

SPANISH

ESPAÑOL



MAJOR

MINIMUM 33 CREDITS

all completed with "C-" or better, including:

- one** Skills
- at least one** Linguistics
- at least two** Culture/Literature
- at least two** courses at 400 level
- at least 24 credits** at 300 level or above
(AP/I.B. count toward this)

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And, for those entering Butler Fall 2018 forward:

- at least 18 credits** from SP 325-499

MINOR

MINIMUM 21 CREDITS

all completed with "C-" or better, including:

- at least one** Culture/Literature or Linguistics (SP 325-499)
- at least 12 credits** at 300 level or above
(AP/I.B. count toward this)



SKILLS

300 LEVEL — NON-SEQUENTIAL

- 300 Grammar in Context
- 305 Spanish for Oral Communication (SAC)
- 310 Spanish for Written Communication
- 315 Spanish for Business
- 320 Service Learning in Spanish (WAC**, ICR)
** after achieving junior status
- 322 Spanish-English Translation for Linguistic and Cultural Awareness

LINGUISTICS

300 LEVEL — NON-SEQUENTIAL

- 325 Intro to Hispanic Linguistics*
 - 375 Spanish Pronunciation
 - 380 Structure of Spanish
 - 385 Intro to Varieties of Spanish
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400 LEVEL — NON-SEQUENTIAL

- 405 Spanish Sociolinguistics
- 415 Spanish in the U.S.A.
- 425 Phonetics of Spanish Language
- 435 Spanish Dialectology
- 445 Topics in Hispanic Linguistics*
- 455 Spanish Second Language Acquisition
- 465 Bilingualism in Hispanic World
- 485 History of the Spanish Language

CULTURE/LITERATURE

300 LEVEL — NON-SEQUENTIAL

- 330 Themes in Hispanic Studies*
- 335 Spain: Middle Ages to 1700
- 340 Spain: 1700 to Present
- 345 Analysis of Literary Genres
- 350 Spanish-American Culture
Mexico, Central America, Caribbean
- 355 Spanish-American Culture
Southern Cone, Andean Countries
- 360 Hispanic Film
- 365 Hispanic Short Story
- 370 Contemporary Hispanic Societies*

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400 LEVEL — NON-SEQUENTIAL

- 420 Golden Age of Spain*
- 430 18th- & 19th-Century Spain*
- 440 Contemporary Spanish Studies*
- 450 Spanish-American Studies*
- 460 20th-Century Spanish-American Studies*
- 470 Hispanic Culture in the U.S.*
- 490 Spanish Seminar*

MORE

- 401/2/3 Internships in Spanish Communication Skills in Spanish*
- 410
- 491/2/3 Independent Study
- SP 499 Honors Thesis
- FL 390 Seminar* (in English)
- FL 499 Senior Keystone
- RX 48- Medical Spanish Courses (see page 2)

* repeatable with different topics

FULFILLING CORE

- SP 305 – Speaking Across Curriculum
- SP 320 – Indianapolis Community Req.
- SP 320 – Writing Across Curriculum if junior status already achieved
- RX 483 – Indianapolis Community Req.
- any three Spanish Culture/Literature courses exempt you from the Text & Ideas requirement
- nine hours abroad exempt you from one Global & Historical Studies course

SPANISH

PLACEMENT AND DUAL ENROLLMENT CREDITS

BUTLER LANGUAGE PLACEMENT CREDITS (BLPC)

Request 200-level elective BLPC *after completing*—each with a “C-” or better—**two 300-level Butler courses** in the same language.

- Begin in 203: eligible for three 200-level elective BLPC
- Begin in 204: eligible for six 200-level elective BLPC
- Begin at 300 level: eligible for nine 200-level elective BLPC

Placement and transfer credits below the 300 level are capped at nine. If you transfer in 100- or 200-level credits from another institution or dual enrollment, you may not receive as many credits as listed above.

AP/I.B./CLEP

Begin in a 300-level course at Butler and credits can be **earned automatically** from Advanced Placement (AP), International Baccalaureate (I.B.), and CLEP (College Level Examination Program) exams.

- 4 or 5 on each AP exam: three 300-level elective credits (for each)
- 5–7 on I.B. Level 1 SL exam: three 300-level elective credits
- 5–7 on I.B. Level 2 HL exam: six 300-level elective credits
- 5–7 on I.B. Level 1 HL Native Speaker exam: six 300-level elective credits
- 50+ on CLEP exam: meet with MLLC department chair to discuss placement

In addition to these, you'll possibly still be eligible for nine 200-level elective BLPC. Note: AP/I.B./CLEP elective credits do not count as Butler courses toward BLPC eligibility.

Important: If you do not begin at the 300 level, you forfeit all language AP/I.B./CLEP placement credits.

DUAL ENROLLMENT

Students who have completed dual enrollment course work in high school with an accredited higher education institution and plan to continue with that language should enroll in the next sequential course.

Course sequencing at Butler:

- 101 & 102 Beginning Language Sequence
- 203 & 204 Intermediate Language Sequence
- 300-320 Advanced Language Skills Courses

Advanced language skill courses are not sequential. Students whose next sequential course will be 300+ are encouraged to enroll in a course that they feel will improve their linguistic and cultural skills.

You may also be eligible for some 200-level elective BLPC. See info at left.

MEDICAL SPANISH

Butler's College of Pharmacy and Health Sciences (COPHS) offers Medical Spanish courses. (COPHS primary majors are given priority enrollment.)



In Modern Languages, we recognize the following:

- up to **six** 300-level RX credits toward completion of a Spanish **major**
- up to **three** 300-level RX credits toward completion of a Spanish **minor**

Three RX courses count at the 300 level (as Skills elective credits):

- RX 482 Advanced Medical Spanish (*Pre-req: RX 481 Intro to Med. Spanish*)
- RX 483 Medical Spanish Service Learning (ICR)
- RX 484 Medical Spanish Language Immersion Trip (*if placed at 300 level*)

For contacts and information on COPHS' Spanish Medical Track:

- visit butler.edu/mlc
- click “Spanish” in the right-column navigation menu

TRANSFER CREDITS

To transfer in another institution's language credits earned *while a student at Butler*, do the following:

1. Begin the transfer credit request or study abroad approval form for the course(s) you'll complete (**do not write in Butler equivalencies**)
2. Attach a syllabus for any course listed and bring the documents to the MLLC department admin
3. If course is completed during the final 30 hours at Butler, you will also need a permission to intrude form from the registrar's office.
4. Only Butler faculty can teach 400-level language courses.
5. All courses must be completed with a C- or better.

Courses must be assigned “SP,” “RX,” or “FL” equivalencies by the MLLC department chair to transfer in to Butler.

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STUDY ABROAD



Opportunities at Butler for immersive, global learning are endless. Over 100 programs serve students in all the languages we offer, coordinated by

Butler's study abroad office: the **Center for Global Education (CGE)**. Take advantage. Passport in hand, the lessons you learn venturing beyond the familiar

can't be taught in a classroom.

Surrounding yourself with native speakers is the best way to improve your fluency and utilize language confidently in real-world settings. Upon returning, your language ePortfolio, our FL 499 Senior Keystone, Career and Professional Success (CaPS), and the Engaged Learning Center can help guide you in marketing your study abroad experiences to employers, graduate schools, and more.

For more information and a link to **study abroad grants**, visit:

butler.edu/mlc/study-abroad

WHERE TO BEGIN

Talk to MLLC Faculty Academic Advisors

Discuss when to go and which courses to aim for.

Attend a Study Abroad Info Session (*required*)

You'll learn about programs, locations, courses, finances, insurance, housing, passports, and more.

Research Program Offerings

CGE's website includes over 200 program options:
butler.edu/global-education/where-can-i-go

Meet with the Study Abroad Advisor (*if needed*)

If you still have questions, please see the CGE advisor:
butler.edu/global-education/contact-center-global-education

Apply to a Program

Coordinate with the study abroad office.

For schedules and more, visit CGE online:

butler.edu/global-education

FEATURED PROGRAMS

LED BY BUTLER FACULTY

Fall Semester in Spain

With excursions throughout Spain, live in the warm, small-town atmosphere of Alcalá de Henares—just a short, commuter train ride from downtown Madrid's vibrant cultural and social venues. Earn 12 credits, including a 400-level Spanish course taught by a Butler professor. Use 100 percent of your financial aid. Live with a host family.



Summer Intensive in Costa Rica

Based in San José for three weeks, develop your speaking and listening skills in both one-on-one conversation classes and by immersing yourself in Costa Rican culture. Excursions include visiting Punta Leona Beach Resort and/or the Parque Natural Manuel Antonio. You'll earn three 300-level SP credits. Live with host families.



SPANISH

INTERNSHIPS

Pre-professional experiences—both in the U.S. and abroad—are vital for resumes and applications. From a liberal arts perspective, experiential education offers time for self assessment and reflection.

Local internships have included the Marion County Prosecutor's Office, the Christian Neighborhood Legal Clinic, Salesforce, and Indianapolis Public Schools.

