

# Honors Magazine

a publication of the honors program  
loyola university chicago

fall 2023 edition



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Dr. Brandon Morgan-Olsen's Honors Capstone class enjoys the spring 2023 weather on the lawn outside Francis Hall.

# 01 From the Director's Desk



It was the summer of *Barbie*, so I thought I'd share a picture of one of my own prized possessions: the Elizabethan Barbie, a doll dressed like the sixteenth-century queen who ruled England for most of Shakespeare's life. (Of course, I've never taken her out of the original packaging.) If Shakespeare's your thing, be sure to catch the Theatre Program's production of *As You Like It* this October.

This is the largest magazine issue to date, and it reflects much more of our community, from Freshmen to Seniors to alumni to faculty. A new section has been added, *Memories*, to capture events that happen between issues. And new initiatives and information for current students and alumni fill the pages.

This Fall, we welcome the most diverse Honors class in recent history, with 42% of incoming students identifying as students of color. We also hope that our LGBTQIA-identifying students will welcome the opportunity to organize, socialize with, and advocate for one another through a new Honors student group.

Featured on this issue's cover (left to right): Bethany Valente, Paisley Steadman, and Naomi White. The 2023 Honors graduates are posing at the Water Tower Campus Block Party during



**Prof. Virginia Lee Strain**  
Program Director  
Associate Professor

## THE HONORS PROGRAM

**offices** Francis Hall, 6314 N. Winthrop Ave.

**mailing address** 6317 N. Broadway Ave  
Chicago, IL 60660

**website** [luc.edu/honors](http://luc.edu/honors)

**email** [honors@luc.edu](mailto:honors@luc.edu)

Welcome Week in the Fall of 2022.

Unless otherwise cited, photos were taken by university photographers, me, or submitted by students themselves.

## CONTRIBUTE TO THE HONORS MAGAZINE

To contribute news items, student or alumni stories, features, photos, or original artwork to the Honors Magazine, please contact Prof. Strain by email: [vstrain@luc.edu](mailto:vstrain@luc.edu)

## CALLING ALL HONORS STUDENT ATHLETES

We want to feature your stories in the section on *Reflections* in the January magazine issue: contact Prof. Strain ([vstrain@luc.edu](mailto:vstrain@luc.edu)).

## 02 Honors by the Numbers

### HIGHLIGHTS FROM THE SPRING 2023 SENIOR SURVEY (Respondents: 137)

28% of seniors estimated that they spent 6-10 hours a week on coursework, while another 29% reported that they spent 11-19 hours and 23% spent 20-29 hours on coursework.

Seniors spent 6-10 hours a week at a job and another 6-10 hours socializing with friends or family. They spent 1-5 hours on self-care, student groups, and service.

56% of seniors report that the Honors Program was a significant factor in their decision to attend Loyola as an undergraduate.

50% of seniors report receiving financial aid packages that equalled 50-100% of their tuition.

96% of respondents graduated within four years.

75 received awards, scholarships, grants, or fellowships from Loyola.

58% intend to remain in the Chicago area after graduation.

58% agree or strongly agree with the statement, "Because of my experiences in the Honors Program, I am more likely to seek out multicultural experiences and perspectives."

64% agree or strongly agree with the statement, "Because of my experiences in the Honors Program, I am more likely to listen respectfully to points of view that challenge my own."

66% agree or strongly agree with the statement, "Because of my experiences in the Honors Program, I bring a wide range of perspectives to social, political, and professional problems."

79% of students agree or strongly agree that the Honors program holds its students to high academic and ethical standards.

16% of students participated in Greek Life.

67% of students participated in two or more student groups on campus.

After graduation, 77% of seniors hope to stay in touch with the friends they made in the Honors Program.



## 03 Honors by the Numbers

# WELCOME, CLASS OF 2027!!!

Class Size: 305 (up from 248 in 2022)

Percentage of students of color: 42% (up from 31% in 2022 and 27% in 2021)

Number of LUC Majors Represented: 61

Number of LUC Colleges Represented: 8



## Spring 2023 Honors Award Winners



**Christine Severude - Senior Award**

Christine is president of Loyola's chapter of Tri Beta, a national biology honors society. Through this club, they organized monthly events, including academic lectures, an annual beach cleanup, and volunteer projects, like the creation of care packages for children in Misericordia Home. Christine also studies piano and music composition. With the mentorship of Prof. Ulery and Dr. Lowe, they composed an original piece for Loyola's wind ensemble titled, *Scheme of the Jellyfish*, which was performed at their March recital. According to Christine, their "most significant accomplishment was being named a Goldwater Scholar, a national research scholarship that recognizes excellence in STEM research and leadership potential. They continue their studies next year at Northwestern's IBiS program and will pursue a PhD in Biological Sciences.



**Emily Ibrahim - Social Justice Award**

Inspired by her own family's history during the 1967 Arab-Israeli War and their journey to America, Emily started the "Loyola Refugee Coalition," a new student organization on campus, under the mentorship of Dr. Ghazal Nadi. The organization educates the student body on refugee crises, including the problems leading up to forced migration and the structural barriers that prevent refugees from succeeding after resettling in safer locations. Through financial contributions, volunteering, and advocacy, the student group also supports community organizations that are aiding refugee populations in Chicago. They have plans to expand their activities next year by collaborating with ethnic-based student organizations to advocate for the refugee populations of specific regions, and by organizing a student forum to foster a dialogue between individuals on campus who have been directly impacted by the refugee crisis.



