SPANISH
ESPÁÑOL

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)

And, for those entering Butler Fall 2018 forward:

- at least 18 credits from SP 325–499

* repeatable with different topics

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)


department of
modern languages,
literatures, and cultures

butler.edu/mllc

Skills

300 Level — non-sequential

- 300 Grammar in Context
- 305 Spanish for Oral Communication (SAC)
- 315 Spanish for Business
- 320 Service Learning in Spanish (WAC**, ICR)

** after achieving junior status

- 401/2/3 Internships in Spanish

Linguistics

300 Level — non-sequential

- 325 Intro to Hispanic Linguistics*
- 375 Spanish Pronunciation
- 380 Structure of Spanish
- 385 Intro to Varieties of Spanish

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
- 355 Spanish-American Culture

Mexico, Central America, Caribbean

Southern Cone, Andean Countries

- 360 Hispanic Film
- 365 Hispanic Short Story
- 370 Contemporary Hispanic Societies*

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

- 410 Communication Skills in Spanish*
- 499 Honors Thesis
- FL 390 Seminar* (in English)
- FL 499 Senior Keystone
- RX 48- Medical Spanish Courses (see page 2)

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 Culture/Literature courses exempt you from Text & Ideas req.
- nine hours abroad exempt you from one Global & Historical Studies course

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## 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.

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### 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-reg: 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/mllc
- click “Spanish” in the right-column navigation menu

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### Dual Enrollment

“College credit” language courses completed in high school do not automatically transfer in to Butler.

You must first do the following:

1. Acquire credit equivalencies from the MLLC department chair by submitting your syllabus and appropriate form
2. Establish competency by completing a Butler course in the same language at a higher level (with a “C-” or better)

For instructions and forms:

- visit butler.edu/mllc
- click “Placement Credits” in the right-column navigation menu

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

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### 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 chair

For instructions and forms:

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

Courses must be assigned “SP,” “RX,” or “FL” equivalencies by the MLLC department chair to transfer in to Butler.
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, Internship and Career Services (ICS), and the CHASE office 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/mllc/study-abroad

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**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

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**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.
**Internships**

Pre-professional experiences—both in the U.S. and abroad—are vital for résumés 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. Good places to start: [butler.edu/ics](http://butler.edu/ics) and [ascendindiana.com](http://ascendindiana.com)
- 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.
- Per credit hour, you usually spend 42 hours combined 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 (found on our Spanish program webpage under “Internships”).
- Submit the syllabus, contract, and a blue registration card (from our administrative specialist) to the MLLC chair for their approval and signature.
- If accepted into the internship, complete the University agreement release form (also on the Spanish program webpage) 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 133). It may take two weeks for the course to appear in my.butler and Moodle.

For internship forms and important links:

- Visit [butler.edu/mllc](http://butler.edu/mllc)
- Click “Spanish” in the right-column navigation menu
- Scroll down to “Internships”

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**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 ICS, CHASE, 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.)*

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**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](http://butler.edu/chase)
PRESTIGIOUS SCHOLARSHIPS AND FELLOWSHIPS

Butler’s Center for High Achievement and Scholarly Engagement (CHASE, Jordan Hall 153) 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 Director of Undergraduate Research and Prestigious Scholarships. Don’t hesitate to reach out to her!

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](butler.edu/chase/scholarships-fellowships)
- scroll down to “language study”

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Dr. Dacia Charlesworth
Director,
Undergraduate Research & Prestigious Scholarships
Jordan Hall 153C • E-mail: dcharle1@butler.edu

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

If you have any questions about programs, applying, or interviewing, the CHASE office (JH 153) 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 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: January

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

Deadline: November

**Benjamin A. Gilman International Scholarship Program**
Provides undergraduate students receiving Pell Grants up to $5,000 for study abroad or internship opportunities.

Deadlines: March & October

**Fulbright Grants**
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/board, and incidental costs.

Butler Deadline: mid-September

**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 their academic merit, leadership potential, and ambassadorial potential.

Deadline: October

**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 their academic excellence, leadership experience, and a commitment to community or public service.

Deadline: October

**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 available at the University of Cambridge. Applicants should have outstanding intellectual ability, leadership potential, a commitment to improving others’ lives, and a clear direction of study.