To pursue a language internship:

- Find an internship: *butler.edu/career*
- Consult with a full-time MLLC faculty member on the internship (and how many credits it might be worth), and ask them to be your instructor *Note: Typically, per credit hour, a student spends a combined 42 hours on site and doing reflection work*
- Apply for the internship
- While awaiting a decision on your application, draft a syllabus (with your instructor), attaching the LAS internship contract (your instructor has access to all forms and sample syllabi on the MLLC Canvas page)
- Submit the syllabus, contract, and a blue registration card (from our administrative specialist) to the MLLC department chair for their approval and signature
- If accepted into the internship, complete the University agreement release form (with signatures from both your instructor and on-site supervisor) and turn it into our administrative specialist
- Then, obtain any remaining needed signatures on your blue registration card and take it to the registrar's office (Jordan Hall 180) *Note: It may take up to two weeks for the internship course to appear in my.butler and Canvas*

For internship databases, a professional guide to success, job data, a calendar of networking events, and more:

- visit *butler.edu/career/student-graduates/internships-jobs*

Senior Keystone



It's vital that you continue improving your language proficiencies after

graduation and know how to market your abilities in pursuit of scholarships, post-graduate apprenticeships, teaching positions, for-profit/non-profit/government careers, success with graduate school applications, and more.

In **FL 499 Senior Keystone**, you will:

- Complete the internationally-recognized STAMP Proficiency Assessment
- Work with CaPS, the Engaged Learning Center, and outside employment and marketing experts
- Apply for post-graduation opportunities
- Polish your online presence
- Organize your Departmental High/Highest Honors materials (if eligible)
- Create a plan for continued proficiency after Butler

FL 499 is a course for all senior language majors and minors. The course is one credit, pass/fail, and taught in English. *(It does not count toward your major/minor.)*

RESEARCH OPPORTUNITIES

Our students and faculty collaborate on diverse research, exploring topics ranging from Europe's responses to recession, the Sephardic Jewish population in Spain, and the translation of humor between languages.

1.) The **Butler Summer Institute (BSI)**

is a research program that allows up to 30 students of any discipline to complete a nine-week research project alongside faculty. BSI Scholars receive a \$2,500 stipend, free housing on campus during the Institute, and admittance to cultural/community building events. **BSI Projects often form the basis of an Honors Thesis.**



2.) Butler offers a **competitive grants program** to fund students **traveling to present** their research findings up to \$250 and/or students conducting research for their **honors thesis research** up to \$500.

3.) The **Butler Undergraduate Research Conference**

(URC) provides you the opportunity to share your original research with others. You may submit a complete paper in any discipline for competitive review and the opportunity to earn \$300, \$150, or \$50 as Top Paper recipients. You may also submit an abstract of a current research project in any discipline as an oral presentation, poster presentation, or art exhibit. Competitive Paper and Presentation submissions must be sponsored by a faculty member.



For contacts, application deadlines, and more, visit: *butler.edu/chase*

SPANISH

PRESTIGIOUS SCHOLARSHIPS AND FELLOWSHIPS

Butler's **Engaged Learning Center** (ELC, Jordan Hall 109) can guide you through the process of identifying awards suited to your strengths and help you develop competitive applications.

Below, you'll find contact information for Butler's Faculty

Director of Engaged Learning. Don't hesitate to reach out!

You'll also find a semester-by-semester breakdown of when to apply for important scholarships and fellowships. Deadline dates can vary year-to-year, so be sure to monitor them.

- **STUDY/TEACH ABROAD**
Boren, Fulbright UK Summer Institute, Gilman, JET, TAPIF
- **RESEARCH ABROAD**
Fulbright, DAAD
- **TUITION AND BOOKS**
Goldwater, Udall
- **GRADUATE OR MEDICAL EDUCATION**
DAAD, Fulbright, Gates Cambridge, Marshall, Mitchell, Rhodes, Truman, NSF GRFP, National Health Service Corps



Various prestigious scholarships/fellowships are described on the next page. For a full list, visit:

- butler.edu/chase/scholarships-fellowships
- scroll down to "language study"

Dr. Rusty Jones

Faculty Director, Engaged Learning Center
Jordan Hall 109
Email: rejones@butler.edu

FIRST YEAR	SOPHOMORE
Apply for:	Apply for:
<ul style="list-style-type: none"> • BSI/Chase Scholars • Gilman • Fulbright UK Summer Institute 	<ul style="list-style-type: none"> • BSI/Chase Scholars • DAAD Rise • Fulbright UK Summer Institute
Submit to/Present at: URC	Submit to/Present at: URC
JUNIOR	SENIOR
Apply for:	Apply for:
<ul style="list-style-type: none"> • BSI/Chase Scholars • DAAD Rise • Truman 	<ul style="list-style-type: none"> • Boren • JET • NSF GRFP
Submit to/Present at: URC	Submit to/Present at: URC

Have others pay for your educational adventures, develop self-confidence, improve your communication skills, enhance your resume, and develop relationships with faculty mentors who will then be able to write detailed letters of recommendation for you!

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Prestigious Scholarships and Fellowships *continued*

If you have any questions about programs, applying, or interviewing, the ELC office (JH 109) should be your first stop. Some

programs require University nomination or endorsement, so be sure to inquire early. Some awards are open to alumni.

For a full listing of programs, scroll down to “language study” on this webpage:

butler.edu/chase/scholarships-fellowships

EXAMPLES

FULBRIGHT SUMMER INSTITUTE

Offers funding to first year and sophomore students with a 3.7 GPA or higher and two years of undergraduate study left to complete. Students travel to the U.K. to participate in 3-6 week academic and cultural summer programs. The majority of the costs are covered, including tuition, room and board, and airfare.

Deadline: February

BOREN SCHOLARSHIPS FOR INTERNATIONAL STUDY

Provides up to \$20,000 for U.S. undergraduate students studying in Africa, Asia, Central & Eastern Europe, Eurasia, Latin America, and the Middle East. Requires rigorous language study and the majority of awardees spend a full academic year overseas. In exchange for funding, recipients commit to working in the federal government for at least one year after graduation.

Deadline: February

UDALL SCHOLARSHIPS

Provides \$5,000 to sophomores or juniors on the basis of leadership, public service, and commitment to issues related to the environment or American Indian nations. Applicants should be committed to a career related to the environment, tribal public policy, or American Indian health care as demonstrated through peer leadership, public service (paid or unpaid), and academic achievement.

Deadline: March

CRITICAL LANGUAGE SCHOLARSHIP

Provides funding for a summer overseas language and cultural immersion program for U.S. undergraduate students in 13 critical need languages, including: Azerbaijani, Bangla, Hindi, Indonesian, Korean, Punjabi, Swahili, Turkish, Urdu, Arabic, Persian, Chinese, Japanese, and Russian.

Deadline: November

FULBRIGHT U.S. STUDENT GRANT PROGRAM

Provides funding to graduates or graduate students to facilitate cultural exchange through direct interaction on an individual basis. Applicants may apply for a Study/Research or an English Teaching Assistantship grant. Funding covers transportation, room and board, and incidental costs.

Butler Deadline: mid-September

BARRY GOLDWATER SCHOLARSHIP

Provides up to \$7,500 per year for a maximum of two years to outstanding undergraduates who are studying mathematics, natural sciences, or engineering who intend to pursue a research career. Sophomores or juniors with a 3.0 GPA or higher are invited to apply.

Deadline: January

GATES CAMBRIDGE SCHOLARSHIP

Scholarships are awarded to extraordinary applicants with a 3.7 GPA or higher to pursue a full-time postgraduate degree in any subject at the University of Cambridge.

Deadline: October

MARSHALL SCHOLARSHIP

Awards young Americans of high ability funding to study for a graduate degree in the U.K. (scholarship valued around \$47,000). Applicants must have a 3.7 GPA or higher and are evaluated on academic merit, leadership potential, and ambassadorial potential.

Deadline: October

HARRY S. TRUMAN SCHOLARSHIP

Provides \$20,000 toward graduate school for future public service leaders, including careers in government, the nonprofit or advocacy sectors, and education. Juniors who plan to go on to careers in public service with outstanding service, academic records, leadership, and a GPA above 3.5 are invited to apply.

Deadline: February

GEORGE J. MITCHELL SCHOLARSHIP

Provides scholarships to U.S. graduates to pursue a year of post-graduate study at institutions of higher learning in Ireland and Northern Ireland. Applicants must have a 3.5 GPA or higher and will be evaluated based on academic excellence, leadership, and a commitment to community or public service.

Deadline: October

BENJAMIN A. GILMAN INTERNATIONAL SCHOLARSHIP PROGRAM

Provides undergraduate students receiving Pell Grants up to \$5,000 for study abroad or internship opportunities.

Deadline: March and October

SPANISH

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COURSE DESCRIPTIONS, TOPICS, AND PREREQUISITES

Butler offers a flexible Spanish major and minor that include immersive study abroad, our nationally-recognized Service Learning class, internships, and a selection of courses from this catalog. Infused with the humanities, our program will challenge and develop your mind and heart, preparing you to lead a flourishing and socially productive life.

SP 101, Beginning Spanish I: The first course in Spanish. Focus is on developing the four skills of language acquisition: listening, speaking, reading, and writing production. Although learning grammar is an important part of the process, it will be used around everyday situations and cultural topics. Prerequisites: No previous Spanish instruction. Permission granted upon personal interview with the department chair.

