

HONORS COURSE DESCRIPTIONS SPRING 2025

HONR 203B-01H: The United States Experience – Megan Sholar
MWF 10:25-11:15

HONR 203B-02H: The United States Experience – Megan Sholar
MWF 11:30-12:20

Women and Politics: This course examines the role of women in political life. Our goal is to understand how and why women both shape and are shaped by politics and public policy in the United States. To achieve this, we will examine a set of inter-related questions: What strategies have women used to gain political power? How does gender affect public opinion and electoral behavior? Do women's experiences as candidates and officeholders differ from those of men? Besides women's participation in the traditional spheres of what is considered politics—women as voters and politicians—are there other ways that women have become "political" actors? How do the political system and political culture influence women's access to power? How does the presence or absence of women in the policymaking process affect public policy and the quality of women's lives? How do sex and gender intersect with other dimensions of women's identities, such as race, ethnicity, class, and sexuality? What barriers continue to impede women's full political participation and representation, and what can be done to overcome these obstacles? To answer these questions, we will explore the transformation of women's political participation in the United States from the colonial era to the present.

HONR 203B-03H: The United State Experience – Rick Gilbert TTh 11:30-12:45

There are countless ways to describe "The US Experience." It is different for different people, in different parts of the US, and at different times. American theater has a rich history of trying to answer the question of what it means to be "An American." In this course we will study several plays that explore the question. Some we will read, some we will watch on video, and some play we will attend live in various Chicago theaters. Examining other people's struggles with the US Experience will inform our own concept of national identity.

HONR 203B-04H: The United States Experience – Amy Shuffelton
TTh 1:00-2:15

This course examines the American experience of education. All Americans get an education, though the education each of us ends up getting also has the effect of making us the unique persons we are. As one of the most universal and yet profoundly diverse and personal experiences Americans have, education offers a wealth of questions and avenues of inquiry. Throughout American history, schools have been

important as places where children learn to move between the private life of families and the public life of participation in a democracy. They are the places where we become the Americans we are. This course will focus on how different groups experienced education throughout history, as well as on how some insightful individuals opened up new possibilities for what education could be. It will trace the history of education in the United States, beginning with the colonial experience and ending up in contemporary times, drawing on literature, philosophy, and films as well as more conventional historical sources to explore not just what happened but what the experience meant and felt like for Americans across time. Americans have always had bigger dreams for the experience of education than we have succeeded in realizing, and the course will also consider the successes and failures of our expectations, as well as where education might go in the years ahead.

HONR 204D-01H: Science and Society – Robert Morrison W 4:15-6:45

For over the last seventy years scientists have explored the personality traits, mental processes, and brain functions that enable people to be creative. In this course we will survey a variety of different theories of creativity drawing on psychology, neuroscience, and sociology. We will consider artistic, scientific, and cultural creativity, making extensive use of reading and film to encounter a diverse sampling of creators and their products directly and through the minds of their students and scholars. You will also use your own creative processes and work with a small group of students to study the lives and creative processes and products of individuals at work today. For more information about the class please see the Loyola news article found here (www.luc.edu/psychology/homenews/story/creativity.html).

HONR 204D-02H: Science and Society – TBA TTh 1:00-2:15

COURSE DESCRIPTION TBA

HONR 204D-03H: Science and Society – TBA TTh 2:30-3:45

COURSE DESCRIPTION TBA

HONR 204D-04H: Science and Society – Michael Bloom TTh 2:30-3:45

This course introduces basic concepts and methods of design thinking and entrepreneurial training through lecture, discussion and experiential activities. Students will form collaborative teams to develop innovative healthcare products, processes or services especially relevant to promoting health equity and reducing health disparities -

by practicing customer discovery, problem identification, ideation, prototyping, testing and pitching.

