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 FAL 2018 ONWARD:

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

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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)*

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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**

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

Culture/Literature

300 Level — non-sequential

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

400 Level — non-sequential

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

More

- 401/2/3 Internships in Spanish
- 499 Honors Thesis
- FL 390 Seminar* (in English; major only)
- FL 499 Senior Keystone
- RX 483 Medical Spanish Courses *(see page 2)*

* repeatable with different topics

Fulfilling Core

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

Inside...

Placement Credits and Medical Spanish
Study Abroad
Internships, Keystone, Research, and Scholarships
Course Descriptions
Departmental Honors
PLACEMENT AND DUAL ENROLLMENT CREDITS

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

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

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

AP/I.B./CLEP

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

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

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

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

Dual Enrollment

“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.

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.

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
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

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**

**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.
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: butler.edu/ics
- Consult with a full-time MLLC faculty member on the internship (and how many credits it might be worth), and ask them to be your instructor.
- Note: Typically, per credit hour, a student spends a combined 42 hours on site and doing reflection work.
- Apply for the internship.
- While awaiting a decision on your application, draft a syllabus (with your instructor), attaching the LAS internship contract (your instructor has access to all forms and sample syllabi on the MLLC Moodle page).
- Submit the syllabus, contract, and a blue registration card (from our administrative specialist) to the MLLC department chair for their approval and signature.
- If accepted into the internship, complete the University agreement release form (with signatures from both your instructor and on-site supervisor) and turn it into our administrative specialist.
- Then, obtain any remaining needed signatures on your blue registration card and take it to the registrar’s office (Jordan Hall 133). Note: It may take up to two weeks for the internship course to appear in my.butler and Moodle.

For internship databases, a professional guide to success, job data, a calendar of networking events, and more: visit butler.edu/ics click “Internship and Job Search Resources” in the main body.

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.)

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
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

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

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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 13 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

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

 Udall Scholarships
Provides $7,000 to sophomores or juniors on the basis of leadership, public service, and commitment to issues related to the environment or American Indian nations. Applicants should be committed to a career related to the environment, tribal public policy, or American Indian health care as demonstrated through peer leadership, public service (paid or unpaid), and academic achievement.
Deadline: March

Harry S. Truman Scholarship
Provides $30,000 toward graduate school for future public service leaders. Juniors who plan to go on to careers in public service with outstanding service, leadership, and academic records are invited to apply.
Deadline: February

Thomas R. Pickering Fellowship Programs
Provides academic and professional preparation for outstanding candidates to enter the US Department of State Foreign Service. Fellows receive up to $37,500 annually for academic expenses covering the last year of undergraduate study and the first year of graduate study and participate in two paid summer internships. Applicants must be juniors, have a 3.2 GPA or higher, and plan to enroll in academic programs relevant to the work of Foreign Service generalists.
Deadline: January

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 Awards 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 Awards are available 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, and 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 in the context of cultural topics. Prerequisites: No previous Spanish instruction. Permission granted upon personal interview with the department chair.

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

**SP 203, Intermediate Spanish I:** First course in intermediate Spanish. Review of fundamentals, development of 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 Language (Theories, applications, 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 (Gaudí and Calatrava) have changed the physical environment of Spanish cities with their startling innovations. Our chronological approach will begin with prehistoric cave paintings and end with contemporary artists of the 21st-century. From Roman aqueducts to Romanesque and Gothic churches, from Arabic palaces and mosques to Jewish synagogues, from the Renaissance and Baroque periods through the Neoclassical, Romantic, Realist, Impressionist, Modernist, Cubist, Surrealist, and Post-Modernist movements, we will examine the important role of art and architecture in the history of Spain and the world.

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

**Sample Topic: ICONOGRAPHY.** The word “icon” refers to an object of devotion in the form of an immediately recognizable, easily reproducible image, often a figure or a face. This course will be concentrated on the cultural mechanisms (symbols, rituals, media, images, representations, literature, and arts) that construct icons and bring them into representation. We will explore the “life” and images of great icons such as: Virgen de Guadalupe, la Malinche, José Marti, Simon Bolívar, Frida Kahlo, Che Guevara, Eva Perón, Rigoberta Menchú, Cesar Chavez, Shakira and Evo Morales. One of our goals will be to examine the propagandistic side of imagery and power. The course will be a great asset for students interested in languages and culture, art and, since many of Latin America's famous icons become associated with heightened forms of masculinity or of hyperbolic or hybrid forms of femininity, gender.