**Bella Tokushiro - Leadership Award**

Inspired by the obstacles her family experienced as immigrants and ethnic minorities in America, Bella has become a leader in civic engagement. As an intern for the Democratic National Committee, she learned the importance of state parties in mobilizing voters of all demographics. She worked closely with the Association of State Democratic Committees that deals with all 57 state parties and territories to bring attention to local communities and their issues. Following her internship, Bella joined a project to mobilize young voters around the country, helping college students connect with their local and state elected officials. Over the course of this past school year, her team has traveled to Washington D.C, Maryland, Washington, California, Minnesota, New York, Puerto Rico, and elsewhere, talking with over 50,000 voters about their elected officials and how they can get out the vote in their area.

### 2023 Honors Conference Best Paper Award Winner

**Jameson Walker**

"Germany's Energy Crisis is Heating Up: The Detriments of Wood Burning"

### 2023 First-Year Essay Champions

**Libby Bastow**

"Deception and Truth in *To the Lighthouse*"

**Grace Kubek**

"*In To the Lighthouse*, Mrs. Ramsey Has Control Over The Domestic"

**Megan Marie Martinez**

"The Emotional Labor of Motherhood and Womanhood: *Fences* and *To the Lighthouse*"

**Catherine Meyer**

"All my anger will wash away but we cannot go back to how it was: Forgiveness, Release, and Reparation in August Wilson's *Fences*"

**Mia Szalaj**

"And So She Stays: George Bizet's *Carmen* and August Wilson's *Fences*"

## Provost Fellowship

The Provost Fellowship is the largest, most flexible, and most diverse fellowship offered by the Loyola Undergraduate Research Opportunities Program (LUROP). Known as Provost fellows, these students conduct a research project under the mentorship of a faculty member in either the summer or academic year. Significantly, any Loyola undergrad from any program or professional school can be a Provost fellow. What makes the Provost Fellowship unique is the opportunity to join a select group of Loyola undergraduate scholars from a wide range of disciplines. At monthly receptions over food or refreshments, Provost fellows get together to discuss their research informally, share ideas about future opportunities, and generally serve as a resource for each other.

### Congratulations to the 2023-24 Honors recipients!

Claire Christensen	Austin George	Kaia Reynolds
Michael Clausen	Sophia Grippo	Campbell Rosener
Kelsey Cooper	Anna Grundhoefer	Olivia Schaul
Alise David	Katie Jabaay	Natalie Shamon
Eleanor Desing	Greta Keller	Clara Tebbe
Clan Dotson	Joshua Knutsen	Lauren Thompson
Faith Doy	Andrew Kramer	Jameson Walker
Kristine Majal Enrile	Sullivan Kuhfahl	Carmella Whipple
Grace Flemming	Savannah Lehrman	

## Carbon Scholars

Undergraduate science and math students from Loyola University Chicago are invited to apply to the prestigious Michael and Dorothy Carbon Fellowship Program. This program offers a full two-year, interdisciplinary research opportunity for undergraduate science students to increase scientific literacy, critical thinking, and verbal and written communication skills while developing a student's leadership potential and sense of social responsibility. Up to eight Carbon Fellows are funded each academic year.

### Congratulations to the 2023-24 Honors recipients!

Luke Baumel	Elise Stagaman
Rohan Jaiswal	Madaline Ganshert

## Mulcahy Scholars

The Mulcahy Scholars Program was formed to facilitate close working relationships between Loyola students and faculty. Through the program, students work with faculty members on projects of scholarly significance that reflect the diversity of academic activity throughout the College of Arts and Sciences (CAS). The program accepts applications from students in CAS majoring in the hard sciences. For more information on the program and how to apply, [click here](#).

### Congratulations to the 2023-24 Honors recipients!

Isabella Gates	Will Friebel	Lola Fay Papanikolaou
Grace Flemming	Nina Sharma	Kimberly Acosta

## CAS Undergraduate Research Experience

The College of Arts and Sciences (CAS) Undergraduate Summer Research Experience was designed to foster engaging, high-impact, faculty-mentored research experiences for students early in their academic careers (i.e., the summer following either the freshman or sophomore years). Student applicants are matched with faculty mentors. Fellowships are awarded across three broad research areas: **Basic Sciences**, **Humanities**, and **Social Sciences**.

### Congratulations to the 2023-24 Honors recipients!

Merjaan Ahmad	Hailey Gates	Angela Okechukwu
Leigha DeRango	Anais Gentles	Madison Pickett
Miguel Diaz	Madeline Grace	Willa Poland-McClain
Mason Eaton	Maxwell Ingram	Alexis Schnelker
Victoria Ehrman	Arivu Kapoor	Hannah Srinivasan
Nathan Ferrell	Molly Livesay	Pranati Sukh
Benjamin Fisher	Rabab Mirza	
Morgan Fuksa	Joshua Morcos	

## Gannon Center for Women and Leadership

The Gannon Scholars Leadership Program is a four-year progressive program that engages students in the development of leadership, service, and research. We are a support system and peer community for personal growth, academic excellence, and commitment to issues of social justice and gender equity.

The Gannon Scholars Program was established in 1984 and is part of the Gannon Center for Women and Leadership. The Gannon Center, a University Center of Excellence at Loyola University Chicago, educates and fosters women leaders - students, faculty, and administrators - to contribute to a more just social order.

To learn more about the Gannon Center for Women and Leadership, click here: [www.LUC.edu/Gannon](http://www.LUC.edu/Gannon).

### Congratulations to our current Honors recipients!

Deena Al-Ali  
Isabella Cook  
Amina Dalal  
Maya Heim  
Sofia Khatoon

Jen Kavina  
Willa Poland-McClain  
Schul Rowan  
Mia Sedory  
Asha Behrman

Alie McDougall  
Najiya Shahzad  
Salma Ahmad  
Daaniyah Mirza  
Saloni Trivedi

## Carroll and Adelaide Johnson Scholarship

The Carroll and Adelaide Johnson Scholarship Fund offers rising juniors of Loyola University Chicago an opportunity to conduct a two-year research project, under the mentorship of a Loyola faculty member, that addresses a social justice issue related to women and/or gender.