**HONR 208B-01H: Encountering Latin America and the Caribbean – Megan Sholar
MWF 1:40-2:30**

**HONR 208B-02H: Encountering Latin America and the Caribbean – Megan Sholar
MWF 2:45-3:35**

This course provides an overview of Latin America, focusing on the history and politics of the region. Although there is a shared history of colonialism in Latin America, each state possesses unique political, social, economic, and cultural characteristics that help to define it. Utilizing perspectives from multiple disciplines, including political science, history, and literature, we will examine the transformation of the region since colonization and the major factors that have shaped Latin American societies. We will also discuss a number of problems that currently plague the region. In particular, we will focus on the following topics: the experience and legacy of colonialism; revolutionary movements and independence; authoritarianism and democratization; human rights; economic development and dependency; and relations with the United States. Throughout the course, we will rely on current events to expand our understanding of contemporary Latin America.

**HONR 208B-03H: Encountering Latin America and the Caribbean
– Natalia Valencia TTh 8:30-9:45**

"What's Your Story?: Female Voices from Latin America and the Caribbean": This course explores Latin America and the Caribbean through the lens of contemporary female writers and artists that tell stories about the human condition, cultural norms, and national identity. We will question what it means to connect with people, places, and history, and the impact that storytelling has in affirming or challenging those notions. We will purposefully focus on female voices because they have largely been absent from the Latin American and Caribbean cannon. Studying them will give us an opportunity to consider cultural works, and the realities they portray, from a different vantage point. Our goal is to let these stories carry us into new spaces that allow us to re-imagine Latin America and the Caribbean.

**HONR 208B-04H: Encountering Latin America and the Caribbean
– Cristian Peredes TTh 4:15-5:30**

Race and Ethnicity in Latin America: This course is designed to provide an introductory sociological overview of how race and ethnicity works in Latin America using interdisciplinary, international, and cross-national studies. In this course, we study (1) analytic perspectives on race, ethnicity, and ethno-racial issues in Latin America; (2)

ideologies of mestizaje (Spanish for ethno-racial mixture) and their impact on ethno-racial relations; (3) indigenous and Afro-descendant populations in Latin American countries; (4) racism, ethno-racial conflict and stratification in Latin American countries; and (5) Latin Americans and Latinos in the United States. The discussion of these topics in class should encourage students to develop solid conceptual and analytic tools for understanding ethnic and racial issues in Latin America, and why these issues should be relevant in the United States. By the end of this course, you should (1) be familiar with key theories, concepts, and analyses that explain ethnic and racial issues in Latin America; (2) understand the relevance of historical and contemporary associations among cultural, economic, political, and social forces, as well as their impact on race and ethnic relations in the region; and (3) understand the relevance of sociological knowledge on race and ethnicity for dealing with current social issues at different levels (e.g., remedial policies, educational objectives, activism).

HONR 209C-01H: Encountering Asia – Sarita Heer **TTh 11:30-12:45**

Storytelling in South Asian Visual Culture: South Asia has a rich history of storytelling as is seen in Buddhist Jataka tales, Hindu epics, Mughal namas, comic books, tv, film, mythicization of real people, and art. This course examines some of these traditions in various media and explores ideas such as how does the medium change reception and audience of these various legends? How do these legends change to adapt to continue to be included in the dominant culture of the nation?

HONR 209C-02H: Encountering Asia – Tracy Pintchman **TTh 2:30-3:45**

Religion and Culture: This course will survey selected indigenous teachings, institutions, and practices of some of the major religious traditions of South Asia and East Asia in historical and cultural context. Materials covered will include the Hindu and Buddhist traditions of South Asia and the major literary religious traditions of China and Japan, including Daoism (Taoism), Confucianism, and Chinese and Japanese forms of Buddhism. The main objectives of the course are to grow in (1) factual knowledge about the Asian religions we will study this semester and (2) critical thinking skills about religion as historically contingent, shaped by human actors, multidimensional, and encompassing many perspectives that may sometimes contradict each other.