Deadline: October
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. Prerequisite: 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 communicative skills in listening, speaking, reading, and writing at a more complex level. Prerequisites: SP 101 or placement test result.

**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: ‘Two years of college Spanish 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: Two years of college Spanish 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 (64 hours/semester) and weekly class meetings to discuss Latino Immigration. Prerequisites: 300-level placement, or 305 and 310 preferred.

**SP 325, Intro to Hispanic Linguistics:** Overview of the history, Phonetics, Syntax, Acquisition, and Language Variation of the Spanish-speaking world. (Theories, analysis, and application). Prerequisite: Two years of college Spanish or placement at the 300-level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course.

**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: Two years of college Spanish or equivalent or placement at the 300-level.

**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 (Gaudi 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 Bolívar, Frida Kahlo, Che Guevara, Evo Peron, Rigoberta Menchu, Cesar Chavez, Shakkira 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 MINISERIES.** 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: two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course.

**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: two years of college Spanish or placement at the 300 level. The department faculty strongly advise students enrolling in this course to have completed one 300-level skills course.

**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: two years of college Spanish or placement at the 300 level.

**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: two years of college Spanish or placement at the 300 level.

**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: two years of college Spanish or placement at the 300 level.

**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: two years of college Spanish or equivalent or placement at the 300 level.

**SP 365, Hispanic Short Story:** Study of selected stories by Spanish and Latin American authors. Prerequisite: two years of college Spanish or placement at the 300 level.

**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: two years of college Spanish or equivalent or placement at the 300 level.

**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 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 (assigned variously according to the following: 1) Chronique 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 chronicles, 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: three years of Spanish or equivalent.

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: three years of Spanish or equivalent.

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: three years of Spanish or equivalent.

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: three years of college Spanish or equivalent. (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: three years of college Spanish or equivalent. (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: three years of college Spanish or equivalent. (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: three years of college Spanish or equivalent. (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 disordering aspects of public 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 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.

Sample Topic: 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: three years of college Spanish or equivalent. (Graduate credit eligible.)

SP 425, Phonetics of the Spanish Language: Study of the sounds of Spanish in terms of origin, change, dialects, society, contact with other languages, slang, etc. Prerequisite: three years of college Spanish or equivalent. (Graduate credit eligible.)

SP 430, Topics — 18th and 19th Century Spain: 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).

Sample Topic: 19th-CENTURY NOVEL, 21st-Century Spain. This course will compare 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 realistic 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’s style: complex characterizations, intricate plotting devices, literary innovations, and historical contextualization.
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: three years of college Spanish or equivalent.

Sample Topic: VARIETIES OF SPANISH IN SPAIN. The Spanish varieties found in Spain differ on two main levels: (i) 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 (ii) 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: three years of college Spanish or equivalent. (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. Rozy Cassares, I. Pardo Fuentes, Roberto Bolaño, and Maria 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: three years of college Spanish or equivalent. (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: three years of college Spanish or equivalent. (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” contrasting with Euro-American 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 idioms. 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, Carbalido, 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 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 journeys, 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 the novel on Hispanic-American literature. A variety of short stories by Jorge Luis Borges, Maria Luisa Bombai, 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: three years of college Spanish or equivalent. (Graduate credit eligible.)

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, social media, movies and television. Course may be repeated with each different topic. Prerequisite: Two 300-level courses in Spanish. (Graduate credit eligible.)

SP 485, History of the Spanish Language: In this course we will study the development of Spanish from its Latin roots to present, including historical, social, cultural and linguistic events. Prerequisite: three years of college Spanish or equivalent. (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: three years of college Spanish or equivalent. (Graduate credit eligible.)

Sample Topic: CHICAS RARAS IN SPANISH LITERATURE & FILM. One of the great
Sample Topic: HISPANIC POETRY. Poetry can be polarizing. Some 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, Spanish 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-garde (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. This capstone course will combine language acquisition with some 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.

COPHIS primary majors are given priority enrolment.

For contacts and info on the COPHIS’ Spanish Medical Track (different from the LAS Spanish major/minor):

• visit butler.edu/mllc

• click “Spanish” in the right-column navigation menu.
**DEPARTMENTAL HONORS**

- **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/mllc](http://butler.edu/mllc) and click “Departmental Honors” in the right-column navigation menu

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**Establish a Plan and Get Started**

- Calculate the GPA within your MLLC major *(tool available at butler.edu/mllc)*
- 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](http://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)

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**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.

