)

### MIDDLE EASTERN LANGUAGES

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

**120A.** 4 units, Aut (Barhoum)

**120B.** 4 units, Win (Barhoum)

**120C.** 4 units, Spr (Barhoum)

#### 121A,B,C. Intermediate Arabic

**121A.** 4 units, Aut (Salti)

**121B.** 4 units, Win (Salti)

**121C.** 4 units, Spr (Salti)

#### 122A,B,C. Advanced Arabic

**122A.** 4 units, Aut (Salti)

**122B.** 4 units, Win (Salti)

**122C.** 4 units, Spr (Salti)

**125A,C,D,E. Topics in Arabic Literature and Culture**—Examines several literary and cultural facets of the Arab world not usually dealt with in other courses at Stanford. Designed to be taken independently. Readings/discussion in English.

**125A. The Contemporary Arab World and Culture through Literature**—Introduces the Arab world through a survey of different literary genres (i.e., novels, short stories, poetry), providing a glimpse of contemporary Arab society and culture. Readings from prominent authors, dealing with dominant cultural topics, e.g., nationalism, re-

ligion, gender and women issues, kinship and social concepts, etc. Texts delineating the cultural uniqueness of the Arab world include major works by Naguib Mahfouz, Nawal El-Saadawi, Ghassan Kanafani, Tayyeb Salih, Etel Adnan, and representative samples of short stories and poetry spanning the Arab world. GER:3a,4a (DR:2 or 7)

4 units, Aut (Barhoum)

**125C. Contemporary Arab Women Writers and Issues**—Selections of fiction and non-fiction works by prominent Arab women writers, with discussion and analysis of the main cultural factors contributing to the shaping of their dominant feminist conceptions and attitudes. Readings: Fatima Mernissi's *Dreams of Trespass*; Nawal El Saadawi's *God Dies by the Nile*; Etel Adnan's *Sit Marie Rose*; Hanan Al-Shaykh's *The Story of Zhara*; Alifa Rifaat's *Distant View of a Minaret*; Sahar Khalifeh's *Wild Thorns*. Alternates with 625E. GER:3a,4c (DR:7+)

4 units (Barhoum) not given 2000-01

**125D. The Arab World through Travel Literature**—Western colonialist and postcolonialist portrayals of Arab culture and recent critical examinations of stereotypical depictions of Arabs and Islam. Readings: Gustave Flaubert's *Flaubert in Egypt*; Jonathan Raban's *Arabia through the Looking Glass*; Elizabeth Fernea's *Guests of the Sheik*; Lady Mary Wortley Montagu's *Letters*; Lawrence Durrell's *Justine*; Edward Said's *Covering Islam and the Introduction to Orientalism*; Jack Shaheen's *The T.V. Arab*; Maxime Rodinson's *Europe and the Mystique of Islam*; Geraldine Brooks' *Nine Parts of Desire*; Eric Hansen's *Motoring with Mohammed*. GER:3a,4a (DR:2 or 7)

4 units, Spr (Barhoum)

**125E. Short Stories and Poetry from the Arab World**—Selections of short stories and poetry written by some of the best-known contemporary Arab writers. Discussion and in-depth analysis of representative samples spanning a wide spectrum of the Arab world, e.g., Egypt, Morocco, Tunisia, Sudan, Libya, Yemen, Iraq, Lebanon, Syria, and Palestine. The creative impulses and cultural symbols involved in the interpretation of each work. The stories and poetry illustrate the rich diversity of the Arab world and accentuate the various cultural issues and forces influencing Arab writers. Alternates with 625C. GER:4a (DR:2)

4 units, Win (Barhoum)

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

128A. 4 units, Aut (Staff)

128B. 4 units, Win (Staff)

128C. 4 units, Spr (Staff)

**129A,B,C. Intermediate Hebrew**

129A. 4 units, Aut (Staff)

129B. 4 units, Win (Staff)

129C. 4 units, Spr (Staff)

**130A,B,C. Advanced/Conversational Hebrew**

130A. 4 units, Aut (Staff)

130B. 4 units, Win (Staff)

130C. 4 units, Spr (Staff)

**141A,B,C. Beginning Yiddish**

141A. 4 units, Aut (Szabo)

141B. 4 units, Win (Szabo)

141C. 4 units, Spr (Szabo)

**142A,B,C. Intermediate Yiddish**

142A. 4 units, Aut (Szabo)

142B. 4 units, Win (Szabo)

142C. 4 units, Spr (Szabo)

## SPECIAL LANGUAGE PROGRAM

The Special Language Program (SLP) offers a number of foreign languages not otherwise taught at Stanford. Based on current funding and student requests, the courses planned for 2000-01 are listed below; however, not every course listed will be taught. Additional languages may still be offered upon request, provided funding is available. Requests for the 2001-02 academic year should be made by Spring Quarter of this year at the Special Language Program office.