### Congratulations to our current Honors recipient!

Thérèse Giannini

## School of Environmental Sustainability

The SES Undergraduate Research Fellowship is designed to bring innovative research opportunities to students at Loyola University Chicago. The focus of the program is for students to conduct interdisciplinary research on issues related to unsustainable natural resource uses in the greater Chicagoland region. The Institute encourages research projects to combine elements of ecosystem structure and function, impacts on human health, public policy, behaviors, and other environmental factors.

### Congratulations to the 2023-24 Honors recipient!

Madi Palmquist

## Social Justice Research Fellowship

The emphasis of this fellowship is on applied research, highlighting research that does justice, such as research on justice-related issues, research with community-based organizations, and/or research in response to pressing social issues.

### Congratulations to the 2023-24 Honors recipient!

Isabella Cook



# 07 | Awards & Recognition

## BUILDING BRIDGES AWARDS

COLLEGE OF ARTS AND SCIENCES



COMMUNITY



INTERDISCIPLINARY



INTERNATIONAL



The Building Bridges Awards are a scholarship program established by Dean Peter J. Schraeder to help College of Arts and Sciences (CAS) undergraduate students realize their full potential and support their academic experiences, professional aspirations and connections to their communities. Application information: <https://www.luc.edu/cas/buildingbridgesawards/>

## 2023-24 Honors Winners

### Building Community Bridges

This award recognizes current CAS Juniors and Seniors from marginalized groups who have a positive impact at Loyola and/or in their communities through their advancement of diversity and inclusion initiatives.

#### Honors Student Recipients:

Aiden Doyle  
Grace Acosta  
Zoha Hassan  
Stephanie Miller

Clarissa Steinbrecher  
Natalie Shamon  
Noah Tibbetts

### Building International Bridges

The Building International Bridges scholarship supports current CAS Juniors and Seniors who are studying abroad either Spring 2023, Summer 2023, Fall 2023, or January term (J-Term) 2024 sessions.

#### Honors Student Recipients:

Katrina Hainline  
Margaret Hendrix

Ashley Parks  
Elise Stagaman

### Building Interdisciplinary Bridges

This award supports current Freshman and Sophomores who are pursuing a declared interdisciplinary minor and declared major within CAS.

#### Honors Student Recipients:

Kate Chappell  
David Llanes

Amelie Malone  
Rabab Mirza

# 08 Awards & Recognition

## MIRRORS OF THE DIVINE

*Late Ancient Christianity  
and the Vision of God*



EMILY R. CAIN

## Prof. Emily Cain

**Associate Professor, Department of Theology**  
**HONR 101 Instructor**

Prof. Cain has published *Mirrors of the Divine: Late Ancient Christianity and the Vision of God* with Oxford University Press. This book brings into focus how four influential late ancient authors—Tertullian of Carthage, Clement of Alexandria, Gregory of Nyssa, and Augustine of Hippo—employ language of vision and of mirrors in their discursive struggles to construct Christian agency, identity, and epistemology.

## Prof. Cristian Paredes

**Associate Professor, Department of Sociology**  
**HONR 208 Instructor**

Prof. Paredes has been named the inaugural Director of the Race and Ethnicity minor program. The new interdisciplinary program is a joint initiative between the College of Arts and Sciences (CAS) and the Institute for Racial Justice (IRJ). The new minor launches this fall 2023. Prof. Paredes' research focuses on ethnic and racial issues, immigration, and social inequality in the U.S. and Latin America.

## Dr. Dianne Rothleder

**Advanced Lecturer, Honors Program**  
**HONR 101 and 102 Instructor**

Congratulations to Dr. Rothleder, who was a finalist for the Provost's Award for Excellence Teaching First Years. This award recognizes faculty who contribute to a vibrant Loyola community by building connections and belonging among first-year students while teaching 100-level classes. Exemplary faculty foster *cura personalis* (care for the whole person) in new students by providing necessary support during their transition to college while challenging them to become fully integrated into the Loyola community.

## Dr. Megan Sholar

**Senior Lecturer, Honors Program**  
**HONR 203, 208, 210, and 216 Instructor**

Congratulations to Dr. Sholar, who was recently promoted to Senior Lecturer in the Honors Program. Dr. Sholar also published the textbook *Chasing Equality: Women's Rights and US Public Policy* with Dr. Susan Mezey this past year. Despite women's many gains in the political, economic, and social spheres, equality remains elusive—and in some areas, ground is being lost. Why? Why is sexual harassment and assault so prevalent in schools and universities? Why are efforts to diminish women's individual autonomy succeeding? Sholar and Mezey address these disturbing questions, tracing the struggle for women's equal rights and opportunities in the US across more than a century.



Prof. Cristian Paredes

# CHASING

Women's  
Rights & US  
Public Policy

# EQUALITY

SUSAN GLUCK MEZEY  
& MEGAN A. SHOLAR

## Honors Courses Spring 2023 Teaching Evaluation Results

Congratulations to Philosophy Professor Amy Shuffelton, who received the highest rating on "Course Effectiveness."

Prof. Shuffelton, Prof. Cavallo, Prof. Finn, Dr. Sholar, and Dr. Swanton all share the highest rating for "Instructor Effectiveness."

You can read their Honors course descriptions [here](#).

## Opera: The Interdisciplinary Art

### HONR 102's Annual Night at the Opera is Followed by Class Visit from Star Singer

Today, opera has come to represent the height of artistic achievement in a multimedia form. Its status has been cemented over the last 25 years through interdisciplinary studies. The literary theorist and opera scholar, Linda Hutcheon, explains that "the 1990s saw the flowering of interdisciplinary opera studies.... bringing together scholars of history, musicology, literary theory, and performance studies" ("Interdisciplinary Opera Studies," *PMLA* 121.3, 2006, p. 805).