**Sample Topic: SPANISH TELEVISION 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 of selected mini-series, 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:** Overview 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, Spanish Film:** Approach to Spanish 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 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.
specific sub-topics will be: The history of travel, exchange, translation, mixture, contact, and appropriation of European models and representations by New World chroniclers, artists, and writers who have shaped the cultural production in the Americas.

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

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

SP 425, Phonetics of the Spanish Language: Introduction to the sounds of Spanish, native speaker pronunciation, recognition of Spanish main dialects and Spanish-English phonetic contrasts. Prerequisite: three years of college Spanish or equivalent. (Graduate credit eligible.)

SP 430, Topics — 18th and 19th Century Spain: Study of historical, literary, and/or artistic aspects of the period. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (Graduate credit eligible.)

Sample Topic: 19th CENTURY REALISM. Through a study of selected cultural products 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.

SP 435, Spanish Dialectology: The geography 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 440, Topics — Contemporary Spanish Studies: Analysis of aspects of 20th and 21st Century Spain through study of literary, historical, artistic works, and/or the media, offering such topics as the transition from dictatorship to democracy or the roles of women and men in contemporary society. Course may be repeated with each different topic. Prerequisite: three years of college Spanish or equivalent. (Graduate credit eligible.)

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

Sample Topic: CONTEMPORARY SPANISH CULTURE. Through a study of selected cultural texts and theoretical essays, we will explore how postmodern thought is manifested in the particular context (social, historical, political, cultural) of post-Franco, democratic Spain. We will examine how the texts negotiate postmodern issues of subjectivity and truth through complex literary/cinematic devices such as irony, paradox, and narrative fragmentation. The stories, poems, plays, and films in the course are saturated with the often flamboyant expressions of Spanish popular culture since the 1980s and invite discussions of the political and moral aspects of the Spanish postmodern.
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: (1) the regional variety: (a) the Central-Northern region characterized by Castilian Spanish, (b) the Southern region characterized by Andalusian Spanish, and (c) the Iles; and (2) the varieties in contact with other languages, mostly: (a) with Vasque, (b) with Catalan, and (c) with Galician. Such linguistic diversity and cultural richness of the country is the topic of this course, which will benefit students participating in any study abroad program to Spain as well as any student interested in practicing Spanish in a different way, namely, by using the vocabulary and grammar features of the different varieties just mentioned. This course will enrich the viewpoint of Spanish majors and it will ensure they will have a better understanding of the linguistic richness in Spain.

SP 450, Topics – Spanish-American Studies: Literary, historical, social, and/or artistic aspects of Spanish-American culture and civilization. Topics will focus on a historical period, literary genre, social theme, or other cultural phenomenon. Course may be repeated with each different topic. Prerequisite: 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. Bioy Casares, I. Pardiñas, Roberto Bolaño, and María Elvira Bermúdez.

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” constructed through 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 idiosyncrasies. During those decades, Latin American literature becomes worldly acknowledged and valued, becoming a point of reference for authors elsewhere. Therefore, in this class, we will examine carefully short stories and novels written by some of the Boom writers looking at particular style and form to delineate issues of national identity, politics and socioeconomics that completely reshaped what had been invented by the European mind.

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

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

Sample Topic: REDISCOVERING SPANISH-AMERICA THROUGH TRAVEL LITERATURE. The purpose of this course will be to reconstruct the history, society and culture of Spain-America through its travel narrative. We will begin our discussion with the Spanish voyages of discovery and conquest of Christopher Columbus, Cabo 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 backpacker and the tourist as well as revealing the impact of travel in North-American culture and society.

Sample Topic: SPANISH-AMERICAN SHORT STORY. This course uses the 20th-century Spanish-American short story to introduce students to the critical skills needed for reading literature in Spanish. Through a selection of various short stories of the twentieth century, students will compare and contrast themes such as the social, historical and political context contained in each reading. In addition, the course will analyze the impact of Magic Realism in Hispanic-American literature. A variety of short stories by Jorge Luis Borges, Maria Luisa Bombai, Jose Luis Cortázar, Elena Pongiawtoska 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, films, novels, 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
SPANISH FILM.
Sample Topic: MADRID IN LITERATURE AND historical avant-gardes (i.e., impressionism, surrealism, such as romanticism, realism, modernism, and on trans-Atlantic relations and the rise of movements perform a comparative analysis of Spanish and Latin cultural contributions produced by migrants while realities of living in a foreign space whose culture is and created by immigrants who cope with the harsh South America. In this context, this course explores recipient country receiving groups of people from different European countries, Latin America, and the U.S., due to political and economic reasons. Sample Topic: LATIN AMERICA AND SPAIN. in re/configuring the nation.