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

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

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

**126A,B,C. Beginning Turkish**

126A. 3 units, Aut (Ayanoglu)

126B. 3 units, Win (Ayanoglu)

126C. 3 units, Spr (Ayanoglu)

**132A,B,C. Beginning Tibetan**

132A. 3 units, Aut (Staff)

132B. 3 units, Win (Staff)

132C. 3 units, Spr (Staff)

**138A,B,C. Beginning Navajo**

138A. 3 units, Aut (Staff)

138B. 3 units, Win (Staff)

138C. 3 units, Spr (Staff)

**144A,B,C. Beginning Tagalog**

144A. 3 units, Aut (Gonzalez)

144B. 3 units, Win (Gonzalez)

144C. 3 units, Spr (Gonzalez)

**146A,B,C. Beginning Persian**

146A. 3 units, Aut (Fahimi)

146B. 3 units, Win (Fahimi)

146C. 3 units, Spr (Fahimi)

**150A,B,C. Beginning Vietnamese**

150A. 3 units, Aut (Ha)

150B. 3 units, Win (Ha)

150C. 3 units, Spr (Ha)

**152A,B,C. Beginning Hindi**

152A. 3 units, Aut (Singh)

152B. 3 units, Win (Singh)

152C. 3 units, Spr (Singh)

**153A,B,C. Intermediate Hindi**

153A. 3 units, Aut (Staff)

153B. 3 units, Win (Staff)

153C. 3 units, Spr (Staff)

**154A,B,C. Beginning Gujarati**

154A. 3 units, Aut (Ranchod)

154B. 3 units, Win (Ranchod)

154C. 3 units, Spr (Ranchod)

**156A,B,C. Beginning Indonesian**

156A. 3 units, Aut (Burke)

156B. 3 units, Win (Burke)

156C. 3 units, Spr (Burke)

**159A,B,C. Beginning Punjabi**

159A. 3 units, Aut (Dhillon)

159B. 3 units, Win (Dhillon)

159C. 3 units, Spr (Dhillon)

**162A,B,C. Beginning Tamil**

162A. 3 units, Aut (Staff)

162B. 3 units, Win (Staff)

162C. 3 units, Spr (Staff)

**164A,B,C. Beginning Czech**

164A. 3 units, Aut (Staff)

164B. 3 units, Win (Staff)

164C. 3 units, Spr (Staff)

**165A,B,C. Intermediate Czech**

165A. 3 units, Aut (Staff)

165B. 3 units, Win (Staff)

165C. 3 units, Spr (Staff)

**167A,B,C. Beginning Polish**

167A. 3 units, Aut (Staff)

167B. 3 units, Win (Staff)

167C. 3 units, Spr (Staff)

**168A,B,C. Intermediate Polish**

168A. 3 units, Aut (Staff)

168B. 3 units, Win (Staff)

168C. 3 units, Spr (Staff)

**170A,B,C. Beginning Modern Greek**—Successful completion of 170C may fulfill the foreign language requirement.

170A. 4 units, Aut (Prionas)

170B. 4 units, Win (Prionas)

170C. 4 units, Spr (Prionas)

**171A,B,C. Intermediate Modern Greek**

171A. 4 units, Aut (Prionas)

171B. 4 units, Win (Prionas)

171C. 4 units, Spr (Prionas)

**172A,B,C. Modern Greek Language and Culture through Literature and Film**—Designed to accelerate acquisition of reading, writing, comprehension, and conversation skills through readings of literary texts and films. Grammatical structures, idiomatic expression usage, and vocabulary enrichment are enhanced through complementary, multimedia-based, on-line materials. Alternates with 171A,B,C.

4 units, Aut, Win, Spr (Prionas)

**173A,B,C. Beginning Hungarian**

173A. 3 units, Aut (Szabo)

173B. 3 units, Win (Szabo)

173C. 3 units, Spr (Szabo)

**174A,B,C. Beginning Quechua**

174A. 3 units (Fajardo)

174B. 3 units (Fajardo)

174C. 3 units (Fajardo)

**176A,B,C. Beginning Thai**

176A. 3 units, Aut (Staff)

176B. 3 units, Win (Staff)

176C. 3 units, Spr (Staff)

**178A,B,C. Beginning Sign (ASL)**

178A. 4 units, Aut (Haas)

178B. 4 units, Win (Haas)

178C. 4 units, Spr (Haas)

**179A,B,C. Intermediate Sign (ASL)**

179A. 3 units, Aut (Haas)

179B. 3 units, Win (Haas)

179C. 3 units, Spr (Haas)

**183A,B,C. Beginning Sanskrit**

183A. 3 units, Aut (Staff)

183B. 3 units, Win (Staff)

183C. 3 units, Spr (Staff)

**186A,B,C. Beginning Croatian**

186A. 3 units, Aut (Staff)

186B. 3 units, Win (Staff)

186C. 3 units, Spr (Staff)

**194A,B,C. Beginning Haitian/Creole**

194A. 3 units, Aut (Staff)

194B. 3 units, Win (Staff)

194C. 3 units, Spr (Staff)

**199Q. Stanford Introductory Seminar: Literature and Culture of Modern Greece**—Preference to sophomores. Focus is on modern Greece since its establishment as a nation. Literary works of prominent authors, films, and documents highlight issues related to Greek institutions, social structures, traditions, and culture. Emphasis is on topics of ethnicity, Greek heritage and national identity, kinship and gender issues, and migration patterns. GER:3a (DR:7)

3-5 units, Aut (Prionas)