SP 102, Beginning Spanish II: This is the second course in the basic Spanish language sequence. The course continues to develop basic communication skills in listening, speaking, reading, and writing at a more complex level. Prerequisites: SP 101 or placement test result.

SP201, Spanish Conversation and Pronunciation: Development of oral proficiency. Concentration on pronunciation and practical vocabulary. Review of basic structures. Practice of speaking skills in class discussions. Use of audiovisual materials to increase accuracy and fluency. Prerequisite: One year of college Spanish or placement test authorization.

SP 203, Intermediate Spanish I: First course in intermediate Spanish. Review of fundamentals, develop intermediate skills in reading, writing, speaking, and listening; building communicative competence and enhancing social and cultural awareness of Spanish-speaking world. Prerequisite: one year of college Spanish or SP 102, or placement exam result.

SP 204, Intermediate Spanish II: Second course in intermediate Spanish. Further review of fundamentals; continue developing competence and enhance social and cultural awareness of the Spanish-speaking world. Prerequisite: SP 203, or placement exam result.

SP 300, Grammar in Context: Study of grammatical structures to master language at intermediate/advanced level. Students review, reinforce, and practice grammar within contextual framework so as to build vocabulary, read cultural texts, and create written material to see the interaction of language skills. Prerequisite: SP204 or equivalent course or placement at the 300 level.

SP 305, Spanish for Oral Communication: Practice in oral Spanish to increase fluency through activities and discussion. Intensive controlled conversation and the facilitation of debates and group discussions in relation to audiovisual materials and cultural readings. Prerequisite: SP204 or equivalent course or placement at the 300 level.

SP 315, Spanish for Business: Introduction to the Hispanic business world and examination of its structures, institutions, procedures, and terminology. Prerequisite: two years of college Spanish or placement at the 300 level.

SP 320, Service Learning in Spanish: Increase students' fluency in Spanish; encourage them to frame their community experience in meaningful ways. Class components: supervised volunteer tutoring (24 hours/semester) and weekly class meetings to discuss Latino Immigration. Prerequisites: SP204 or equivalent course or placement at the 300 level.

SP 322, Spanish-English Translation: Spanish-English Translation of news, editorial, review, excerpts of literary works, and other texts to develop language and cultural skills. Vocabulary building and appreciation of cultural differences as reflected in language. Prerequisite: Completion of one course from SP300-SP320, or permission of the department chair.

SP 325, Intro to Hispanic Linguistics: Overview of the History, Phonetics, Syntax, Acquisition, and Language Variation of the Spanish language (theories, analysis, and application). Prerequisite: One 300-level skills course in Spanish.

SP 330, Themes in Hispanic Studies: Selected themes within the literature and culture of one or more Spanish-speaking countries. Course may be repeated with each different topic. Prerequisites: One 300-level skills course in Spanish.

Sample Topic: ART AND ARCHITECTURE OF SPAIN. Overview of the artistic heritage of Spain. We will study some of the most famous paintings in the world (by Picasso, Dalí, Miró, Sorolla, El Greco, Velázquez, etc.) as well as see how world-class architects (Gaudí and Calatrava) have changed the physical environment of Spanish cities with their startling innovations. Our chronological approach will begin with prehistoric cave paintings and end with contemporary artists of the 21st-century. From Roman aqueducts to Romanesque and Gothic churches, from Arabic palaces and mosques to Jewish synagogues, from the Renaissance and Baroque periods through the Neoclassical, Romantic, Realist, Impressionist, Modernist, Cubist, Surrealist, and Post-Modernist movements, we will examine the important role of art and architecture in the history of Spain and the world.

Sample Topic: BLACKNESS IN LATIN AMERICA. This course explores the cultural expressions of Blackness that have shaped national identity in the Caribbean and Latin America. We will examine narratives of slavery, music genres, literature, essays, and films produced by Afro-Caribbean and Afro-Latin American intellectuals in order to establish the fundamental and foundational cultural contributions that have constituted syncretism as the core of Latin American identity.

Sample Topic: ICONOGRAPHY. The word "icon" refers to an object of devotion in the form of an immediately recognizable, easily reproducible image, often a figure or a face. This course will be concentrated on the cultural mechanisms (symbols, rituals, media, images, representations, literature and arts) that construct icons and bring them into representation. We will explore the "life" and images of great icons such as: Virgen de Guadalupe, la Malinche, José Martí, Simon Bolivar, Frida Kahlo, Che Guevara, Eva Peron, Rigoberta Menchú, Cesar Chavez, Shakira and Evo Morales. One of our goals will be to examine the propagandistic side of imagery and power. The course

will be a great asset for students interested in languages and culture, art and, since many of Latin America's famous icons become associated with heightened forms of masculinity or of hyperbolic or hybrid forms of femininity, gender.

Sample Topic: SPANISH TELEVISION MINI-SERIES. We will examine how popular mini-series programs use drama, mystery, adventure, and science fiction to tell stories about Spain's past to today's television viewers. In addition to watching all episodes outside of class, students will be assigned various historical and literary readings to contextualize the plots of the televised stories. Assessment will be based on class discussion, quizzes, tests, and a final project.

SP 335, Spain – Middle Ages to 1700: Use of selected reading and audio-visual materials to study the history, literature, and arts of Spain from the Middle Ages through the 17th century. Prerequisite: One 300-level skills course in Spanish.

SP 340, Spain – 1700 to present: Use of selected reading and audio-visual materials to study the history, literature, and arts of Spain from the 18th century to the present. Prerequisite: One 300-level skills course in Spanish.

SP 345, Analysis of Literary Genres: Panoramic view of major and minor literary works of various genres across different time periods and geographical areas of the Hispanic World. Prerequisite: One 300-level skills course in Spanish.

SP 350, Spanish-American Culture – Mexico, Central America, Caribbean: Geographically-oriented approach to the study of the historical events, literary and cultural artifacts, and individual figures which have shaped and defined the countries of Spanish Mexico and selected countries from Central America and the Caribbean. Prerequisite: One 300-level skills course in Spanish.

SP 355, Spanish-American Culture – Southern Cone, Andean Countries: The study of historical events, and the literary and cultural productions of the Southern Cone and Andean countries. Prerequisite: One 300-level skills course in Spanish.

SP 360, Hispanic Film: Approach to Hispanic cultures through film and visual representations. Themes for analyses, discussions, and papers vary according to films chosen. Prerequisite: One 300-level skills course in Spanish.

SP 365, Hispanic Short Story: Study of selected stories by Spanish and Latin American authors. Prerequisite: One 300-level skills course in Spanish.

SP 370, Topics – Contemporary Hispanic Societies: A study of the contemporary societies of one or more countries of Latin America, of Spain, and/or the Latino society of the United States. This course may be repeated with each different area studied. Prerequisite: One 300-level skills course in Spanish.

Sample Topic: COSTA RICA INTENSIVE. A three-week, faculty-led study abroad program focused on improving your Spanish speaking and listening, while you live with host families and are immersed in Costa Rican culture. You'll complete one-on-one

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conversation classes, according to your level of Spanish, with a different tutor each week.

Sample Topic: INTRODUCTION TO TRANSATLANTIC STUDIES. Transatlantic Studies is an interdisciplinary academic field and a stimulating approach for understanding Colonial and Postcolonial stories. We will work with a corpus of Peninsular and Latin American texts (film, books, art), organized according to the following: 1.) Chronicle of the Indies; 2.) Scientific Expeditions; 3.) Exile between both sides; 4.) Traveler Artists and Avant-garde. Some specific sub-topics will be: The history of travel, exchange, translation, mixture, contact, and appropriation of European models and representations by New World chroniclers, artists, and writers who have shaped the cultural production in the Americas.

Sample Topic: RESPONSES TO ECONOMIC EXPANSION IN LATIN AMERICA. From distant fruit enclaves to the American dinner table, the debate over international economic expansion incites polarizing reactions. For more than a century, the desire for modernization has been an impetus for jubilation and greed, industrialization and exploitation, and power and theft. In this course, we will analyze the ways contemporary Hispanic artists and scholars have been responding to economic development throughout the fertile regions of Latin America. Audiovisual materials will serve as the primary texts for discussion.

SP 375, Spanish Pronunciation: This course introduces the sounds of Spanish in order to achieve a near native-like pronunciation. It covers theory and practice. Prerequisite: One 300-level skills course in Spanish.

SP 380, Structure of Spanish: The study of Spanish words and their internal structure as well as an overview of perspectives gained from the X bar theory to study Spanish word order, semantic roles, constituents, clause structure, grammaticality judgments, and so on. Prerequisite: One 300-level skills course in Spanish.

SP 385, Intro to Varieties of Spanish: This is an introductory course of Spanish regional variation. We will study the divergent linguistic features of the largest regions of Spain and Latin America (pronunciation, grammar, idioms, slang, linguistic and cultural stereotypes, etc.). Prerequisite: One 300-level skills course in Spanish.

SP 401/2/3, Internship in Spanish: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be Spanish. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (One, two, or three credit hours).

