

Department of Anthropology | Stanford University, ANTHRO Graduate Language Committee Petition form

Please complete this form (use one form per petition) to do any of the following: to request exception funding support for language study related to the Ph.D. degree program in Anthropology, to request exceptional tutoring funding support, to request exceptional FLAS-related funding support, to request approval for the doctoral foreign language plan required in the second year.

All petitions must be reviewed and approved by the Faculty Advisor. Once approved by the Faculty Advisor, this form should be submitted to the Student Services Officer on or by the beginning of a given quarter period in the Autumn, Winter or Spring quarters for consideration at the end of the given quarter. Petitioners receive written notification of a decision via email after review by the Graduate Language Committee.

STUDENT INFORMATION

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

PETITION REQUEST (Check one box)

- Request funding for academic, immersion, or homestay program for language study
- Request funding for tutoring for language study
- Request funding for FLAS-related program support for language study
- Request approval for the Doctoral language requirement (required in the Second year)
- Other exception (please describe):

Please provide explanation and justification (attach sheets if needed) indicating a plan for achieving language competency approved by the Faculty Advisor:

FACULTY ADVISOR

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

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

OFFICE USE ONLY:

- Approved
- Denied

Graduate Language Committee Chair:

Exceptional Language Training Reference and Statement of the Graduate Language Committee Priorities

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

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

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

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

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

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

The deadline for petitions for summer language study funding is on or by May 1st. The application should outline past and current training in the language, the structured language program or courses and home-stay proposed, and information describing the appropriateness for the student's dissertation research project. A letter from faculty advisor in support of the plan must accompany the application. Approval of a funding petition is contingent on the Advisor's approval.

Information on the Department's Foreign Language Plan Requirement in the Second year of the Ph.D. program

Ph.D. students in Anthropology must fulfill a foreign language requirement. The linguistic training required to carry out dissertation research varies considerably based on the project, and in recognition of this fact, the department does not impose a single set of criteria for demonstrating language competence. Rather, students are expected to consult with their faculty advisors about which languages and what levels of oral and reading proficiency are necessary for successful scholarship in their given field of study.

Consideration should be given to whether reading competency in additional scholarly languages should supplement proficiency in the language of fieldwork. Students are expected to discuss with their advisors whether their prior linguistic background and training sufficiently prepares them to read anthropological scholarship in non-English languages. The intention of this consideration is to avoid intellectual provincialism, which can arise when English is presumed to be the only language of scholarly discourse.

Students should view the fulfillment of the language requirement as a process, beginning with an initial meeting with one's advisor before the end of the first year. At that time, students should present a plan for achieving requisite levels of proficiency. Students are expected to provide their advisor with annual updates in their chosen course of study. By the end of their second year, students will have to obtain the signature of

their primary advisor, attesting to an agreed course of study and progress within it. Submission of the signed form to the Students Services Officer and approval by the Graduate Language Committee will constitute fulfillment of the foreign language plan requirement.

Students who have not met the foreign language plan requirement will not be advanced to candidacy at the end of the second year and may not be allowed to register until they have done so.

Students should meet the goals of their foreign language plan by the end of their third year or prior to the start of their dissertation fieldwork. It is the responsibility of the dissertation reading committee to determine whether the student has achieved the goals of the foreign language plan. Students who have not met their stated goals will not be permitted to commence dissertation fieldwork. Consideration can be given to situations where students intend to continue formal language study at the outset of the period of field.

Suggested Format for a Foreign Language Plan

Year One

Autumn:

Winter:

Spring:

Summer:

Year Two

Autumn:

Winter:

Spring:

Summer:

Year Three

Autumn:

Winter:

Spring:

Summer:

Note: please include information regarding consideration for any programming related to language acquisition (FLAS programs, Exchange Scholar programs, Stanford Language courses, Immersion programs, Language Institutes, Tutoring, Homestay programs)