<table>
<thead>
<tr>
<th>MAJOR = 33 HOURS</th>
<th>MINOR = 21 HOURS</th>
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<tbody>
<tr>
<td>24 credits at 300 level or above</td>
<td>12 credits at 300 level or above</td>
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<tr>
<td>at least two 400-level courses</td>
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**MAJORS MUST TAKE AT LEAST ONE OF THE FOLLOWING SKILLS COURSES**

- GR 305  Germany Today  SAC
- GR 310  German for Writing

**ADDITIONAL OFFERINGS**

- GR 315  German for Business
- GR 320  Contemporary German Authors
- GR 322  The German Play
- GR 330  Children’s Literature
- GR 335  German Studies I: Tradition and Innovation
- GR 340  German Studies II: Nation and Identity
- GR 342  German Studies III: Modernity and Tyranny
- GR 360  German Film
- GR 390  Topics in German Literature and Culture
- GR 467  Topics in German Studies: Age of Goethe
- GR 470  Topics in German Studies: The 19th Century
- GR 475  Topics in German Studies: The 20th Century
- GR 490  German Seminar
- FL 390  Seminar (in English)  COUNTS AS 300-LEVEL ELECTIVE TOWARD MAJOR ONLY
- FL 499  Keystone  STRONGLY ENCOURAGED FOR ALL SENIORS. PASS/FAIL. DOES NOT COUNT TOWARD MAJOR/MINOR

**ADDITIONAL OFFERINGS**

- GR 401/2/3  Internship in German  COUNTS AS 300-LEVEL ELECTIVE
- GR 499  Honors Thesis in German  COUNTS AS 300-LEVEL ELECTIVE

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**ALL LANGUAGE COURSES TAKEN AT OTHER INSTITUTIONS (U.S., ABROAD, OR ONLINE) MUST BE APPROVED FOR TRANSFER CREDIT BY THE MODERN LANGUAGES DEPARTMENT CHAIR.**

1. These include courses taken through the Indianapolis-area Consortium [butler.edu/registrar/registration/urban-education].
2. Only one non-Butler, online course may be counted toward any language purpose. 3. Must receive “C-” or above.)

**BUTLER LANGUAGE PLACEMENT CREDITS (BLPC)**

- Placement at 300 level: eligible for 9 200-level credits
- Placement in 204: eligible for 6 200-level credits
- Placement in 203: eligible for 3 200-level credits
- Complete 2 300-level courses (in your exam’s language) with a “C-” or above, then visit: [butler.edu/mllc/credits]. BLPC apply toward major/minor only.

Placement exam results are valid for 3 semesters. To request a new exam, visit: [butler.edu/mllc/exam]

**AP EXAM**

- 4 or 5: receive 3 300-level credits + eligible for BLPC (at left) toward major/minor only

**WAC REQUIREMENT**

Eligible courses satisfy Butler Writing Across Curriculum requirement if completed during junior or senior year.

**CORE REQUIREMENTS**

For Core Curriculum requirements, visit [butler.edu/core]

**BUTLER ONLINE**

All online BU language courses receive full credit toward major/minor. No limit on number of courses.

**T&I EXEMPTION**

Complete 3+ level eligible MLLC courses and your T&I course can be waived.

**GHS EXEMPTION**

Complete 9+ credit hours abroad in MLLC-approved courses and one GHS course can be waived.
GR 101, Beginning German 1: Development of speaking, listening, reading, and writing skills and insights into German speaking cultures. Prerequisite: No previous formal German instruction or placement in German 101. (U)(4). Annually, term varies.

GR 102, Beginning German 2: Development of speaking, listening, reading, and writing skills and insights into German speaking cultures. Prerequisite: GR 101 or placement in GR 102. (U)(4). Annually, term varies.

GR 200, German Conversation: Students will develop their oral proficiency by concentrating on pronunciation and practical vocabulary. Extensive use of class discussion to increase accuracy and fluency. Course cannot be counted toward the major or minor and does not fulfill the language requirement. Prerequisite: One year of college German or placement in GR 203. (U)(3).

GR 203, Intermediate German I: Review of the basic structures of German with an emphasis on active skills. Introduction to German literature through readings, film, and discussion in German. Prerequisite: one year of college German or placement in GR 203. (U)(3). Annually, term varies.

GR 204, Intermediate German II: Continuation of the review of the basic structures of German with an emphasis on active skills. Practice through readings, films, and discussions in German. Exploration of social, artistic, historical, and/or political topics. Prerequisite: Three semesters of college German or placement in GR 204. (U)(3). Annually, term varies.