SP 405, Spanish Sociolinguistics: This course is an introduction to Sociolinguistic variation in the Hispanic world. We will study some of the factors of linguistic maintenance and shift in Spanish (the role of gender, age, education, attitudes, etc.). Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 410, Topics – Communication Skills in Spanish: Practice in communication in Spanish. Topics vary. Course may be repeated with a different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: ADVANCED SPANISH GRAMMAR. This course offers an in-depth review and study of the

more problematic aspects of Spanish grammar, such as the use of prepositions, the subjunctive mood, and the sequence of tenses (to name a few) through hands-on experience of English-to-Spanish translation, the analysis of literary texts, contemporary newspaper articles, and critically-acclaimed movies from Spain, Latin America, and the Caribbean. Students will develop an awareness of the grammatical differences between their mother language and Spanish, as well as an appreciation of the varieties of spoken Spanish. Theoretical readings and the visit of guest speakers will also supplement the materials covered in class.

SP 415, Spanish in the USA: We will study the history, development and current state of Spanish and its speakers in the USA, including the linguistic characteristics of the Spanish varieties spoken in the USA. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 420, Topics – Golden Age of Spain: Exploration of the 16th and 17th centuries through literature, history, and/or artistic expression. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: EARLY SPANISH DRAMA. Madrid was an exciting place to be in the early 1600s and theater played a central role in this Renaissance society, mirroring the confusing and disorienting aspects of urban life through mishaps, mistaken identities, love triangles, and miscommunications. In our course we will read and study several plays from the period, focusing on the new lifestyles that were emerging due to rapid urbanization and social mobility. We will also discuss the changes in the way people defined themselves as individuals and how these changes are reflected in these dramatic texts. Interlocking issues of identity, including class, gender, race, and sexuality, will be germane to these discussions.

Sample Topic: EL CORRAL Y EL PALACIO: DOS ESPACIOS DE PRODUCCION TEATRAL. Through an analysis of the two principal sites in and for which theater was produced in early modern Spain, el corral and el palacio, we will explore how market forces of public theater and political concerns of the Hapsburg court affected the dramatic production of two playwrights, Lope de Vega and Pedro Calderón de la Barca.

SP 425, Phonetics of the Spanish Language: Introduction to the sounds of Spanish, native speaker pronunciation, recognition of Spanish main dialects and Spanish-English phonetic contrasts. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 430, Topics – 18th and 19th Century Spain: Study of historical, literary, and/or artistic aspects of the period. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: 19th-CENTURY NOVEL, 21st-CENTURY ADAPTATION. This course will compare literary readings with their theatrical, cinematic, and televised adaptations in order to explore how radical rewritings of 19th-century Spanish novels for the 21st-century Spanish stage and screen reinterpret classic fiction for a modern audience. We will read one novel and short portions of others, examine segments

of scripts, and view visual adaptations. These materials will be placed within the context of literary criticism and adaptation theory.

Sample Topic: 19th CENTURY REALISM. This course will focus on novelistic masterpieces of 19th-Century Realism. We will read one novel in its entirety and selected portions of other novels, as well as viewing their televised or cinematic adaptations.

Sample Topic: FICTION OF 1800s SPAIN. Study of selected short stories and novel chapters by one of the major literary figures of 19th-Century Spain. Themes include: duty, trust, love, deception, betrayal, revenge, self-sacrifice, desire, honor, and ambition. These works will be placed within the cultural context of their era and analyzed by applying literary concepts and critical terminology.

Sample Topic: FICTION OF EMILIA PARDO BAZÁN. In-depth study of one of the foremost literary figures of 19th-Century Spain, and the Spanish writer most-credited with the development of the Spanish short story genre. Emilia Pardo Bazán's writings document the daily life of her contemporary society, with her Realist fiction largely concentrating on the upper and middle classes, and her Naturalistic work focusing primarily on the lower classes. Common themes include jealousy, adultery, duty, revenge, superstition, love/sex, and societal expectations.

Sample Topic: NOVELS OF BENITO PEREZ GALDÓS. In-depth study of the novelistic art of the foremost representative of 19th-Century Spanish Realism, Benito Perez Galdós, who frequently is referred to as "the Spanish Dickens." His early novels center on issues of political conservatism and religious intolerance, while his later novels deal with a wide array of social ills associated with the rise of the middle class. We will study three of his novels. In addition to thematic content, we will focus on the characteristics of Galdós' style: complex characterizations, intricate plotting devices, literary innovations, and historical contextualization.

SP 435, Spanish Dialectology: The geography of Spanish in terms of origin, change, dialects, society, contact with other languages, slang, etc. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 440, Topics – Contemporary Spanish Studies: Analysis of aspects of 20th and 21st Century Spain through study of literary, historical, artistic works, and/or the media, offering such topics as the transition from dictatorship to democracy or the roles of women and men in contemporary society. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: CONTEMPORARY SHORT SPANISH NARRATIVE. Short stories, personal essays, short novels, fables, vignettes: all have flourished in the contemporary Spanish publishing market. Through careful readings of these narratives we will consider questions of subjectivity and agency in reference to the tremendous changes marked by Spain's transition from a dictatorship to a democracy; these changes register not only on the political level but also on the social, cultural, and personal levels. With this in mind, we will consider how these texts question, explore, and represent the personal coordinates that shape our social identities: nationality, gender, profession, class, race, etc.

SPANISH

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Sample Topic: CONTEMPORARY SPANISH CULTURE. Through a study of selected cultural texts and theoretical essays, we will explore how postmodern thought is manifested in the particular context (social, historical, political, cultural) of post-Franco,

Sample Topic: THE ROLE OF THE INTELLECTUAL IN SPAIN. Through a study of selected novels, essays, films, poems, and other cultural texts, we will explore how the role of the intellectual in Spain has been defined, changed, and questioned at key moments of Spain's politically tumultuous modern history.

SP 445, Topics in Hispanic Linguistics: Study of a selected topic in the field of linguistics (the study of language) from the perspective of Spanish. Themes may deal with phonetics, syntax, morphology, history, semantics, pragmatics, sociolinguistics, Spanish in contact, etc. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above)

Sample Topic: VARIETIES OF SPANISH IN SPAIN. The Spanish varieties found in Spain differ on two main levels: (1) the regional variety: (a) the Central-Northern region characterized by Castilian Spanish, (b) the Southern region characterized by Andalusian Spanish, and (c) the Isles; and (2) the varieties in contact with other languages, mostly: (a) with Vasque, (b) with Catalan, and (c) with Galician. Such linguistic diversity and cultural richness of the country is the topic of this course, which will benefit students participating in any study abroad program to Spain as well as any student interested in practicing Spanish in a different way, namely, by using the vocabulary and grammar features of the different varieties just mentioned. This course will enrich the viewpoint of Spanish majors and it will ensure they will have a better understanding of the linguistic richness in Spain.

SP 450, Topics – Spanish-American Studies: Literary, historical, social, and/or artistic aspects of Spanish-American culture and civilization. Topics will focus on a historical period, literary genre, social theme, or other cultural phenomenon. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: CRIME AND MYSTERY IN LATIN AMERICAN LITERATURE. From the fantastic fiction to the hard-boiled detective literature, this seminar studies exemplary texts, movies, and artworks produced in Latin American countries and related to crime or mystery. We will cover various types of crime fiction including the noir thriller, the psychological thriller, and other more current developments in this genre, to make inquiries about notions such as: mystery, cruelty, justice, violence, forensic practice, homicide, corruption, etc. We will read two short novels and several short stories on the genre, from authors such as J.L. Borges, Silvina Ocampo, A. Bioy Casares, L. Pardura Fuentes, Roberto Bolaño, and María Elvira Bermudez.

Sample Topic: SLAVERY IN THE NEW WORLD. This course examines ideas related to the construction of the "human" from a traditional Eurocentric perspective reinforced during the period of Enlightenment. By looking at ways in which Spaniards invented the indigenous population, the Africans slaves and the Latin American landscape, on the one hand,

and at testimonies or slave narratives, on the other, we will be able to conceptualize alternative visions of the human from the perspective of the marginal subjects in terms of race, ethnicity and gender.

SP 455, Spanish Second Language Acquisition: Overview of second language acquisition theories with discussion of empirical studies on the acquisition of Spanish. Practice on research design and the analysis of oral and written production of learners of Spanish. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 460, Topics – 20th Century Spanish-American Studies: Emphasis on the contemporary cultures of the nations of Spanish America. Through the use of literary texts, historical and social documents, movies, and other audiovisual media, topics will focus on the dynamics of this rapidly developing cultural region. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: THE EXPLOSION OF LATIN AMERICAN LITERATURE. For centuries, Latin American cultural imaginaries have been depicted and defined by European intellectuals providing an idea of the "new world" constituted through Eurocentric paradigms of thought. By revolutionizing the word of letters, literary universalism and the contours of Latin American nations, a group of local writers emerged during the 1950s and 60s. Writers such as Jorge Luis Borges, Mario Vargas Llosa, Alejo Carpentier, among others, created a new literary tradition that challenged previous conventional conceptualizations of Latin American cultures by including the voices and faces of the peripheral groups and through an emphasis on the local and autochthonous elements of Latin American idiosyncrasies. During those decades, Latin American literature becomes worldly acknowledged and valued, becoming a point of reference for authors elsewhere. Therefore, in this class, we will examine carefully short stories and novels written by some of the Boom writers looking at particular style and form to delineate issues of national identity, politics and socioeconomics that completely reshaped what had been invented by the European mind.