Our First-Year Honors students are introduced to opera in HONR 102. This past spring, Prof. Paula Wisotzki invited opera phenom [Golda Schultz](#) to visit with our students in Galvin Hall, following their trip to the Lyric Opera production of *Carmen*. Pictures from the interview are featured below.

Right: Production photo. Golda Schultz as Cleopatra in *Giulio Cesare* at Stadttheater Klagenfurt, February 2014. Photo by Karlheinz Fessler.



# 10 Memories



**Experiential Learning with Global Studies and Honors Advanced Lecturer, Dr. Nadi**

Dr. Nadi took her “Encountering Africa” Honors classes to the Art Institute of Chicago for a guided tour of the exhibit, “The Language of Beauty in African Art” (Feb '23)

# 11 Memories



**The Honors Program was a major sponsor of the 2022-23 Black Europe Symposium at LUC, organized by faculty from the Modern Languages and Literatures Department.**

Allyson Hamzey reported on the event for the LUC Institute for Racial Justice:

“A Somali Italian poet. A Parisian writer, poet, and philosopher. A Liberian Italian singer, rapper, dancer, writer, activist, and beats-maker. A Senegalese and Mauritanian artist and film director. A literary translation expert who has translated various Italian works into English. What do these artists have in common? These are the five diverse talented artists featured at the Black Europe Symposium event on March 23 and 24 at Loyola University Chicago’s campuses. The five speakers flew in from New York City and Italy, France, and Belgium for the global symposium. Through the many buzzing exchanges in Italian, French, and English amidst the two-day event, one thing remained clear – that the participants found commonality in not just shared languages, but a commitment to an anti-racist future.” Read the full article [here](#).

**The Symposium also provided volunteer opportunities for our students in the Honors BIPOC Coalition and the Honors Ambassadors student groups.**



## BLACK EUROPE SYMPOSIUM 2022-23

## Faculty-Inspired Activities For The Honors Living Learning Community

Beginning this Fall semester, Freshmen and Sophomores in residence will be able to participate in faculty-led activities. Join Prof. Mann (HONR 209 Encountering Asia) for dinner in Little India. Tour the Gary Simmons exhibition, "Public Enemy," at the Museum of Contemporary Art with Prof. Wisotzki (HONR 102). Learn about the moves and philosophy of Capoeira, an Afro-Brazilian martial arts/dance tradition, with Dr. Morgan-Olsen (HONR 301 Capstone). Check in with your Residence Assistant for more information.



Photo by [Taylor Kiser](#) on [Unsplash](#)

South Asian Cuisine on Devon Ave., Chicago's "Little India" (Prof. Mann)



The "Gary Simmons: Public Enemy" Exhibition at the Museum of Contemporary Art (Prof. Wisotzki)

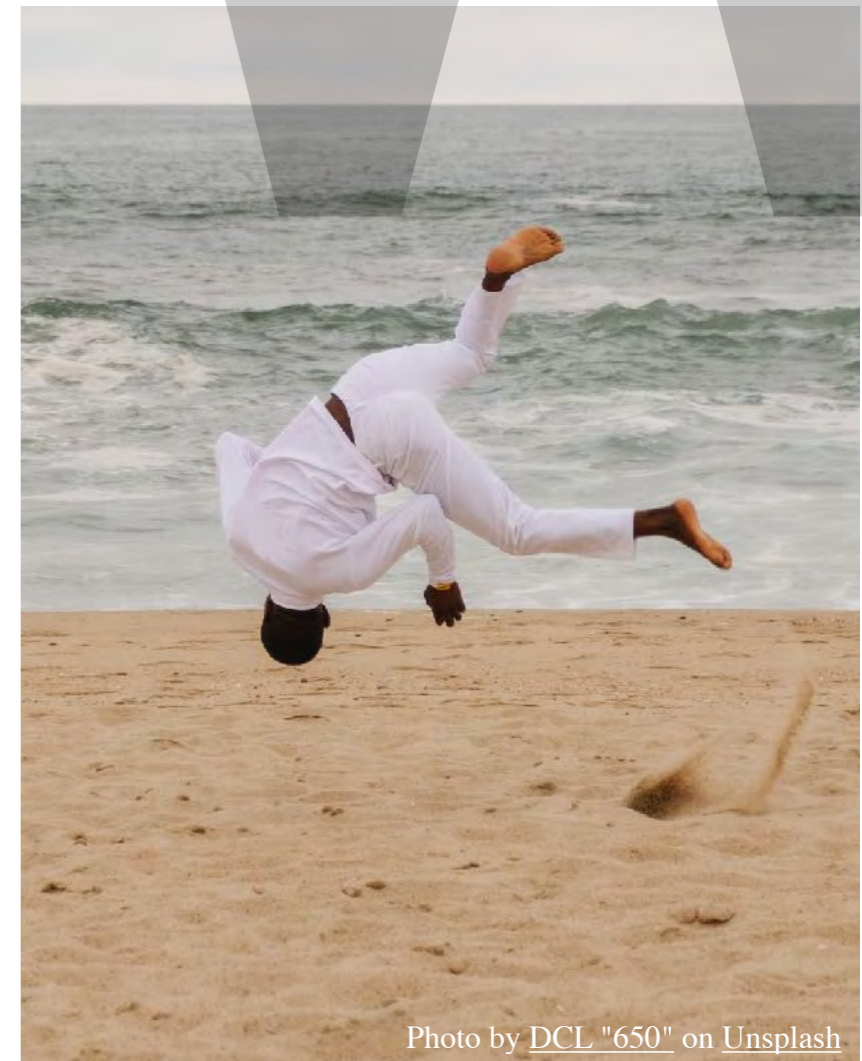


Photo by [DCL "650"](#) on [Unsplash](#)

"Capoeira": Afro-Brazilian martial arts/dance (Dr. Morgan-Olsen)

# Interdisciplinary Research Fellowship

The Interdisciplinary Research Fellowship connects undergraduate students with two faculty members in different disciplines on a research project that engages multiple disciplinary lenses. In an effort to foster interdisciplinary collaboration, this fellowship was created to provide a pathway for students to engage directly in interdisciplinary research. With support from their faculty mentors, students are encouraged to engage in research that demonstrates how knowledge creation is enhanced with multi-disciplinary approaches.

