

Honors Timetable Fall 2025

MoW eFr	HONR D101 Sections					
	Cain	Holman	Rothleder	Swanton	Whidden	TBA
8:15- 9:05			x			
9:20- 10:10			x	x	x	
10:25- 11:15				x	x	
11:30- 12:20			x			
12:35- 1:25						
1:40- 2:30	x					x
2:45- 3:35		x			x	x
4:15- 5:05						x

MoWeF r	203 US	204 Sci & Soc	210 Africa	209 Asia	216 Europe	208 Latin Am.	212 Middle East	301 Capston e
8:15- 9:05								
9:20- 10:10			Endless					
10:25- 11:15	Bell							
11:30- 12:20	Sholar							
12:35- 1:25								
1:40- 2:30						Sholar		
2:45- 3:35		Ramsey				Sholar		
4:15- 5:05	Swanton MoWe							

	(WTC)							
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TuTh	203 US	204 Sci & Soc	210 Africa	209 Asia	216 Europe	208 Latin Am.	212 Middle East	301 Capstone
8:30-9:45		Vanacker						
10:00-11:15					Gilbert			Morgan-Olsen
11:30-12:45		Nadi			Strain			Morgan-Olsen
1:00-2:15				Pintchman Kim (WTC)			Nadi	French
2:30-3:45	Wilson				Gilbert		Nadi	
4:15-5:30	Shermer (WI)							Morgan-Olsen

All Honors night classes begin at 4:15 and run to 6:45pm one night a week

Evening	203 US	204 Sci & Soc	210 Africa	209 Asia	216 Europe	208 Latin Am.	212 Middle East	301 Capstone
M								Ingram
Tu								
We		Morrison						
Th								
Fr								

HONR 290 1HE Literacy Center (Engaged Learning) - Class Nbr 1030

Restricted to students in the Honors Program, this Engaged Learning course nevertheless does not satisfy any Honors Program requirements. Restricted to second-semester freshman standing or above. Instructor permission required; please contact Jacqueline Heckman at jheckma@luc.edu. Students practice Jesuit values by tutoring neighborhood adults 2 evenings a

week in English - reading, writing, listening, and speaking. Instruction is provided through regularly scheduled meetings, classes, and assignments. Class times are arranged to accommodate student schedules. Further information can be found at www.luc.edu/literacy.

HONR 203 – The United States Experience – Virginia Bell

SECTION: 01H-LEC Regular (1943)

LOCATION: Mundelein 603

TIME: MWF 10:25-11:15

In section 01W, we will explore U.S. American literary writers who use “borrowed forms” or “shells” to dialogue powerfully with other texts, forms, discourses, and ideas about the story of America. Poets, writers, and filmmakers often “borrow” non-literary forms such as magazine quizzes, recipes, border interrogations, job applications, etc., and transform them into poems, essays, and stories. Like hermit crabs, they steal these homes and re-purpose them for different needs, desires, questions, and arguments. This literary “shell game” produces a powerful examination of nationality. Required Course texts may include Kim Adrian’s *The Shell Game: Writers Play with Borrowed Forms*, Lia Purpura’s “Autopsy Report,” Layli Long Soldier’s *Whereas*, George Saunders’ “Exhortation” in *Tenth of December*, Jennifer Egan’s “Great Rock and Roll Pauses” in *A Visit from the Goon Squad*, Courtney Faye Taylor’s *Concentrate*, Valeria Luiselli’s *Tell Me How It Ends*, Kitty Green’s film *Castling JonBenet* (on Netflix), Ross Gay’s *Catalog of Unabashed Gratitude*, and more.

HONR 203 – The United States Experience – Megan Sholar

SECTION: 02H-LEC Regular (3377)

LOCATION: Mundelein 205

TIME: 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 203 – The United States Experience – Andrew Wilson

SECTION: 03H-LEC Regular (5857)

LOCATION: Crown Center 142

TIME: TuTh 2:30-3:45

THE 1960s: This course analyzes key political, social, and cultural issues of the 1960s, an era that has quickly become covered in myth despite its nearness to our own times. The period from the election of John F. Kennedy (1960) to the fall of Saigon (1975) remains crucial for understanding contemporary issues and attitudes. Those years reshaped American culture and society in many ways. Vivid events and slogans shattered the images of an earlier time and created a new America.

HONR 203 – The United States Experience – Elizabeth Shermer

SECTION: 02H-LEC Regular (4205)

LOCATION: Crown Center 140

TIME: TuTh 4:15-5:30

Just how well have best-selling cautionary tales, dystopias, and children's books actually captured what was going on in American politics and society? This writing-intensive course seeks to answer that question through a mix of historical scholarship and iconic novels, such as *The Wizard of Oz*, *It Can't Happen Here*, *All the King's Men*, *1984*, *The Manchurian Candidate*, *The Handmaid's Tale*, and *Primary Colors*. Students will reflect on the facts behind the fiction in papers but also discuss in class the longstanding questions about the American democratic experiment, including: how well this country has lived up to its purported ideals, what the public has done to protect and reform its institutions, and whether there has been a paranoid style in American politics?