Sample Topic: LATIN AMERICAN THEATER. In this course we will explore the development, or so-called "renovation," of Latin American theater through dramas from a variety of countries, including works by Usigli, Carballido, and Marques. We will discuss the plays in light of their socio historical contexts. In addition, we will consider critical perspectives and performance and staging.

Sample Topic: MEXICAN REVOLUTION IN LITERATURE. This course explores the Mexican Revolution throughout the twentieth century in multiple fictional genres. Source material for consideration includes film, drama, novel, and short story. Learners will develop a greater sense of the major themes of the Revolution and discuss the different ways in which they are represented.

Sample Topic: REDISCOVERING SPANISH-AMERICA THROUGH TRAVEL LITERATURE. The purpose of this course will be to reconstruct the history, society and culture of Spanish-America through its travel narrative. We will begin our discussion with the Spanish voyages of discovery and conquest of Christopher Columbus, Cabeza de Vaca and Catalina de Erauso. These travels will reveal, not

only the impact of the discovery and conquest in the New World by Spain, but also the cultural, social and political ramifications that these events and travel have had in today's Spanish-America. In addition, travel narrative of the 19th century as that of Flora Tristan which will give us a glimpse of the Peru of the 19th century when the Spanish-American territories were beginning to visualize themselves as independent from Spain and had set in motion a quest for their identities as individual nations. We will conclude our discussion with Olga Beatriz' travel diary which relates her journey from Mexico to the Southwest of the United States. The analysis of this text will further enrich our notion of travel by including more contemporary types of journey, such as that of the immigrant and the tourist as well as revealing the impact of travel in North-American culture and society.

Sample Topic: SPANISH-AMERICAN SHORT STORY. This course uses the 20th-century Spanish-American short story to introduce students to the critical skills needed for reading literature in Spanish. Through a selection of various short stories of the twentieth century, students will compare and contrast themes such as the social, historical and political context contained in each reading. In addition, the course will analyze the impact of Magic Realism in Hispanic-American literature. A variety of short stories by Jorge Luis Borges, María Luisa Bombal, Jose Luis Cortázar, Elena Poniatowska and Federico García Márquez, among others, will be discussed in class.

Sample Topic: SPANISH-AMERICAN TESTIMONIO. Perhaps no other area of Spanish American literature has been debated more passionately than the testimonio. First embraced by writers, critics, and readers as a way to give voice to the Other, testimonio later fell from grace for numerous theoretical and ethical reasons. In this course, we will explore the specialized terms, conceptual models, primary works, and heated debates which characterize this fascinating literary field.

Sample Topic: WOMEN ON THE ROAD – REPRESENTATIONS OF MIGRATIONS IN HISPANIC CULTURES. This course explores contemporary texts and films by Caribbean, Latin American and Latina women who represent different experiences of migration. Students will have the chance to work with issues regarding gender, home, displacement and national identity as socio-economic and cultural phenomena of the everyday life.

SP 465, Bilingualism in the Hispanic World: Introduction to Spanish in contact with other languages (i.e., English, Catalan, Quechua, etc.). We will cover fundamental issues in the study of bilingualism and the social, political, and cultural contexts of Spanish in the US, Spain, and Spanish America. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (U/G)(3). Occasionally.

SP 470, Hispanic Culture in the U.S.: Study of a major facet of Hispanic culture, such as the family, the church, bilingual education, migrant experience, or poetry and theater of protest. Materials vary with the topic but may include literary and social documents, videocassettes, movies and television. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 485, History of the Spanish Language: In this course we will study the development of Spanish from its

SPANISH

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LITERATURES, and CULTURES**

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Latin roots to present, including historical, social, cultural and linguistic events. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

SP 490, Seminar: Study of a selected topic in the cultures of Spain and/or Latin America. Themes may deal with literary, social, political, and/or esthetic concerns of these countries, one nation or a region. Prerequisite: Two 300-level courses in Spanish; one must be upper level (SP325 or above) (Graduate credit eligible.)

Sample Topic: CHICAS RARAS IN SPANISH LITERATURE & FILM. One of the great writers of 20th-century Spain, Carmen Martín Gaité, coined the term *chica rara* to open up a space for women who did not follow the heavily gender-coded dictates of Francoist society. The “*chica rara*” exceeded the assigned role of *ángel del hogar* and sought self-realization through critical reflection, existential loneliness, and the struggle for a place of her own*. Several mid-century novels feature *chica rara* protagonists (most famously Andrea in Carmen Laforet’s *Nada*) and the discursive rendering of her figure reverberates through a variety of genres and disciplines including short story, essay, film, poetry, history, novel, and journalism. (* = Reference to Virginia Woolf’s famous 1929 essay about women and writing, “*A Room of One’s Own*”)

Sample Topic: HISPANIC POETRY. Poetry can be polarizing. Some people love poetry. Others hate it. Some think poetry is a purely creative endeavor, while others see it as a political expression. Poets have been censored and imprisoned, but also lauded and celebrated. Poetry has emerged from the grip of politically oppressive regimes and flourished in times of peace. Through close readings of key poems and poets of the many countries and cultures of the Spanish-speaking world, we will examine these polarities and other big questions about life and art. You will deepen your knowledge of both the Spanish language and the poetic genre, and connect these to broader cultural contexts. Interlocking issues of identity, including class, gender, race, and sexuality, will be germane to these discussions.

Sample Topic: IMAGES OF THE CITY IN LATIN AMERICA. This course will compare and contrast the Images of the City in Latin America (particularly Buenos Aires, Rio de Janeiro, Lima, La Havana, and Mexico DF). We will explore the social changes in the city from the pre-colonial period to our time, focusing on subjects as: urban subjectivities, modernity, violence, marginalization, and space distribution. We’ll study a corpus of different texts from visual arts, literature, history, and architecture.

Sample Topic: JUMPING OVER THE PUDDLE: CULTURAL REPRESENTATIONS OF MIGRATORY MOVEMENTS IN SPAIN. Historically, Spaniards have migrated and been exiled to different European countries, Latin America, and the U.S., due to political and economic reasons. Nevertheless, recent decades portray Spain as a recipient country receiving groups of people from North and Sub-Saharan Africa, and Central and South America. In this context, this course explores the diverse range of cultural expressions performed and created by immigrants who cope with the harsh realities of living in a foreign space whose culture is not only constantly reshaped by new migratory forces but also contested by alternative ways of envisioning national identity. We will analyze the socioeconomic

and cultural contributions produced by migrants while examining the difficulties endured by the new “others” in re/configuring the nation.

Sample Topic: LATIN AMERICA AND SPAIN. We’ll perform a comparative analysis of Spanish and Latin American artistic and literary movements, with a focus on trans-Atlantic relations and the rise of movements such as romanticism, realism, modernism, and historical avant-gardes (i.e., impressionism, surrealism, cubism, etc.).

Sample Topic: MADRID IN LITERATURE AND FILM. We will examine how modern-era Madrid (late-19th-century through the present) is represented in film, theater and prose fiction to enhance the plots, characterizations, thematics, and historical impact of individual works.

Sample Topic: THE ROLE OF SPORTS IN THE CONSTRUCTION OF GENDER, SEXUALITY, AND NATIONAL IDENTITY IN THE HISPANIC WORLD. In this course, we will explore how sports have traditionally articulated ideas of gender, sexuality, race and ethnicity conforming to the norm, and thus rendering an exclusive sense of national identity in the Hispanic World. Although conceived as part of leisure time and enjoyment, sports have been significant in their role to articulate a politics of conservative ideology, to determine which bodies are adequate or not in society, and to reaffirm heteronormativity. We will analyze sports in Pre-Columbian cultures, and the Basque Country, along with the evolution of soccer and baseball in Spain, Latin America and the Caribbean.

SP 499, Honors Thesis: As needed. (Graduate credit eligible.)

FL 390, Seminar (in English): Study in depth of a selected topic in Chinese-, French-, German-, or Spanish-speaking cultures, such as historical or social conditions, individual writers, artists, political figures, or literary genres. (Only counts toward major. May only count once.)

FL 499, Senior Keystone: Integrate. Prepare. Evolve. Completing a Modern Languages degree and not sure what to do with it? In this capstone course, you will polish your online presence (including your foreign language ePortfolio and profiles on professional networking sites), complete an official language assessment, and work with campus resources to create a plan for continued language proficiency while leveraging those language skills in the marketplace. Modern Languages majors and minors with senior standing are strongly encouraged to enroll in this capstone course. Prerequisites: Senior standing in a Chinese, French, German, or Spanish major, or senior standing in a Chinese, French, German, or Spanish minor. (Does not count toward major or minor.)

RX 481, Introductory Medical Spanish: SP 200 LEVEL. The Introductory Medical Spanish Medical course at the 200-level is designed specifically for pharmacy students. The course will give the students the opportunity to become comfortable with conversational Spanish and medical terminology in various pharmaceutical contexts, illnesses and medical conditions in the health care system. In this course, we will also approach the usage of daily Spanish language utilized by the professionals of this field. Prerequisite: SP 204, or permission of the instructor.

RX 615 counts as 200-level elective credits and will be accepted toward completion of a Spanish major or minor, in addition to the 300-level medical Spanish coursework. Mathematically, though—because of course progression and/

or Butler Language Placement Credits—these 200-level credits don’t actually advance you toward the major or minor.