Fellows receive a **\$2,000 award** paid in three installments: \$500 at the beginning of their term of research, \$1,000 midway through, and \$500 after they present at **Loyola's spring research symposium**, in the spring. Additionally, fellows can apply to receive up to \$1,000 in a research budget.

Visit the [website](#) for more information.



## Fellowship Office Resources & Advising Services

### Fellowship Office Mission

The Fellowship Office of Loyola University Chicago assists students at all levels across the University to find and apply for fellowships, including awards for undergraduate study, study abroad, graduate study, and research internships. In cooperation with Loyola faculty and staff, we work with qualified students to identify awards best suited to their goals, and to navigate the application process to produce the most competitive proposals possible. We view the entire fellowship application process as an integral part of transformative education for Loyola's high-achieving students.

Website: <https://www.luc.edu/fellowshipoffice/>

Email: [fellowship@luc.edu](mailto:fellowship@luc.edu)

### Recent Honors Fellowship Recipients

#### Current Honors Students

#### Olivia Carfolo (Rising Junior) Fellowship Incentive Grant (FIG) Recipient

The FIG program awards \$1,000 for support with living expenses for students who hold an unpaid internship. Olivia interned at the Children's

Research Triangle (CRT), which is a nonprofit organization that provides psychological services to children and families in the Chicagoland area. As a Research Intern, Olivia observed psychological evaluations, collaborated on the CRT's newsletter, scored a variety of psychological measures, and interacted with previous client families to learn about their experiences. Her favorite task was scoring surveys given to pregnant and postpartum women, the results of which allow the CRT to provide developmental health care to babies exposed to drugs and alcohol in utero.

### Honors Program Alumni

#### Jenna Tuckerman (Anthropology, Class of 2021)

Jenna was awarded a **Fulbright English Teaching Assistantship** in Morocco. After teaching English in South Korea for a year, Jenna wanted to find more academic adventures abroad. She is thankful for the support and guidance of the Anthropology and Modern Languages departments.

#### Christine Severude (Molecular Biology, Class of 2023, Honors Senior Award Winner)

Christine was a winner of the **Barry Goldwater Scholarship and Excellence in Education** in 2022. For Christine, the Goldwater Scholarship was instrumental in preparing them for graduate school. It taught them application writing skills and helped Christine reflect on where they are in their research

career. Their advice to other students is to set goals early and make a longterm plan to achieve them.

#### Nimra Khan (Mathematics & Computer Science, Class of Fall 2023)

Nimra was awarded the **Scholarship for Women Studying Information Security (SWSIS)** in 2023. Nimra became interested in security when she started on a cybersecurity team at an internship last summer. Throughout the summer, Nimra got to work on a project on the application security team and to shadow other teams like identity access management and cloud security. After seeing those different teams, Nimra says she learned a lot about security and really enjoyed doing so.



Fulbright winner,  
Jenna Tuckerman



## LoyolaLinked Welcomes Honors Students

Find your fit. Build your social capital. Stand out among the crowd. Inside **LoyolaLinked** you will get exposure to different industries and jobs, get resume advice, and hone your interview skills. Employers are looking for specific skills and experience - alumni mentors may hold the key. Our graduates have indicated almost unanimous interest in mentoring students interested in the path they've followed.

### To link up with the Honors community on LoyolaLinked:

1. Create a profile at <https://loyolalinked.luc.edu/hub/luc/>
2. Mention "Honors Program" in your profile "About" description and check "Honors" as a Campus Activity you were involved with.
3. Input "Honors" in the Network search bar or add the "Honors" filter under "More Filters" > "Campus Activities" to find our Honors Community.

**SIGN UP & SIGN IN:** <https://loyolalinked.luc.edu/hub/luc/>



# Become a Retreat Leader

360, Unwritten, Search, Transfer

Apply By 4/6



## Campus Ministry Retreat Leader Applications

We are seeking energetic students with strong interpersonal and leadership skills, previous participation with small group reflection, and that represent and are involved with varied campus academic and extracurricular engagements. There is no previous retreat experience required for leadership on **Loyola 360**, **Días con Dios**, or the new **Loyola Eco-Spirituality/Adventure Fall Retreat**. However, previous participation with **Search** and **Unwritten** retreats is required for leadership on those retreats.

**Loyola 360** - Retreat for new members of the Loyola community. (5 retreats throughout the year: September, October, November, January, and February)

**Días con Dios** - Spanglish retreat. Spanish proficiency necessary for leaders (November)

**Loyola Eco-Spirituality/Adventure Fall (LEAF) Retreat** - An ideal leader loves being outside, nature, and hiking (September)

For more information, and to apply, visit the **Campus Ministry website.**



# Make a Difference!

## Join The Honors Student Government 2023-24



**All Honors students are welcome at our first meet up of the year: Monday, Sept. 11, at 4:15pm, Rm. FRH 142**

- Work closely with the program administration to support the Honors student body
- Hold Fall 2023 Elections for the HSG Executive Board
- Organize town halls (one per semester) to hear student concerns or ideas and relay them back anonymously to the program administration
- Provide feedback on student survey questions
- Design a program logo and motto, using student and faculty input

- Attend Regional and National Honors Conferences
- Provide student representatives for the Honors Advisory Council
- Provide representatives at student recruitment events
- Provide representatives for the student-faculty Honors Awards Selection Committee in the spring
- Develop signature service and fundraising activities, leadership opportunities, and academic events
- Sell Honors swag!