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

Sample Topic: IMAGES OF THE CITY IN LATIN AMERICA. This course will compare and contrast the Images of the City in Latin America (particularly Buenos Aires, Rio de Janeiro, Lima, La Havana, and Mexico DF). We will explore the social changes in the city from the pre-colonial period to our time, focusing on subjects as: urban subjectivities, modernity, language and the poetic genre, and connect these to the Images of the City in Latin America. It is a continuation of the introductory course. At this

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

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

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

Sample Topic: THE ROLE OF SPORTS IN THE CONSTRUCTION OF GENDER, SEXUALITY, AND NATIONAL IDENTITY IN THE HISPANIC WORLD. In this course, we will explore how sports have traditionally articulated ideas of gender, sexuality, race and ethnicity conforming to the norm, and thus generating 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-Colombian 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 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 enrollment.

For contacts and info on the COPHIS’ Spanish Medical Track (different from the LAS Spanish major/minor):
- visit butler.edu/mlmc
- click “Spanish” in the right-column navigation menu

Student Modern Language Center
Get free tutoring help or hang out with friends in Jordan Hall 391. Located inside our department’s main office suite, the Center houses a vast foreign film and TV collection, as well as fun events—think sing-a-longs to Frozen in Chinese or acting out Star Wars in German. Take advantage of our many viewing areas, including a big screen TV with comfy couches. Hop on PCs and Macs hooked up to a high-speed printer. Borrow one of our many dictionaries and grammar guides. And, enjoy our always-stocked station of free coffee, tea, hot chocolate, and water.

For office hours, tutoring schedules, ePortfolio help, an online database of our video library, and more:
- visit butler.edu/mlmc
- click “Student Modern Language Center” in the right-column navigation menu
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
- 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)

Honors Thesis Requirements

Pursuing this route involves the following:

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

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

Choosing a Thesis Advisor

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

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

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

Choosing a Topic

Talk with your thesis advisor about possible ideas.

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

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

Honors Thesis Proposal

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

- Completed thesis proposal cover sheet and advisor form (template available: butler.edu/honors/honors-thesis-proposal)
- Title
  - This should accurately describe the focus of your thesis. You do not need a title page.
- Background
  - Briefly explain how you arrived at your thesis idea. If your thesis grew out of your previous academic work, please describe how. What have other scholars/artists had to say about this question or problem? How does your thesis fit into the work these scholars/artists have already done? What is the significance or importance of your thesis? How will this project contribute to your learning?
- Thesis description
  - Describe in a sentence or two the precise question or problem which you are going to address. Then, identify possible explanations based on the literature in your field. If appropriate, identify a position you will defend. It is insufficient to state simply that you are going to “research,” “investigate,” or “look into” a question or problem.
- Method and documentation
  - In this section, explain HOW you plan to get your project done. What will you do? Why? How will you support or refute your thesis statement? What are you looking for, specifically? Why have you chosen these texts/survey questions? Support with reasonable arguments (not “because I feel like it” or “my advisor told me to”). What will your scholarship consist of? It’s not enough to simply state what you’re going to read. Explain the questions you will pose and the methods (e.g., type of formal analysis, literary criticism, etc.) you intend to use to investigate, test, or interpret your thesis. Explain why these methods are feasible and adequate to demonstrate the validity of your work. What resources are necessary to undertake this type of research? Are they readily available? How do you plan to secure them?
- Schedule
  - List the dates by which you’ll complete all aspects of the work on your thesis (e.g., gathering resources, initial research, analysis of data, interview times for subjects, completion of literature review, first draft, etc.). The Honors Program asks for a schedule in order to assess how well you and your advisor have thought through this project. How long will it actually take you? Breaking it up into smaller sections helps you to envision the process from beginning to end.
- Bibliography
  - Append a bibliography of books, journal articles, and other sources that will convince the reviewers that adequate resources exist to do the thesis and that you have done initial background research in this area. Please divide your bibliography into two parts: works you have already consulted and works you plan to consult.
- Submission
  - The proposal should be submitted to the Honors Program. It will be reviewed by the LAS Honors Board. In no more than three weeks (provided you have met the submission deadline), your proposal will be accepted or returned with suggestions for revision. Failure to include any of the aforementioned information will be cause for return. (Any revisions of your proposal should be submitted to the honors office.) The Honors Program will notify you of the Honors Board’s decision.