HONR 210B-01H: Encountering Africa – Gorgui Tall **TTh 10:00-11:15**

This course introduces students to Francophone literatures of Africa. It proposes to analyze a selection of important literary texts (novel, short story, poetry, and essays) and films by representative authors, in their historical and cultural contexts: Negritude, (post)colonialism, new African voices within and beyond the continent. It also

underscores African perspectives on the universal challenges and complexities of immigration, gender and sexuality, religion, activism, and community building. The ultimate aim of the course is to forge students' critical capacity to resist simplistic popular understandings of what is taking place on the continent and works to refocus their attention on distinctively African perspectives.

HONR 212B-01H: Encountering the Middle East – Ghazal Poshtkouhian Nadi

MWF 11:30-12:20

HONR 212B-02H: Encountering the Middle East – Ghazal Poshtkouhian Nadi

MWF 12:35-1:25

This course introduces students to contemporary history, culture, politics, and society of the Middle East. Drawing on various disciplines including anthropology, history, literature, and political science this course explores the formation of the modern Middle East from the Arab Revolt against the Ottoman Empire during World War I to the Arab Spring and its aftermath. Topics include religion and culture, legacy of authoritarianism, politics of oil, identity, revolutions and social movements, urbanization and the youth, role of women in society, as well as media, censorship in the Middle East.

HONR 216B-02H: Encountering Contemporary Europe – Jeremy Lowenthal

TTh 8:30-9:45

HONR 216B-03H: Encountering Contemporary Europe – Jeremy Lowenthal

TTh 10:00-11:15

The World Wars in British Cultural Memory: This course explores British cultural memory of war and reconstruction in the twentieth century. Considering a diverse range of literature and art drawn from print, visual, and sound culture, it asks students to engage in creative interpretive analysis to evaluate the roles various aesthetic and media practices have played in giving expression to otherwise unspeakable traumatic events. We will investigate collective memory and trauma alongside national and continental identity and colonialism as we track the ways two world wars and the subsequent retraction of the British Empire reshaped how the nation and its citizens viewed themselves in relation to Europe and the larger world. Course texts will include novels, short stories, epic and lyric poems, radio dramas, essays, academic scholarship, documentaries, and popular films like *The English Patient* and *The King's Speech*.

HONR 216B-04H: Encountering Contemporary Europe – Rick Gilbert
TTh 2:30-3:45

This course will examine two of the major strains of European theatrical practice from the middle of the 20th Century: the realistic, author-focused theater identified with London's West End, and the anti-realist, director's theater identified with Germany. These two different responses to the second World War led their respective theaters in widely different directions, so that seventy years later theater throughout Europe is still shaped by that division... and also by the ways that the two directions influenced and benefitted each other to create the vibrant theatrical landscape of contemporary Europe.

HONR 290: Literacy Center – Jacqueline Heckman **TIMES TBA**

Engage with Jesuit values and meet our adult neighbors who come from many cultures: This course offers an excellent opportunity for service learning and practical experience in tutoring neighborhood adults in written and spoken English with the Loyola Community Literacy Center. While our in-person tutoring location and office is Loyola Hall and we hope to return, it is likely we will continue tutoring only online in Spring 2025. No previous tutoring experience is necessary. This course satisfies the Core Engaged Learning-Service Learning Internship requirement. It is open to second-semester freshmen, sophomores, juniors, and seniors. Incoming freshmen are always welcome to tutor as volunteers and take the course at a later date. Requirements: Only UCWR 110 or its equivalent. The Center is open for tutoring M-Th evenings 7:00-9:30 pm during the fall and spring semesters when the university is in session. Honors 290 students tutor two evenings a week. In addition, there are 5 class meetings and a 6th session scheduled at times convenient for all students. Students who have taken this course have found it to be a challenging and exciting experience, even life changing as they help neighborhood adults improve their skills. More information can be found at www.luc.edu/literacy. Follow the links to "tutoring" and then "course credit tutoring" for a complete description of English 393 and Honors 290, combined courses.