**Interested in joining the HSG Executive Board?  
Register [HERE](#).**

# 18 | News

The Interdisciplinary Honors Mentorship Program is meant to help freshmen have a smooth transition to life as Honors students at Loyola. We aim to provide an option for Honors freshmen to connect with an upperclassmen Honors student who can serve as a guide, mentor, and friend throughout the first semester, and optionally in the second semester of the first year. This year we are also excited to host events for the Honors community to connect as a whole, outside of the mentor-mentee relationship. Along with providing fun and meaningful experiences, we hope to make the Honors freshmen's first year memorable through a support system that will help them through this new chapter of their lives! **Last year, the HMP connected 137 freshmen with upperclass Honors students!**

Email: [luchonorsmentors@gmail.com](mailto:luchonorsmentors@gmail.com)

Logistics Manager, Mentors: Izzie Draxler

Logistics Manager, Mentees: Karoline Chidester

Head Coordinator: Yasmeeen Shaikh

Outreach Coordinator: Isabel Youmara



**First year students and Upperclassmen are invited to register in early August.**

**First Event of the Year:**

**The Mentors' Block Party**

**Sunday September 3, 1-4pm, West Quad**

**Follow us on Instagram: @luchonorsmentorship**

Pictured left: Leslie Rapp (mentor) and Lilly Bates (mentee) at the first meet-up of Fall 2022

## BECOME A GLOBAL CITIZEN ON THE SHORE OF LAKE MICHIGAN

### JOIN THE HONORS AMBASSADORS

The **Honors Ambassadors** are dedicated to preparing students for study abroad or extending the experience at home by engaging with the international communities on our doorstep. Through this program, Honors students can support international students, immigrants, and refugees by organizing or attending community events or tutoring. **Over 50 Honors students participated in the program last year.**

**Register [HERE](#) by September 15**

**Sign up for the International Student and Scholarship Services (ISSS) [Newsletter](#) to receive event notification.**

**[#YouAreWelcomeHere](#)**

**Loyola University Chicago and ISSS are proud to participate in the nationwide [#YouAreWelcomeHere](#) campaign!**



**To receive a 2023-24 Honors Ambassador certificate, you must gather 10 points over the academic year by participating in some of the following kinds of activities:**

- Attend the in-person Fall reception and meet international students and scholars: **Francis Hall 142, Friday, September 29, 4:15-6pm** (1 point)
- Attend LUC events with an international or global focus (1 point per event)
- Attend an event during International Education Week (1 point per event)
- Tutor at the [Loyola Community Literacy Center](#), which serves adult immigrants in the Rogers Park neighborhood (4 points per semester)
- Volunteer or organize academic or social events with an international focus, like a November "Friendsgiving" (2 points)
- Join a student group like the Loyola Refugee Coalition or the Loyola Chapter of Doctors without Borders (3 points)
- Receive a CAS Building Bridges award (1 point)
- Participate in a written survey at the end of Spring 2024 (Mandatory)

# New: The *Leadership In Service* Honors Program Certificate

Beginning this academic year, the Honors Program will be issuing **Leadership in Service** certificates that acknowledge a student's annual contribution to their various communities, on and off campus. Every Honors student can apply for and receive the certificate every year. In order to receive a **Leadership in Service** certificate for 2023-24, you must earn 15 service points.

Step 1: Register for the program by submitting this **FORM** in September.

Step 2: Engage in service activities all year long.

Step 3: Report your service activities at the end of the year, using this **FORM**. (A reminder will go out near the end of the Spring semester.)

## Ways to Serve

- Serve in a leadership role in a service-oriented student group, a religious organization, or a community organization (10 points)
- Volunteer at a one-day event (2 points)
- Volunteer weekly for a university or community organization (10 points)
- Tutor at the Loyola Community Literacy Center (10 points)
- Complete a training session for skills with social benefits (like CPR or the Honors Program's *Stop the Bleed* training) (5 points)
- Complete a training course for skills with social benefits (10 points)
- Attend an Alternative Spring Break (5 points)

## Loyola's Office of Community Service & Action

The CSA offers great **resources** for the beginner looking for ways to connect service with their lives: <https://www.luc.edu/serve/resources/>

The CSA offers **advising**: Looking for a service connection for you or for a group you're a part of? Connect with the CSA for a conversation. Email us for an appointment: [serve@luc.edu](mailto:serve@luc.edu)

The CSA has volunteer **programs** that serve local communities: Loyola4Chicago, Saturday of Service, and Soup Kitchen. Read more here: <https://www.luc.edu/serve/service/>