Outcomes: Students will gain a sense of how fiction did and did not capture a particular political moment and controversy. Students will also work on their writing since each week we will devote class time to writing fundamentals, such as organization, syntax, sentence structure, citing, and concluding. Students will also have a chance to think critically about how well fiction has been translated into film or write a research-based dystopia of their own.

HONR 203 – The United States Experience – Kathryn Swanton

SECTION: 01HE-LEC Regular (1619)

LOCATION: Corboy Law Center 301 (WTC)

TIME: MW 4:15-5:30

This engaged learning class considers inventing oneself as an American phenomenon and an act that writers perform in creative nonfiction. As we read the work of major American essayists, we will consider how topics they investigate in other American cities are relevant in Chicago. Course readings deal with themes that characterize the capacity for self-invention in America—themes like home, food, family, immigration, race, sickness, death, and national crises. We will read that it is characteristic of Americans to tell redemptive life stories, not tragic ones. How or where do any of the essays we read suggest redemption or solace may be found? How do some of these essays frustrate the expectation of redemption, and what do they offer in its place?

In investigating these questions, we will apply the City As Text pedagogy to hone our observational and analytical skills. We will engage with Chicago As Text, exploring the city on foot and observing its inhabitants in search of found poetry, a new perspective on art and architecture, and food and immigration. Our CAT activities will prompt research questions that will form the basis of your own creative nonfiction writing. You will explore these research questions using first-hand observations of the city, the archives of the Chicago History Museum and Loyola's library. For your final projects, you will choose one of your shorter pieces of writing to build into a longer creative nonfiction research essay which you will present to the class, and at the annual Honors Research Conference in Spring 2026.

HONR 204 – Science and Society – Ghazal Poshtkouhian Nadi

SECTION: 04H-LEC Regular (3545)

LOCATION: Francis 142

TIME: 11:30-12:45

Climate Change, Development and Environmental Sustainability: This course introduces students to social, political, and economic factors that have contributed to climate change and the ensuing sustainability movement. It provides students with the background and conceptual tools to understand global environmental challenges and questions. And the degree to which communities, nations and global institutions have the ability to manage these problems and offer solutions. Drawing on various disciplines including environmental science, anthropology, economics, sociology, and political science as well as different textual and visual sources, we will explore the global processes that impact the environment and the environmental sustainability movement.

HONR 204 – Science and Society - Gordon Ramsey

SECTION: 02H-LEC Regular (2272)

LOCATION: Cudahy Science 100

TIME: MWF 2:45-3:35

This course integrates the ideas and techniques of music and physics to better understand the nature and production of music. It will use the study of sound and musical instruments to introduce physics concepts and the method of scientific inquiry. We will begin with an introduction of musical form and styles. Since musical instruments are the mode of musical communication, we will study their properties and how they play a role in creating music. Physics concepts will be discussed and the methods of science will be experienced to understand the technical aspects of instruments and acoustics.

The learning modes consist of lecture, demonstration, group discussion and laboratory. Everyone will have a chance to apply the concepts learned in a final project, designed by the student and presented at the end of the course. There is a possibility that professional musicians will give guest lectures to present an artistic perspective to the musical material.

HONR 204 – Science and Society – Bastiaan Vanacker

SECTION: 03H-LEC Regular (2805)

LOCATION: Cuneo 218

TIME: TuTh 8:30-9:45

This course focuses on how scientific knowledge is being communicated through the media. The vast majority of the people obtain information about science not from reading scientific journals, but from consuming mass media. The course will provide students insights on how journalists cover scientific topics by focusing on how journalistic routines and practices shape the way scientific information is being (misre)presented to the public. Using theories from media research, we will assess the influence of these portrayals on audiences. Media coverage of issues such as climate change, crime, COVID-19, (mental) health, political polling, policing, natural disasters, economic crises will be used as case studies.

HONR 204 – Science and Society – Robert Morrison

SECTION: 05H-LEC Regular (3546)

LOCATION: Dumbach 125

TIME: 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 208 – Encountering Latin America and the Caribbean – Megan Sholar

SECTION: 02H-LEC Regular (3324)

LOCATION: Francis 142

TIME: MWF 1:40-2:30

SECTION: 01H-LEC Regular (2647)

LOCATION: Francis 142

TIME: 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 209 – Encountering Asia – Richard Kim

SECTION: 01H-LEC Regular
LOCATION: Corboy L09 (WTC)
TIME: TuTh 1:00-2:15

This course examines central philosophical traditions in the classical Chinese (pre-Qin) period, with a focus on ethical issues. Among the classical texts we will examine are the Analects, Mencius, and Xunzi (Confucianism), Daodejing and Zhuangzi (Daoism), Mozi (Mohism), and Han Feizi (Legalism). In examining these texts we will explore a number of key philosophical issues: (1) What is the nature of the good life? (2) What virtues are necessary to live well? (3) How should we organize society? (4) Is reason or emotion more fundamental to the good life?