RX 482, Advanced Medical Spanish: SP 300 LEVEL. The 300 level Advanced Medical Spanish course is a continuation of the introductory course. At this advanced level, we continue to learn and practice how to communicate among professionals and patients in different settings as hospitals, clinics, and medical offices. Prerequisite: RX 481, or BSHS 481, or permission of the instructor.

RX 483, Medical Spanish Service Learning: SP 300 LEVEL. Supervised volunteer work (25 hours) in a medical clinic where Spanish is spoken as the primary language. Clinic activity is supported by two weekly meetings for discussion, advanced medical vocabulary and grammar. Prerequisite: any 200-level Spanish course, or permission of the instructor.

RX 484, Medical Spanish Language Immersion Trip: SP 300 LEVEL (if placed there after arrival). This two-week trip incorporates intensive language and cultural immersion at a Spanish language school and is offered in January between fall and spring semesters. The Spanish immersion course for all ages and different levels of instruction is designed for Butler University students, combines language acquisition with some medical terminology review, cultural and recreational activities during a two-week period. Prerequisite: any 200-level Spanish course, or permission of the instructor.

RX APPE rotation with Spanish language emphasis is not accepted toward completion of a Spanish major or minor.

COPHS primary majors are given priority enrollment.

STUDENT MODERN LANGUAGE CENTER

Get free tutoring help or hang out with friends in Jordan Hall 391. Located inside our department’s main office suite, the Center houses a vast foreign film and TV collection, as well as fun events—think sing-a-longs to Frozen in Chinese or acting out Star Wars in German.

Take advantage of our many viewing areas, including a big screen TV with comfy couches. Hop on PCs and Macs hooked up to a high-speed printer. Borrow one of our many dictionaries and grammar guides.

For office hours, tutoring schedules, ePortfolio help, an online database of our video library, and more:

- visit butler.edu/mllc
- click “Student Modern Language Center” in the right-column navigation menu



DEPARTMENTAL HONORS

NOTE: PARTICIPATION IN THE UNIVERSITY HONORS PROGRAM IS NOT REQUIRED.

Departmental Honors (baseline)

3.6 GPA minimum in MLLC major *Awarded automatically. Requires no work on your part.*

Departmental High Honors

3.7 GPA minimum in MLLC major AND

- Completion of Honors Thesis approved by both MLLC department chair and LAS Honors Board
- OR, examination process with written/oral components (Honors ePortfolio and STAMP Proficiency Assessment)

Departmental Highest Honors

3.8 GPA minimum in MLLC major AND

- Completion of Honors Thesis approved by both MLLC department chair and LAS Honors Board
- AND, examination process with written/oral components (Honors ePortfolio and STAMP Proficiency Assessment)

For a GPA calculation tool, downloadable forms, ePortfolio instructions, and sample works:

- visit butler.edu/mlc and click “Departmental Honors” in the right-column navigation menu

ESTABLISH A PLAN AND GET STARTED

- Calculate the GPA within your MLLC major (*tool available at butler.edu/mlc*)
- Decide if you’ll pursue an Honors Thesis, the examination process (including an Honors ePortfolio and the STAMP Proficiency Assessment), or both
- Acquire an Honors Advisor (or Advisors)
 - Approach and secure a full-time MLLC faculty member to be your advisor
 - Students completing an Honors Thesis should try to acquire an advisor (and second thesis reader) no later than the end of their third year
 - Students completing the examination process should try to acquire an advisor during their penultimate semester
- Apply for Honors Thesis grant money: butler.edu/chase/student-grants
- Consider enrolling in Honors Thesis and Senior Keystone courses (*Info at right.*)
- Contact our student language center director to set up (if applicable):
 - your Honors ePortfolio
 - your STAMP Proficiency Assessment prep and exam time
- Decide roughly how and when you’ll do your public presentation(s)

SP 499, HONORS THESIS

If writing an Honors Thesis, you may find this elective course helpful. It’s best taken your penultimate semester. The objective is to equip you with research techniques, terminology, methodology, and other language-specific knowledge.

FL 499, SENIOR KEYSTONE

Alongside planning for life after graduation, this elective course—open to all senior MLLC majors and minors— will have you polish your Honors ePortfolio, practice for your public presentation(s), and study for and take the internationally-recognized STAMP Proficiency Assessment language exam (info on following pages).

Honors Thesis Requirements

Pursuing this route involves the following:

- Propose, Research, Write, and Submit Honors Thesis
- Present Honors Thesis Orally in Public Forum

Your Honors Thesis can be written in English. However, a significant portion of the primary sources and data collection/quotes should be in Spanish.

CHOOSING A THESIS ADVISOR

Having a thesis advisor with whom you can work well is key to a successful thesis. You’ll want someone conversant with the subject matter, who you understand easily, and who understands you.

If you aren’t taking the SP 499 Honors Thesis course, find an advisor willing to meet regularly. (Your contacts should not be limited to chance meetings in the hall.)

Remember: You are expected to put your best work into the thesis. This is a time-consuming process.

Honors Thesis Requirements *continued*

CHOOSING A TOPIC

Talk with your thesis advisor about possible ideas.

- What themes or topics in your courses have most engaged you?
- What are you most curious about?
- What do you love?

It's important to select a topic that you truly care about, so that your thesis will continue to interest you during the year-and-a-half or more that you'll be working on it.

HONORS THESIS PROPOSAL

Your thesis proposal will be read by the LAS Honors Board. Please write your proposal so that any educated person can easily read and understand it. This means avoiding jargon and special terminology where possible and completely defining all special terms that must be used. Please submit your thesis proposal electronically as a PDF and title the file as "lastnamefirstnameproposal." The proposal should be five-to-seven pages long (not including the bibliography). It must present the following information:

- Completed thesis proposal cover sheet and advisor form (*template available: butler.edu/honors/honors-thesis-proposal*)
- Title
 - This should accurately describe the focus of your thesis. You do not need a title page.
- Background
 - Briefly explain how you arrived at your thesis idea. If your thesis grew out of your previous academic work, please describe how. What have other scholars/artists had to say about this question or problem? How does your thesis fit into the work these scholars/artists have already done? What is the significance or importance of your thesis? How will this project contribute to your learning?
- Thesis description
 - Describe in a sentence or two the precise question or problem which you are going to address. Then, identify possible explanations based on the literature in your field. If appropriate, identify a position you will defend. It is insufficient to state simply that you are going to "research," "investigate," or "look into" a question or problem.
- Method and documentation
 - In this section, explain HOW you plan to get your project done. What will you do? Why? How will you support or refute your thesis statement? What are you looking for, specifically? Why have you chosen these texts/survey questions? Support with reasonable arguments (not "because I feel like it" or "my advisor told me to"). What will your scholarship consist of? It's not enough to simply state what you're going to read. Explain the questions you will pose and the methods (e.g., type of formal analysis, literary criticism, etc.) you intend to use to investigate, test, or interpret your thesis. Explain why these methods are feasible and adequate to demonstrate the validity of your work. What resources are necessary to

undertake this type of research? Are they readily available? How do you plan to secure them?

- Schedule
 - List the dates by which you'll complete all aspects of the work on your thesis (e.g., gathering resources, initial research, analysis of data, interview times for subjects, completion of literature review, first draft, etc.). The Honors Program asks for a schedule in order to assess how well you and your advisor have thought through this project. How long will it actually take you? Breaking it up into smaller sections helps you to envision the process from beginning to end.
- Bibliography
 - Append a bibliography of books, journal articles, and other sources that will convince the reviewers that adequate resources exist to do the thesis and that you have done initial background research in this area. Please divide your bibliography into two parts: works you have already consulted and works you plan to consult.
- Submission
 - The proposal should be submitted to the Honors Program. It will be reviewed by the LAS Honors Board. In no more than three weeks (provided you have met the submission deadline), your proposal will be accepted or returned with suggestions for revision. Failure to include any of the aforementioned information will be cause for return. (Any revisions of your proposal should be submitted to the honors office.) The Honors Program will notify you of the Honors Board's decision.

A thesis approved for the University-wide Honors Program will only qualify for MLLC departmental honors if it has been approved by the MLLC department chair for that purpose.

THE THESIS

Advisors and students should decide on deadlines for drafts of chapters and sections of the thesis and observe them. Failure to meet such deadlines is grounds for abandoning the thesis.

Written drafts should be prepared as early as possible. Sometimes introductions can be written before research is completed.

The penultimate "final" draft is the completed thesis bearing your advisor's approval. It should be sent to the second reader via email (CC'ing the Honors Program director). Remember, your second reader may need a few weeks to read and return comments.

- If the second reader approves the thesis, they may still ask for revisions, including mechanical errors (typos, punctuation, grammar, etc.) and minor substantive problems (organization, refinement of terminology, etc.). They'll sign their approval, returning the thesis to you, requesting that you make the revisions (CC'ing your advisor).
- The reader may postpone approval until they see substantive revisions. In that case, the Honors Director should be notified, and the thesis will be returned to the student and advisor to discuss the needed changes.
- If there is a dispute, another reader may be assigned. The thesis must be acceptable to all readers before it is approved.

SPANISH

You'll then prepare the final version according to technical specifications, including the signed cover sheet (signed by your advisor, second reader, and the Honors Program director).