GR 305, German Today: This course offers practice in oral German to develop accuracy and fluency through guided conversations, discussions, individual presentations, vocabulary building, and grammar review. Topics deal with contemporary German culture, society, politics, media, and business. Prerequisite: Two years of college German or placement at the 300 level. (U)(3).

GR 310, German for Writing: This course offers practice in written German to develop accuracy and fluency through the analysis of various writing styles and genres, vocabulary building, and grammar review. Emphasis is on the process of writing, guided corrections, and enhancement of self-evaluation. Prerequisite: Two years of college German or placement in German on the 300 level. (U)(3).

GR 315, German for Business: This course offers an introduction to the structures, institutions, procedures, and terminology of the German business world. Current business news is explored through a variety of media, such as print, television, and Internet. Prerequisite: Two years of college German or placement on the 300 level. (U)(3).

GR 320, Contemporary German Authors: An introduction to literary studies in German through close readings and critical analysis of selected texts by post-Second World War authors such as Grass, Durrenmatt, and Wolf. Prerequisite: Two years of college German or placement at the 300 level. (U)(3).

GR 322, The German Play: A seminar in textual and performance studies in which students learn about all aspects of theatrical production from costume design, props, lighting, sound design, and stage management to directing and acting. The course will focus on a single dramatic work studied in depth, culminating in the staging of the play. Prerequisite: Two years of college German or placement at the 300 level. (U)(3).

GR 330, Children's Literature: This course in literature for and about children and adolescents offers an introduction to German culture and history from 1800 to the present. Issues considered include social inequality, gender, family, education, and growing up in authoritarian regimes. Prerequisite: Two years of college German or placement at the 300 level. (U)(3).

GR 335, Germany Studies I — Tradition and Innovation: A survey of the evolution of Germany from the Middle Ages to the Enlightenment through the study of literature, art, and other cultural material. Prerequisite: Two years of college German or placement at the 300 level. (U)(3).

GR 340, German Studies II — Nation and Identity: A survey of the evolution of Germany from Storm and Stress to Realism through the study of literature, art, and other cultural material. Prerequisite: Two years of college German or placement at the 300 level. (U)(3).

GR 342, German Studies III — Modernity and Tyranny: A survey of the evolution of Germany from Naturalism to the present through the study of literature, art, and other cultural material. Prerequisite: Two years of college German or placement on the 300 level. (U)(3).

GR 368, German Film: Analysis and discussion of German films within their cultural, historical, political, and social contexts. Prerequisite: Two years of college German or equivalent or placement on the 300 level. (U)(3). Occasionally.

GR 390, Topics in Literature and Culture: Study of a selected topic in German literature or culture. Course may be repeated with each different topic. Prerequisite: Two years of college German or placement at the 300 level. (U)(3). Occasionally.

GR 401, Internship in German: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be German. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (U)(1). Occasionally.

GR 402, Internship in German: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be German. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (U)(2). Occasionally.

GR 403, Internship in German: A faculty-supervised work experience in schools, hospitals, not-for-profits, government, media, business, or other institutions. Primary language must be German. May be completed abroad or in the United States. Prerequisites: acceptance into the internship program and permission of the department chair. (U)(3). Occasionally.

GR 467, Topics in German Studies — Age of Goethe: Study of select writers, genres, or themes within the context of German culture from Enlightenment to Romanticism. Topics may include the Faust theme in literature, art, and music, the rebel and the genius, Goethe and Schiller. Prerequisite: Three years of college German or equivalent. (U)(3).

Sample Topic: LOVE, HATE, AND THE SUFFERING SELFIE: EMOTION AND SUBJECTIVITY IN THE AGE OF GOETHE. Germany’s most famous writer, Johann Wolfgang von Goethe, had an impressive life span, 1749-1832, which enabled him to experience and to participate in the following literary movements: the Enlightenment, Sentimentalism, Storm & Stress, Weimar Classicism and Romanticism. While these movements embody the clash of various titans, in this course we will focus on the confrontation between objectivity and subjectivity. We will explore how, paradoxically, the desire to observe the world with an objective “Eye” created a rebellious backlash of literature exuding the emotional outpourings of the subjective "I". To explore how the present is in dialogue with the past, canonical works from the Age of Goethe will be discussed with post-millennial cinematic interpretations. Together we’ll explore the tragic and euphoric literature which caused personal drama to become media sensations - come find out what it means to grauern in der Goethezeit....
writings. Throughout the semester we will consider the circumstances and conditions that provided such a fertile ground for the time period’s literary, artistic, and philosophical innovations. By reading literary works in the context of the prominent philosophical and political debates of the day, as well as other artistic expressions (art, architecture, and music), students will gain a detailed picture of the time, generally considered the pinnacle of the modernist era in the German-speaking world.