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**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/artistes had to say about this question or problem? How does your thesis fit into the work these scholars/artistes 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.
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: butter.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 butter.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

- Evaluation 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?

- 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.

- 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?

- How/where did you accumulate (pen pal, applications, email, web chat)?
- How did in-class and study abroad experiences help in this area?

- 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)?

- 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.).

- Example:
  - A narrative of your comprehension of Spanish news reports about recent elections in Mexico.
# Core Curriculum

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Course</th>
<th>Term Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>FYS: First Year Seminar (2-semester sequence; 6 cr. hours)</td>
<td>FYS101</td>
<td></td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer</td>
<td>Other</td>
</tr>
<tr>
<td>GHS: Global &amp; Historical Studies (6 cr. hrs.)</td>
<td>GHS 201</td>
<td>GHS 204</td>
</tr>
<tr>
<td>Exemption: If a student studies abroad in a Butler-approved program AND completes 9 or more credit hours of coursework while abroad, the student automatically receives a 1-semester/3 credit hour waiver from GHS.</td>
<td>GHS 202</td>
<td>GHS 205</td>
</tr>
<tr>
<td>AR: Analytical Reasoning (3 cr. hours)</td>
<td>GHS 203</td>
<td>GHS 206</td>
</tr>
<tr>
<td>Exempt for students who have completed at least 5 hours of mathematics or computer science courses above algebra and pre-calculus; students in professional colleges (COPHS or COB) with college mathematics requirements; or students receiving a 4 or higher on the AP Calculus AB, Calculus BC, Computer Science A, Computer Science B, or Statistics</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>NW: The Natural World (5 cr. hours, with lab)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exempt for students who have completed at least eight hours of laboratory science; students receiving a 4 or higher on the AP Biology, Chemistry, Environmental Science, Physics B, or Physics C (Electricity and Magnetism or Mechanics)</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>PCA: Perspectives in the Creative Arts (3 cr. hours)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exempt for students taking at least 9 hours in art, dance, theater, music, digital media production, recording industry studies, or creative writing</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>PWB: Physical Well Being (1 cr. hour)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>SW: The Social World (3 cr. hours)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exempt for students taking at least 9 hours in the social sciences, including anthropology; international studies; journalism; organizational communication &amp; leadership; media, rhetoric &amp; culture; strategic communication; political science; sociology; economics; psychology; STS; communication science &amp; disorders; or majors in the College of Education; or students receiving a 4 or higher on the AP Economics-Macro, Economics-Micro, or Psychology</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>TI: Texts and Ideas (3 cr. hours)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exempt for students taking at least 9 hours in Humanities courses, including most English, history, philosophy, and religion courses, as well as literature courses taught in classical and modern languages; or students receiving a 4 or higher on the AP English Composition &amp; Literature</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>Speaking Across the Curriculum (C)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>Writing Across the Curriculum (W)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>Indianapolis Community Requirement (1 or 5)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Exemption: None</td>
<td>Transfer</td>
<td></td>
</tr>
<tr>
<td>Butler Cultural Requirement: Exemption: None</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>Recorded attendance at 8 events</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>EN101 (if required)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
<tr>
<td>MA101/102 (if required)</td>
<td>Course:</td>
<td>Term Completed:</td>
</tr>
</tbody>
</table>
CORE CURRICULUM continued

- As part of this conversation with your advisee, help them to understand that the Core Curriculum must be completed prior to graduation; much of it need not be completed only in the first two years. The six areas of inquiry can be completed at any time.

- 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 and to take these experiences seriously as part of their academic learning.

- Exemptions for Core courses are listed on the front page of this sheet.

- Contacts for permission numbers for Core Curriculum courses can be found on the Registration and Records website: http://www.butler.edu/registrar/registration/permission-numbers.

- In an effort to offer new and continuing students opportunity to enroll in Core courses, enrollment limits on Core courses will be established. As new student registration events occur throughout the spring semester, enrollment limits will be increased until the course is at its maximum capacity.

- Additional information about the Core is online at http://www.butler.edu/core/—this includes information about the Indianapolis Community Requirement and the Butler Cultural Requirement.