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

The Thesis

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

Written drafts should be prepared as early as possible. Sometimes introductions can be written before research is completed. The penultimate “final” draft is the completed thesis bearing your advisor’s approval. It should be sent to the second reader via email (CC’ing the Honors Program director). Remember, your second reader may need a few weeks to read and return comments.

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

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

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

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

Examination Process Requirements
Pursuing this route involves all of the following:

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

STAMP Proficiency Assessment
The Standards-Based Measurement of Proficiency (STAMP) assessment is an internationally-recognized exam that determines your language proficiency in four domains (Reading, Writing, Listening, and Speaking). STAMP is web-based and computer-adaptive, with real-world questions on topics selected to be level-appropriate based on research into topics taught at each level. The questions will engage you. Because it’s adaptive, you’ll demonstrate your proficiency levels without pre-set upper limits.

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

You must score:
- at least one “Advanced Low” or higher
- AND, nothing below “Intermediate High”

For organization websites and scoring information:
- visit butler.edu/mllc
- click “Departmental Honors” in the right-column navigation menu

Honors ePortfolio Materials
This is expected to be a collection of material and experiential oral and written narrative descriptions of important moments and stages in development throughout your years of language study at Butler. These “artifacts” and syntheses (in the target language) will serve to demonstrate a clear line of growth and improvement in key components of language study, as well as a careful reflection on your educational development in general.

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

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

- SPEAKING
  - You should, through your presentation and examples provided, offer evidence of the ability to conduct a sophisticated oral argument on abstract and concrete topics in the target language.
  - How have you improved your skills in this area over time?
  - Mention specific situational examples (presentations, trips, meetings with native speakers) which demonstrate this improvement.
  - Is there a recent oral presentation of which you are particularly proud?
  - How did in-class and study abroad experiences help in this area?

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

- **READING**
  You should show evidence of your ability to read extensive and authentic texts with a high degree of understanding.
  - What have you read? Which texts have had deeper meaning for you?
  - How has your progression in ability been reflected in the types of texts you read in the 200 level to the present level?
  - How did in-class and study abroad experiences help in this area?
  **EXAMPLES:**
  - Offer texts you have read, novels, poetry, newspaper clippings, advertisements, letters, etc.
  - Offer summaries of texts you have dealt with and how they have influenced you. For example, after reading Goethe's Werther, what was your reaction? Emotional? Rational? Intellectual?
  - Comment especially on the intellectual influence these texts have had on you.

- **WRITING**
  You should be able to structure coherent and sophisticated arguments in the target language. Your writing should display sound acquisition of grammatical structures and vocabulary with competent linguistic accuracy.
  - How have you improved your skills in this area over time?
  - What examples of papers, compositions, essays, and homework assignments could you provide?
  - What authentic writing experiences have you been able to accumulate (pen pal, applications, email, web chat)?
  **EXAMPLES:**
  - Compare a composition from SP 204 and a film review of the latest Almodóvar film for your 400-level Hispanic Films class. How has your writing changed? Show evidence of improvement and expansion.
  - Synthesize your writing experience in a brief narrative. Are you satisfied today with the level attained? How might you continue to improve?

- **LISTENING**
  You should demonstrate your ability to comprehend spoken utterances of native speakers with little difficulty.
  - What contact have you had with real native speakers? Describe the experiences and how your comfort level has changed over time.
  - Can you now watch a French movie without subtitles? Do you find yourself irritated by those subtitles or hate the dubbed voices of American productions?
  - Describe your comprehension level of sophisticated auditory samples (i.e., news, DJ talk, songs, university lectures, etc.).
  **EXAMPLES:**
  - A narrative of your comprehension of Spanish news reports about recent elections in Mexico.

- **CULTURAL UNDERSTANDING**
  You should demonstrate knowledge of formal and informal aspects of international cultures, as well as the ability to think effectively about social, political, ethical, and moral issues.
  - What impressions do you have of cultural differences and similarities?
  - What particular literary, artistic, historic, cinematic movement/genre have you investigated in greater depth over the course of your career?
  - What political, social, economic, religious issues have you encountered, studied, dealt with, discussed at parties or been moved to argue over at any length?
  **EXAMPLES:**
  - Give a concrete description of a moment in which you felt culturally sophisticated in your field, or in which you felt truly “at home” in the target language.
  - What did you not know as a freshman that is in your back pocket today?
  - Bring in the 1789 Declaration of the Rights of Man and compare it to your understanding of your own identity or idea of citizenship.
  - Tell which German stereotypes are, after your closer inspection, completely untrue or unjustified.

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

[back to top]