**Modern Language Center**

The student Modern Language Center (MLC, Jordan Hall 391) is a multilingual facility to advocate for and support second language and culture acquisition.

The MLC includes a comprehensive foreign feature and instructional film collection, a large group viewing area, film viewing stations for individuals, computers, a Smart Board, and gaming systems (DS, Wii, etc.) with games in a variety of languages, etc.

In addition to state-of-the-art facilities, the MLC hosts a number of activities designed to promote language and culture learning, including tutor tables, movie nights, and karaoke club.

Events, information sessions, and lectures focusing on language, culture, and social issues are also sponsored by the language center.

The MLC staff is trained in academic technology and research methodology to support all facets of language learning and teaching at Butler, including helping students construct their foreign language ePortfolios.

**Study Abroad**

Modern Languages Students choose from a wide variety of well-established study abroad options, including a three-week, faculty-led program in Costa Rica; a semester-long, faculty-led program in Spain; summer programs in China coordinated with the Confucius Institute at Indiana University Purdue University Indianapolis; and more than 100 other programs offered by Butler’s Center for Global Education, IFSA-Butler (Institute for Study Abroad), ISEP (International Student Exchange Program), and The Alliance for Global Education.

Students receive credit for courses abroad with approval from the department chair.
DEPARTMENTAL HONORS IN LANGUAGES

Students need not complete Butler’s university-wide Honors Program in order to pursue “Departmental Honors” or “Departmental High Honors” for their modern languages major (whether primary or otherwise). However, participation in the university-wide Honors Program is required in order to pursue “Departmental Highest Honors.”

HONORS LEVELS OBTAINABLE

Departmental Honors (Base level)
- 3.6 or above GPA within modern languages major

Departmental High Honors
- 3.7 or above GPA within modern languages major, AND …
- either successful completion of a modern languages portfolio project (guidelines below) … OR successful completion of thesis approved by both modern languages advisor AND university-wide Honors Program

Departmental Highest Honors
- requires participation in university-wide Honors Program, AND …
- 3.8 or above GPA within modern languages major, AND …
- successful completion of a modern languages portfolio project (guidelines below), AND …
- successful completion of thesis approved by both modern languages advisor AND university-wide Honors Program

PORTFOLIO CRITERIA FOR "HIGH" AND "HIGHEST" HONORS

For “Departmental High Honors” and “Departmental Highest Honors,” students must successfully complete a modern languages department portfolio project and/or write a thesis. Below are the expectations for the portfolio project, which evaluates skills in speaking, reading, writing, listening, and cultural understanding, developed over an undergraduate academic career.

Expected Length and Content:
Department portfolio projects for Honors are expected to be a collection of material and experiential written narrative descriptions of important moments and stages in development throughout the 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 the student's own educational development in general.

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

In addition to producing this portfolio narrative collection, students must present their project to an advisor-chosen panel of faculty in a 30-minute oral forum (with Q&A) during the student's final year. The oral forum will take place in the target language.

The portfolio will contain five sections of written narratives and "artifact" collections based upon the following criteria and examples:

1. SPEAKING
Students should, through their 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 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.

2. READING
Students should show evidence of the 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 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.

3. WRITING
Students should be able to structure coherent and sophisticated arguments in the target language. 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 Spanish 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?

4. LISTENING
Students should demonstrate 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, today I can complete ideas for my teachers before they finish the sentences.”)

5. CULTURAL UNDERSTANDING
Student 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.

6. SUMMARY AND SYNTHESIS, INTELLECTUAL GROWTH
Students are asked here to synthesize their experiences and comment on their own intellectual growth during their 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?

IMPORTANT
This portfolio project requires active organization and collection of materials throughout your academic studies at Butler. Keep this project in mind as you complete courses and move on to others.

Do Not Throw Everything Away!!!

As with Independent Studies and Internships, it is your responsibility as the student to approach and secure a full-time faculty member to serve as your Departmental Honors advisor.

Discuss with your advisor material collection, portfolio construction, due dates, and preparation for the oral forum.