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 and it is recommended that students remain in the same section both fall and spring semesters; course descriptions will indicate which sections do not require FYS 101 as a prerequisite and are therefore open for enrollment.
- Students who fail FYS 101 should take FYS 102 in the spring. Students who fail or withdraw from FYS 102 and students who fail FYS 101 must meet with the FYS Coordinator before enrolling in another FYS.

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 two humanities courses and a speech course for FYS.
Campus Resources

- **Academic Support - The Learning Resource Center (LRC) (Jordan Hall 144):**
  Coordinates services and resources that promote academic success for Butler students. Academic success resources include LC100 (Strategies for Success course), Academic Success Workshops, and individualized academic coaching sessions. 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 the LRC, call 940-9308, email learning@butler.edu, or visit the Learning Resource Center 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 the LRC office (Jordan Hall 144) or webpage.
  - **Individualized Peer Tutoring** is available upon professor recommendation. For additional information about individual tutoring, contact the LRC office at 940-9308, email learning@butler.edu, or visit the LRC webpage.
  - **Speakers Lab (Fairbanks 114, 140, & 244)** 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. For more information or to schedule an appointment, call 940-8354, or visit the Speakers Lab webpage.
  - **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 Student Modern Language Center webpage.
  - **Writers’ Studio Peer Tutoring Program (Jordan Hall 304)** assists students with any writing task (e.g., generating ideas, forming a thesis, essays, lab reports, applications, resumes, etc.). Students may drop in or call for an appointment. For more information or to schedule an appointment, call 940-9804, go to the online scheduling tool (butlerws.setmore.com), or visit the Writers’ Studio webpage.

- **Center for Faith and Vocation (“Blue House” across from the Schrott Center):**
  Provides students with space to reflect on faith and spirituality during their time at Butler. For additional information, call 923-7253, email cfv@butler.edu, or visit the Center for Faith and Vocation webpage.

- **Center for Global Education (Jordan Hall 138):**
  Provides information to students about obtaining a global education by studying abroad. For more information, contact the office at 940-6567, email imalarne@butler.edu, or visit the Center for Global Education webpage.

- **Center for High Achievement and Scholarly Engagement (CHASE) (Jordan Hall 153):**
  Houses the Honors Program, and supports students interested in pursuing undergraduate research and students writing an undergraduate thesis. This office also offers graduate and professional school advising. For more information, call 940-9581, email chase@butler.edu, or visit the CHASE 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 or to schedule an appointment, 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 312):
   For information regarding fraternities and sororities, contact the Director of Greek Life and Orientation at 940-6590, email bdruetzl@butler.edu, 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 RNs and medical doctors. For information regarding health-related issues, contact the office at 940-9385, or visit the Student Health Services webpage.

☐ Internship and Career Services/Student Employment (Atherton Union 315):
   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, email career@butler.edu, or visit the Internship and Career Services webpage.

☐ Libraries:
   The Irwin Library and Ruth Lilly Science Library are both available to students. For additional information, call the Irwin Library at 940-9227 or the Science Library at 940-9401, or visit the Library webpage.

☐ Office of Diversity Programs (Atherton Union 004):
   Focuses on promoting diversity and multicultural awareness by holding and sponsoring events and programs throughout the year. For information regarding multicultural and international programming and services, call 940-6570, email diversitycenter@butler.edu, or visit the Diversity Programs webpage.

☐ Programs for Leadership and Service Education (PuLSE) (Atherton Union 101):
   Provides students an opportunity to learn about, and get involved with, campus events and organizations and to work on team-building and goal-setting within organizations. For information, call 940-9262, email involvement@butler.edu, or visit the PuLSE webpage.

☐ Registration and Records (Jordan Hall 133):
   For information about the academic calendar, registration, grades, transcripts, transfer and AP credit information, call 940-9203, email registrar@butler.edu, or visit the Registration and Records webpage.

☐ Residence Life (Atherton Union 303):
   For information about residence hall living, room and board agreements, etc., contact the office at 940-9458, email 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, email studentaccounts@butler.edu, or visit the Student Accounts webpage.

☐ Student Disability Services (SDS) (Jordan Hall 136):
   To report a documented disability, request accommodations, and inquire about services, call the SDS office at 940-9308, email sds@butler.edu, or visit the Student Disability Services webpage.