**VOLUNTEER: TUTORS NEEDED**

# THE LOYOLA COMMUNITY LITERACY CENTER

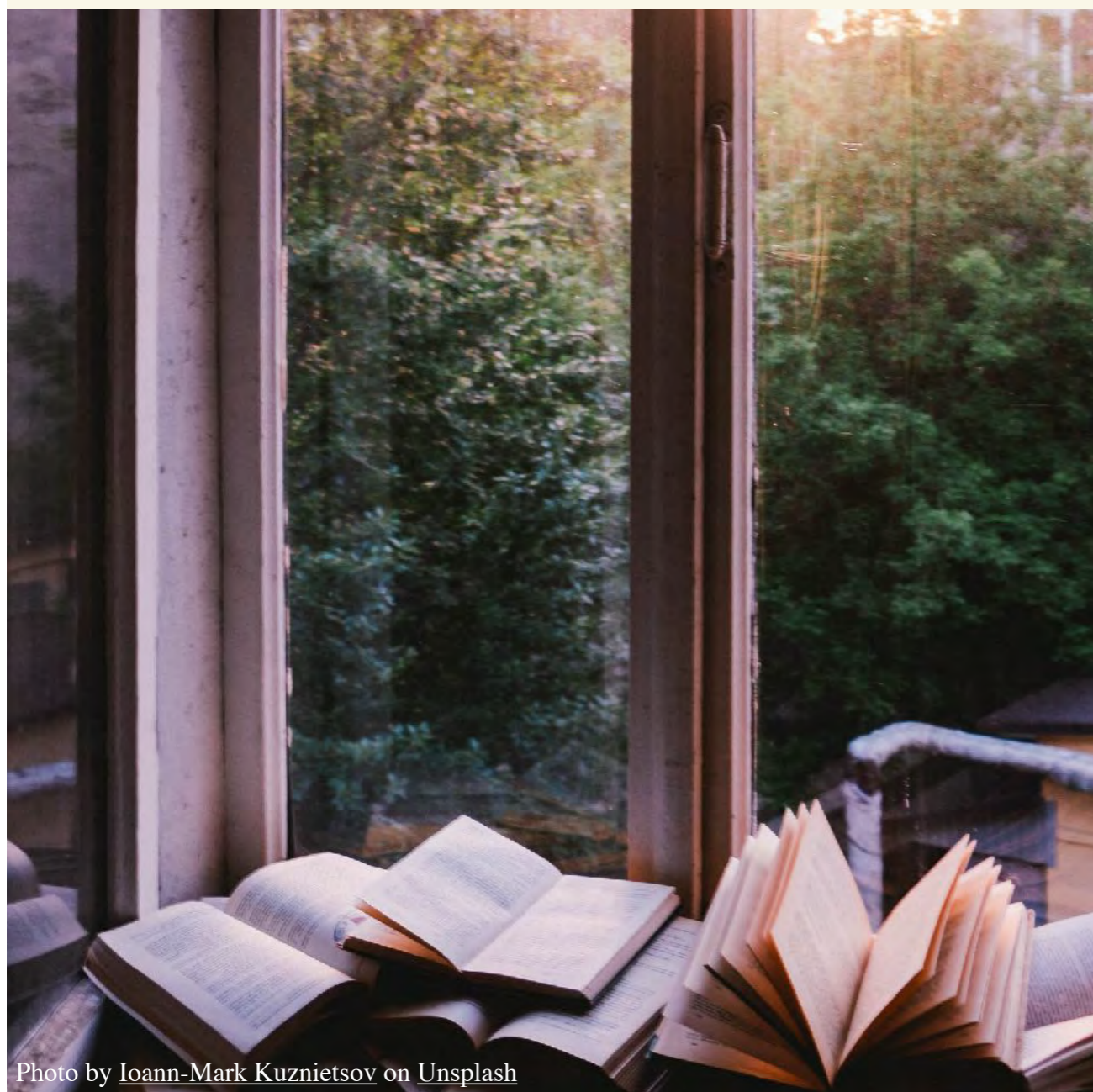


Photo by [Ioann-Mark Kuznietsov](#) on [Unsplash](#)

The Loyola Community Literacy Center offers community adults an opportunity to improve their English language skills. In the process, these language students also learn that many people in our country want to help others, to work together to overcome divisions, to welcome the homeless and the marginalized, and to strive for an inclusive, fair, and just society. Tutoring at the Center gives Loyola's Honors students the chance to serve their community and to put their Jesuit values into practice. They learn to respect other cultures and discover the strength and resiliency that motivates so many of our learners. Tutors have found it to be a challenging and exciting experience, even life changing, as they help neighborhood adults improve their skills.

**WEBSITE  
EMAIL**

**[LUC.EDU/LITERACY/INDEX.SHTML](https://luc.edu/literacy/index.shtml)  
[LITERACY@LUC.EDU](mailto:LITERACY@LUC.EDU)**

- New tutors are required to attend one orientation session online.
- Any student can volunteer. Students need no previous tutoring experience.
- Second-semester freshmen, sophomores, juniors, and seniors can tutor for credit. English 393 can be taken for 1, 2, or 3 credit hours and Honors 290 for 3 credit hours. Students earning 3 credit hours fulfill the Core Engaged Learning-Service Learning Internship requirement.
- We are open for online tutoring MTWTh, 7:00-9:30 pm, beginning on Monday, September 11, 2023. Volunteers tutor one evening per week. For-credit student/tutors serve one or two evenings a week. Students choose which evening(s) they want to tutor.
- Students who tutor for the Center can be considered for staff positions which come with a small salary.

*"The vibrant group of learners at Loyola is what makes our community so special and rich, and those looking to improve their English language skills are no exception. It is my sincere hope that students were able to take away at least a fraction of what I did from our time together. From sharing favorite recipes to taking a deep dive into the intricacies of English grammar, the friendships and memories made at the LUC Literacy Center are truly priceless." (Dalton Scott Day, Class of 2018)*

# HONORS BIPOC COALITION

**We are Honors BIPOC students who came together in order to improve the Loyola Honors Program for all students, but especially for underrepresented populations. We envision an Honors Program that is built on mutual respect and reflects a holistic view of all Honors. Our mission is to develop greater networks of support for BIPOC students and advocate for the diversification of the student population, curriculum, and faculty.**



**Members of the HBC and Honors faculty will be attending the annual conference of the National Society for Minorities in Honors at the University of Arkansas, on October 25-27.**

**Conference Topic: Why Honors? The value of an honors education for students from underrepresented backgrounds.**

While programs have made strides to become more welcoming and inclusive, an honors education can seem like an inaccessible experience for students from underrepresented backgrounds. This perception can be driven by factors such as a perceived lack of community for students of diverse backgrounds, intimidating academic requirements, or not seeing the value of an honors education. For some students, joining honors may even seem like a risk that could compromise their educational or career goals. What is the value of an honors education in today's society and how do programs communicate it to students? Do honors metrics of success align with what diverse communities view as success? Do high-achieving students from minority communities see themselves represented in the honors experience? Outside of academics, students need spaces where they have a sense of belonging and access to a supportive community where they can thrive as scholars and individuals. What are programs doing to make honors welcoming for students from underrepresented backgrounds? How are students being supported through the honors experience? How are honors programs building a supportive community and sense of belonging for students? Is honors a space where students can be their authentic selves? Beyond that, how do honors programs demonstrate an uncompromised commitment to supporting students from diverse backgrounds when affirmative action and DEI are under attack in many states?