THE ORAL PRESENTATION

You are required to give an oral presentation of the thesis publicly. Please inform both the MLLC department chair and Honors Office of the date and location of your presentation. The presentation may be made in any of several different settings:

- Butler's Undergraduate Research Conference
- a setting open and advertised to the MLLC department, arranged by you and your advisor (e.g., a lecture in our language center)
- a regional or national conference in our discipline

TECHNICAL SPECIFICATIONS

- The thesis must begin with both the Honors Program's certification page (including your advisor's signature) and title page, both found here: butler.edu/honors/thesis-guidelines
- Footnotes, bibliography, table of contents, and other aspects of form and style must be consistent with standards of the discipline and uniformly applied throughout the thesis. It is up to your advisor to mandate the style to be followed.
- The body of the thesis must be double-spaced and single-sided (if printed). Extended quotations, footnotes, and bibliography should be spaced according to the style being used. Pages must be numbered consecutively.
- Margins must be uniformly 1.5 inches on the left and one inch on the other three sides. The top margin may be increased to reflect chapter and section divisions. (The larger left margin accommodates any binding process.)
- All figures, diagrams, and illustrative material must be clearly presented, numbered, labeled, and referenced in the text.

Examination Process Requirements

Pursuing this route involves all of the following:

- Complete STAMP Proficiency Assessment
 - at least one "Advanced Low" score or higher (*info below*)
 - nothing below "Intermediate High"
- Construct Honors ePortfolio in the target language
- Present Honors ePortfolio in the target language
 - a faculty panel convened by your advisor
 - a roughly 30-minute presentation, including Q&A

STAMP PROFICIENCY ASSESSMENT

The Standards-Based Measurement of Proficiency (STAMP) assessment is an internationally-recognized exam that determines your language proficiency in four domains (Reading, Writing, Listening, and Speaking). STAMP is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The

questions will engage you. Because it's adaptive, you'll demonstrate your proficiency levels without pre-set upper limits.

For each of the exam's four sections, you'll receive a STAMP Benchmark Level score. The scores are grouped by major levels (Novice, Intermediate, and Advanced). Within each of those are three sub-levels, aligned to the American Council on the Teaching of Foreign Languages' (ACTFL) low, mid, and high designations.

You must score:

- at least one "Advanced Low" or higher
- AND, nothing below "Intermediate High"

For organization websites and scoring information:

- visit butler.edu/mlc
- click "Departmental Honors" in the right-column navigation menu

HONORS ePORTFOLIO MATERIALS

This is expected to be a collection of material and experiential oral and written narrative descriptions of important moments and stages in development throughout your years of language study at Butler.

These "artifacts" and syntheses (**in the target language**) will serve to demonstrate a clear line of growth and improvement in key components of language study, as well as a careful reflection on your educational development in general.

Length of the project is flexible but the content should guarantee a comprehensive overview of your undergraduate experience.

The Honors ePortfolio must contain the following six sections of written narratives and "artifact" collections, based upon the listed criteria and examples:

SPEAKING

You should, through your presentation and examples provided, offer evidence of the ability to conduct a sophisticated oral argument on abstract and concrete topics **in the target language**.

- How have you improved your skills in this area over time?
- Mention specific situational examples (presentations, trips, meetings with native speakers) which demonstrate this improvement.
- Is there a recent oral presentation of which you are particularly proud?
- How did in-class and study abroad experiences help in this area?

EXAMPLES:

- Narrative examples of positive growth or improvement: "After first-year French, I could not order wine in a restaurant, but after the 300 level, I was joking with the waiter about different kinds of caviar." Or, "After 300-level French, I had this amazing discussion about communism in Paris with a guy named Jacques."
- Audio/video recording of a 300- or 400-level class presentation.
- Note cards, visuals, and summaries of discussion from presentations.
- Accounts of participation/discussions/contributions in upper-level seminar classes.

Examination Process Requirements

continued

READING

You should show evidence of your ability to read extensive and authentic texts with a high degree of understanding.

- What have you read? Which texts have had deeper meaning for you?
- How has your progression in ability been reflected in the types of texts you read in the 200 level to the present level?
- How did in-class and study abroad experiences help in this area?

EXAMPLES:

- Offer texts you have read, novels, poetry, newspaper clippings, advertisements, letters, etc.
- Offer summaries of texts you have dealt with and how they have influenced you. For example, after reading Goethe's *Werther*, what was your reaction? Emotional? Rational? Intellectual?
- Comment especially on the intellectual influence these texts have had on you.

WRITING

You should be able to structure coherent and sophisticated arguments in the target language. Your writing should display sound acquisition of grammatical structures and vocabulary with competent linguistic accuracy.

- How have you improved your skills in this area over time?
- What examples of papers, compositions, essays, and homework assignments could you provide?
- What authentic writing experiences have you been able to accumulate (pen pal, applications, email, web chat)?

EXAMPLES:

- Compare a composition from SP 204 and a film review of the latest Almodóvar film for your 400-level Hispanic Films class. How has your writing changed? Show evidence of improvement and expansion.
- Synthesize your writing experience in a brief narrative. Are you satisfied today with the level attained? How might you continue to improve?

LISTENING

You should demonstrate your ability to comprehend spoken utterances of native speakers with little difficulty.

- What contact have you had with real native speakers? Describe the experiences and how your comfort level has changed over time.
- Can you now watch a French movie without subtitles? Do you find yourself irritated by those subtitles or hate the dubbed voices of American productions?
- Describe your comprehension level of sophisticated auditory samples (i.e., news, DJ talk, songs, university lectures, etc.).

EXAMPLES:

- A narrative of your comprehension of Spanish news reports about recent elections in Mexico.

- Evaluate your development in understanding from beginning Spanish courses to later upper-division work. ("In Spanish 102, I could fill in the missing verb, and today I can complete ideas for my teachers before they finish the sentences.")

CULTURAL UNDERSTANDING

You should demonstrate knowledge of formal and informal aspects of international cultures, as well as the ability to think effectively about social, political, ethical, and moral issues.

- What impressions do you have of cultural differences and similarities?
- What particular literary, artistic, historic, cinematic movement/genre have you investigated in greater depth over the course of your career?
- What political, social, economic, religious issues have you encountered, studied, dealt with, discussed at parties or been moved to argue over at any length?

EXAMPLES:

- Give a concrete description of a moment in which you felt culturally sophisticated in your field, or in which you felt truly "at home" in the target language.
- What did you not know as a freshman that is in your back pocket today?
- Bring in the 1789 Declaration of the Rights of Man and compare it to your understanding of your own identity or idea of citizenship.
- Tell which German stereotypes are, after your closer inspection, completely untrue or unjustified.

SUMMARY AND SYNTHESIS, INTELLECTUAL GROWTH

You are asked here to synthesize your experiences and comment on your intellectual growth during your studies.

EXAMPLES:

- How has your study of language, literature, and culture enhanced your life and your global appreciation?
- In the film *Dances with Wolves*, the Kevin Costner character experiences a gradual transformation from understanding virtually nothing of the language and the culture of Native Americans, to slowly understanding some things, and finally becoming culturally and linguistically fluent. Would you describe your experience with your language of study in these terms, or would you propose a different analogy which better fits your "transformation"?
- Have you had experiences throughout this language-learning process which you would describe as emblematic (Symbolic? Metaphoric?) for your development? Why?
- What were some of your motivations in learning this foreign language? Did these change over time? Which things helped you most along the way, and which impeded your progress? Were there things you would have done differently, if you were to go through the program again? Why?

SPANISH

CORE CURRICULUM

EN101 (if required)	Course: _____ Term Completed: _____
MA101 or MA102 (if required)	Course: _____ Term Completed: _____
FYS: First Year Seminar (2-semester sequence; 6 cr. hrs) No Exemption	FYS 101 _____ Transfer _____ FYS102 _____ Transfer _____ Other _____
GHS: Global & Historical Studies (6 cr. hrs) Exemption for 1 semester (3 hours) after successful completion of 9 or more credit hours of coursework while studying abroad in a Butler-approved program. In addition, all International students automatically receive a 1-semester (3 hours) exemption for GHS.	GHS 201 _____ GHS 205 _____ GHS 209 _____ GHS 202 _____ GHS 206 _____ GHS 210 _____ GHS 203 _____ GHS 207 _____ GHS 211 _____ GHS 204 _____ GHS 208 _____ Transfer _____
AR: Analytical Reasoning (3 cr. hrs) Exemption after successful completion of at least 5 hours of mathematics or computer sciences courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements	Course: _____ Term Completed: _____ Transfer: _____
NW: The Natural World (5 cr. hrs) Exemption after successful completion of at least 8 hours of laboratory science.	Course: _____ Term Completed: _____ Transfer: _____
PCA: Perspectives in the Creative Arts (3 cr. hrs) Exemption after successful completion of at least 9 hours in the arts, including art; dance; theatre; music; digital media production; recording industry studies; or creative writing.	Course: _____ Term Completed: _____ Transfer: _____
PWB: Physical Well Being (1 cr. hr) No Exemption	Course: _____ Term Completed: _____ Transfer: _____
SW: The Social World (3 cr. hrs) Exemption after successful completion of at least 9 hours in the social sciences, including anthropology; education; international studies; journalism; organizational communication & leadership; media; rhetoric & culture; strategic communication; political science; sociology; economics; psychology; STS; or communication sciences & disorders	Course: _____ Term Completed: _____ Transfer: _____
TI: Texts and Ideas (3 cr. hrs) Exemption after successful completion of at least 9 hours in the humanities; including most English; history; philosophy; religion; or literature courses taught in classical and modern languages	Course: _____ Term Completed: _____ Transfer: _____
SJD: Social Justice and Diversity (3 cr. hrs) Effective for students matriculating Fall 2020 going forward No Exemption	Course: _____ Term Completed: _____ Transfer: _____
Speaking across the Curriculum (SAC) No Exemption	Course: _____ Term Completed: _____ Transfer: _____
Writing Across the Curriculum (WAC) No Exemption	Course: _____ Term Completed: _____ Transfer: _____
Indianapolis Community Requirement (ICR) No Exemption	Course: _____ Term Completed: _____
Butler Cultural Requirement (BCR) Exemption for JCA majors	Documented attendance at 8 events