HONR 301-01H: Honors Capstone Moral Responsibility – Jack Kerkering
MWF 2:45-3:35

The Ethics of Identity: A key text in discussions of ethics is Immanuel Kant's 1785 treatise *Groundwork of the Metaphysics of Morals*, which offers various formulations of its famous "categorical imperative," one of which demands that persons treat themselves and other persons not merely as means to achieving ends but as ends in themselves, as rational agents. Means to ends are instruments or tools, and a key question of this course is whether collective or group identities, in calling upon us to act in ways that advance the ends of our identity group, position us as instrumentalities of that collective identity and thus demand that we violate the Kantian categorical

imperative: does promoting our collective identity require us to reduce ourselves, unethically, to mere means or instruments in the service of advancing our identities as ends in themselves, as autonomous agencies acting in and through us? After establishing the basic terms of this debate, we will work through a series of case studies drawn from U.S. literary history in order to assess how prominent writers depicted and addressed the ethical dilemmas raised by national, racial, and gender identity.

HONR 301-02H: Honors Capstone Moral Responsibility – Brandon Morgan-Olsen
TTh 11:30-12:45

HONR 301-03H: Honors Capstone Moral Responsibility – Brandon Morgan-Olsen
TTh 1:00-2:15

The idea of a moral human right, with associated moral responsibilities, is incredibly influential in the modern world. This course will analyze this idea in depth, serving as an introduction to and exploration of issues in the philosophy of human rights. Throughout the semester, we will discuss how one ought to conceive of and justify human rights, guided by a close examination of various themes and controversies that surround these issues. In doing so, we will engage with three different theoretical approaches: an Individual Approach, which represents the contemporary liberal emphasis on the rights of individuals; a Community Approach, which represents various views (e.g., Communitarian, Confucian, Marxist) that prioritize social connectedness and the rights of groups; and a Marginalized Approach, which represents a family of views (e.g., feminist, anti-racist, intersectional) that privilege marginalized perspectives in addressing human rights issues. By the end of the course, we will be better equipped to answer questions such as: What is a (moral) human right? What connection is there between moral human rights and legal human rights? Which rights are genuine human rights? What does it mean for genuine human rights to be universal? What approach is the right one to take in thinking about human rights? Why has the idea of a human right been so influential? Should it be? How can thinking carefully about human rights help me in engaging morally with our modern world?

HONR 301-04H: Honors Capstone Moral Responsibility – William French
TTh 2:30-3:45

War and Ecological Concerns: Advances in technology, industry, and military weapons confront us with unprecedented new abilities for destruction in wars and for degrading significant portions of the planetary biosphere or for altering long standing climate and temperature patterns We will examine Christian and Hindu traditions on war and peacemaking during the first section of the course. We will explore the history of Western thinking on pacifism, the just war theory and also crusader war. Likewise we will attend to the rise of modern warfare with its new powerful weapons systems that give rise to new moral challenges and issues of moral responsibility in the conduct of

war. In the second section of the course we will examine the status of the contemporary scientific debates about the gravity of various trends—and the cultural, societal, economic and political reasons behind the continuing slowness of America to engage these ecological threats in a serious manner. We will concentrate on how emerging ecological threats and climate change concerns vastly expand our traditional understanding of our moral responsibilities. Religion is a powerful shaper of ideas and of human action and we will examine some of the resources that different religious traditions of the world offer for promoting efforts at peacemaking and ecological responsibility. We will look at various religious and philosophical traditions and see how they describe nature, how they evaluate nonhuman nature's relationship to humanity, how they define "community" to include or exclude the nonhuman world, and how they relate or do not relate the "sacred" to the natural world.

HONR 301-05H: Honors Capstone Moral Responsibility – Tisha Rejendra
TTh 10:00-11:15

The TV series *The Good Place* asks hard questions about moral luck, moral desert, virtue, the nature of evil, free will, and what it means to live a good life. Using the series as a starting point, this class will examine a variety of philosophical and theological texts in order to delve deeper into these questions.