HONR 209 – Encountering Asia – Tracy Pintchman

SECTION: 01H-LEC Regular (2157)
LOCATION: Cuneo 218
TIME: TuTh 1:00-2:15

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 210 – Encountering Africa – Brian Endless

SECTION: 01H-LEC Regular (3376)

LOCATION: Crown Center 141

TIME: MWF 9:20-10:10

This course provides students with an overview of the history, politics, economics, society, and culture of sub-Saharan Africa. Drawing on a variety of textual and visual sources, we will examine the transformation of the region from colonization to independence and the main factors that have shaped modern African societies. In particular, we will focus on the following topics: the experience and legacy of colonialism; revolutionary movements and independence; authoritarianism and democratization; economic development and dependency; the changing status of women and the family; humanitarian crises, including the impact of HIV/AIDs on the continent; and conflict and conflict resolution. To expand our understanding of contemporary sub-Saharan Africa beyond the textbook, we will also rely on both current events and African literature.

HONR 212 – Encountering the Middle East – Ghazal Poshtkoughian Nadi

SECTION: 02H-LEC Regular

LOCATION: Francis 142

TIME: TuTh 1:00-2:15

SECTION: 03H-LEC Regular

LOCATION: Francis 142

TIME: TuTh 2:30-3:45

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 216 – Encountering Contemporary Europe – Rick Gilbert

SECTION: 02H-LEC Regular (6167)

LOCATION: Mundelein 605

TIME: TuTh 10:00-11:15

SECTION: 03H-LEC Regular (6168)

LOCATION: Mundelein 408

TIME: TuTh 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 216 – Encountering Contemporary Europe – V. Strain

SECTION: 01H-LEC Regular (4792)

LOCATION: Mundelein 508

TIME: TuTh 11:30-12:45

Topic: Law and Literature

We will use European texts and cultural artifacts, from antiquity to the present, as tools for critiquing the legal definitions and practices that shape our lives. Our literary-critical examination of the law will have **three main topics**:

- 1) Legal language/rhetoric
- 2) Fictional and real trials
- 3) Popular criminal and detective fiction

Honors 290 – Literacy Center – Jacqueline Heckman

SECTION: 1HE-SEM Regular

LOCATION: Loyola Community Literacy Center

TIME: MTWTh 5:00-7:00, As Scheduled

Engage with Jesuit Values - 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, we will continue tutoring only online in Fall 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 - Honors Capstone: Moral Responsibility – Brandon Morgan-Olsen

SECTION: 05H-LEC Regular (4793)

LOCATION: Mundelein 404

TIME: TuTh 10:00-11:15

SECTION: 02H-LEC Regular (2176)

LOCATION: Mundelein 404

TIME: TuTh 11:30-12:45

SECTION: 03H-LEC Regular (2391)

LOCATION: Francis 142

TIME: TuTh 4:15-5:30

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 – Honors Capstone: Moral Responsibility – William French

SECTION: 04H-LEC Regular (3225)

LOCATION: Cuneo 107

TIME: TuTh 1:00-2:15

This course explores "moral responsibility" as an ethical practice primarily in two challenging spheres of contemporary life: war and peace concerns and ecological concerns. Advances in technology, industry, and military weapons confront us with unprecedented new abilities for damaging human communities and for degrading significant portions of the planetary biosphere pushed by climate change and other trends. These capacities are new and are challenging. We will examine philosophical and religious traditions on war and peacemaking during the first section of the course. We will explore the history of modern conventional war, guerrilla war and the development of nuclear arsenals. In the second section of the course we will concentrate on how emerging ecological threats and climate change concerns vastly expand our traditional understanding of our moral responsibilities. The expanding range of human powers to impact ecosystems, all habitats and species, and our climate patterns means that we have a corresponding expanding range of moral 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 – Honors Capstone: Moral Responsibility – David Ingram

SECTION: 01H-LEC Regular (2175)

LOCATION: Mundelein 205

TIME: M 4:15-7:15

Democracy and Civic Duty: Our seminar will focus on a topic that is on everyone's mind these days: the crisis of democracy. In some respects, democracy is always poised on the brink of crisis, no more so than when it is at its most vibrant, when "the people" are asked to choose between radically different political visions of what they want their society to be. This critical choice is most apparent when we examine the birth of democracy out of authoritarian rule. But it is also apparent when we look at old democracies---a term that is somewhat misleading when we realize that the "oldest democracy in the world," the United States, did not begin to fully secure the right to vote of its African American citizens until the late 1960s. Having just enfranchised a majority of its citizens---women---during the course of the last 80-100 years, the "old" democracies of North America and Europe are now experiencing a terminal crisis, and possibly their "end," in the wake of catastrophic climatological challenges, technological changes, and the synergy between these two, the effects of which can be seen in growing global disparities in wealth, territorial integrity, food security, and political stability