CORE CURRICULUM *continued*

Academic Advising Guidelines for the Core Curriculum

- Emphasize the value of the Core Curriculum in terms of Butler's liberal arts education and critical skill development in addition to explaining the type and number of courses. Help your advisees understand that the Core is designed to be completed over four years.
- Please make sure your advisees know how to view their online audit and understand how they should monitor completion of their graduation requirements and plan their schedules using the audit each semester.
- Help your advisees understand that all parts of the Core Curriculum must be completed prior to graduation, including Writing Across the Curriculum, Speaking Across the Curriculum, the Indianapolis Community Requirement, and the Butler Cultural Requirement.
- New students should not register for Global and Historical Studies (GHS) since this is a sophomore-level course that builds on the skills developed during the First Year Seminar.
- Please encourage students to seek out ICR-designated courses early in their academic experience.
- Exemptions for Core courses are listed on the front page of this sheet. Students also may fulfill certain Core requirements through AP. You can find this information on the Registration and Record's website as well as through a link from the Core Curriculum website.
- In an effort to offer all students opportunity to enroll in Core courses, enrollment limits on Core courses are established during new student and continuing student registration and will be managed carefully. As new student registration events occur throughout the spring semester, enrollment limits will be increased.

First Year Seminar: First Year Students

- All incoming first year students must register for FYS 101 in the fall semester and FYS 102 in the spring semester. All first year students must take a full year of the First Year Seminar. No exceptions.
- Since there is no AP course equivalent to FYS, advanced placement credit does not apply towards First Year Seminar. No university credits taken during high school can replace FYS.
- When advising incoming students, discuss the students' interests and how FYS is an opportunity to explore those interests during their first year at Butler. Topics vary widely so as to have broad appeal.
- If possible, consider the student's entire first year plan when choosing FYS, so that the student's year-long experience in the course can be maintained. This course is intended to be a year-long sequence; FYS 102 course descriptions will indicate which sections do not require FYS 101 as a prerequisite and are therefore open for enrollment in the spring semester.
- Students who fail FYS 101 will take FYS 102 in the spring and retake FYS 101 in the fall. First year students who fail FYS 102 will retake FYS 102 the following spring. Those students should enroll in a FYS 102 that does not require the corresponding FYS 101 as a prerequisite.

First Year Seminar: Mid-Year Enrollees and Transfer Students

- A first year student entering college for the first time in spring semester or a first year transfer student will enroll directly into a section of FYS 102 that does not require FYS 101 as a prerequisite.
- To fulfill the FYS 101 portion of the Core requirement, the student can subsequently or concurrently enroll in an additional Text and Ideas or humanities course.
- These students will not enroll in FYS 101 the following semester or year.
- Transfer students who do not transfer in courses that replace FYS may substitute a TI or humanities course (beyond those required for other areas of the core) for each semester of the FYS requirement.

CAMPUS RESOURCES

- ❑ **Academic Support - Center for Academic Success and Exploration (CASE) Jordan Hall 144:** Coordinates services and resources that promote academic success for Butler students. CASE is committed to providing a welcoming, student-centered environment that challenges all Butler students to reach their academic potential. Through developmental advising and process-oriented exploration and reflection, we encourage students to develop a plan and take action in support of their academic, personal, and professional goals. The office also supports students who may be in transition between majors, as well as students who have not yet decided on a particular field of study. For more information about CASE, call 940-9308, email learning@butler.edu, or visit the [CASE webpage](#).
- ❑ **Tutoring:**
 - **Departmental Study Tables** are open to all students seeking tutoring assistance. The study tables schedule is available to students from course instructors or on the [CASE study table menu](#).
 - **Individualized Peer Tutoring** is available upon professor recommendation. Contact the CASE office for more information.
 - **Speakers Lab (Fairbanks Center 114, 116, 140)** assists students with speeches and presentations (both individual and group). Peer tutors can help you or your group with refining and researching your topic, organizing your research, and effectively presenting your speech. To schedule an appointment, visit <https://booking.appointy.com/SpeakersLab>. For more information, email speakerslab@butler.edu.
 - **Student Modern Language Center (Jordan Hall 391)** provides language and homework help, movie nights, cultural activities, and a video library. Language help is offered through faculty office hours and one-on-one tutoring. For more information, call 940-9754, or visit the [Modern Language Center webpage](#).
 - **Writers' Studio Peer Tutoring Program (Jordan Hall 304)** assists students with any writing task (generating ideas, forming a thesis, essays, lab reports, applications, resumes, etc.). Students may drop in or visit <https://butler.mywconline.com> for an appointment.
- ❑ **Center for Faith and Vocation (Blue House across from Schrott Center):** Provides students with space to reflect on faith and spirituality during their time at Butler. For additional information, call 940-8253, or visit the [Center for Faith and Vocation webpage](#).
- ❑ **Center for Global Education (Jordan Hall 133):** Provides information to students about obtaining a global education by studying abroad. For more information, contact the office at 940-8473, or visit the [Center for Global Education webpage](#).
- ❑ **Counseling and Consultation Services (Health and Recreation Complex 120):** Provides individual, couples, and group counseling for students dealing with issues related to personal, academic, career, and social areas of life. This is an excellent resource for students who have concerns about test anxiety or stress management. For more information, call 940-9385, or visit the [Counseling and Consultation Services](#) webpage.
- ❑ **Financial Aid (Robertson Hall, Lower Level):** Provides information about financial support and information on the cost and value of a Butler education, what to expect throughout the year, and financial aid tips and strategies. For assistance from a financial aid counselor, call 940-8200, email finaid@butler.edu, or visit the [Financial Aid](#) webpage.

CAMPUS RESOURCES (continued)

- ❑ **Greek Life (Atherton Union 310):** For more information regarding sororities and fraternities, contact the Office of Greek Life at 940-6590 or visit the [Greek Life](#) webpage.
- ❑ **Health Services (Health and Recreation Complex 110):** Provides enrolled students with outpatient health care services and patient education from a team of RN's and medical doctors. For information regarding health-related issues, contact the office at 940-9385 or visit the [Health Services](#) webpage.
- ❑ **Career and Professional Success (CaPS)(Business Building 102):** Provides the following services to students: career planning, internship and job search resources, career expo and job fairs, workshops and networking events, and on-campus employment services. Contact the office at 940-9383, career@butler.edu, or visit the [Career and Professional Success](#) webpage.
- ❑ **Libraries:**
 - Irwin Library is available to students next to the Business Building. Using WorldCat Discovery, students have access to not only Butler owned materials, but a vast array of items through Interlibrary Loan or PALShare. Students can also check out equipment and other resources. For more information, call 940-9227, or visit the [Butler Libraries](#) webpage.
 - Ruth Lilly Science Library in the newly constructed Sciences Complex offers a vast selection of science related materials. Contact them at 940-9401, or visit them at the [Butler Libraries](#) webpage.
- ❑ **Diversity, Equity, and Inclusion (Efroymsen Diversity Center, Atherton Union 004):** DEI Focuses on collaborative work to advance diversity, equity, and inclusion at Butler in relationship to gender, disability, racial, sexual orientation, religion, and socioeconomic status. For more information, contact them at 940-4462, or visit their [DEI](#) webpage.
- ❑ **Student Involvement and Leadership (SIL) (Atherton Union 101):** Provides students with opportunities to learn about and get involved with campus events and organizations, and to work on team-building and goal-setting within organizations. For more information, call them at 940-9262 or visit their [SIL](#) webpage.
- ❑ **Registration and Records (Jordan Hall 180):** For information about the academic calendar, registration, grades, transcripts, transfer credits, and AP credits, call 940-9203, email at registrar@butler.edu, or visit the [Registration and Records](#) webpage.
- ❑ **Department of Residence Life (Atherton Union 303):** Provides information about residence hall living, room and board agreements, etc. For more information, call 940-9458, email at reslife@butler.edu, or visit the [Residence Life](#) webpage.
- ❑ **Student Accounts (Jordan Hall 102):** Provides electronic billing statements, payments, and free check-cashing service; administers student paychecks, and issues refund checks. For questions, call 940-9353 or visit the [Student Accounts](#) webpage.
- ❑ **Student Disability Services (SDS)(Jordan Hall 136):** To report a documented disability, request accommodations, or inquire about services, call the SDS office at 940-9308, email sds@butler.edu, or visit the [Student Disability Services](#) webpage.