**The best way to stay informed about the Honors BIPOC Coalition is to follow us on Instagram [@honorsbipoc](https://www.instagram.com/honorsbipoc) or email [honorsbipoc@gmail.com](mailto:honorsbipoc@gmail.com).**

## **Introducing the 2023-24 E-Board**

**President: Waha Siddiqui**

**Vice President: Jannah Abu-Khalil**

**Secretary/CAN Rep: Khayr Ahmed**

**Community Chair: Amelie Malone**

**Publicity Chair: Jetzeman Sanchez**



# AN HONORS LGBTQIA+ STUDENT GROUP?

Join us for an **Honors Town Hall** to discuss how we as a community can best support LGBTQIA+ students, faculty, and staff. This is an opportunity to socialize, organize, and plan!

**Francis Hall 142**  
**Friday September 8**  
**4:15-6:00pm**

**Go Exploring On Your Own Or With Friends!**

### **The Gerber/Hart Library and Archives**

Founded in 1981, Gerber/Hart's collections focus on the culture and history of LGBTQ peoples and additional marginalized sexual and gender minorities in Chicago and the Midwest. Open to all, Gerber/Hart serves these communities by collecting, preserving, and making accessible collection items of individuals, organizations, and businesses, as well as publicly distributed items.

### **The Legacy Walk in Northalsted**

Chicago's Northalsted (also known as Boystown) neighborhood is where you'll find the only outdoor LGBTQ+ history museum in the world. The Legacy Walk features 35 (and counting) rainbow memorial markers, commemorating the life and work of notable lesbian, gay, bisexual, and transgender heroes.

"Designed in 2021 by Valentino Vecchietti, the Intersex-Inclusive Progress Pride flag incorporates a field of yellow and a purple circle—the elements of the intersex flag designed in 2013 by Morgan Carpenter—to symbolize intersex inclusion. The yellow represents an alternative to blue and pink, often associated with the male/female gender binary. The circle symbolizes wholeness and expresses the need for autonomy and integrity." Learn More [HERE](#).

# Stop The Bleed

## Loyola Stands Against Gun Violence

Building on the public education model of CPR training, **STOP THE BLEED** is a training session for non-medical practitioners on the emergency response to gun wounds.

Our spring training session is the only event of its kind on the Lakeshore campus. **Nearly 60 Honors students and faculty registered for our first event last spring.** All participants went home with a certificate of training completion.

We hope to fundraise to provide Stop the Bleed first-aid kits for all participants in spring 2024.

Visit <https://www.stopthebleed.org/> for more information on this organization and its partners.

### Join the Student Organizing Committee:

In preparation for a spring training session on the Lakeshore campus, we are searching for Honors student volunteers to contribute to the event's planning and promotion. We need students for the following positions:

- Promotion within the Honors Program and the pre-Health student community
- Liaison with Loyola Medicine Personnel
- Fundraisers for first aid kits and event-day refreshments

**Register as a student organizer [HERE](#) by the end of September.**

The Honors training day is coordinated with the help of Amanda Oliver (BSN, RN, CCRN, CPST), the Trauma Injury Prevention and Community Education Coordinator for Loyola University Medical Center.

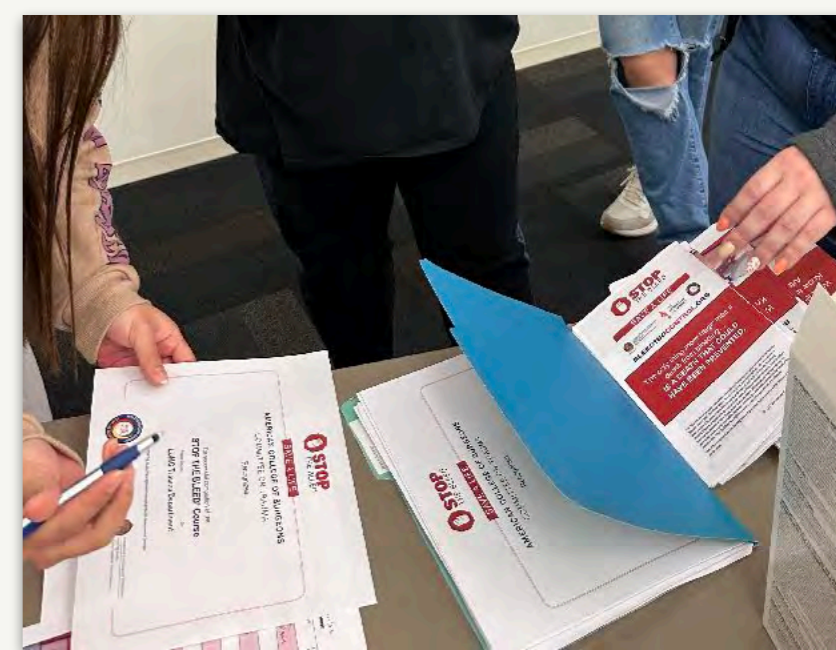
**Learn more about university initiatives and research on gun violence by visiting the website for [Loyola Stands Against Gun Violence \(LSAGV\)](#).** You can also visit the [Fall 2022 issue of the Honors Magazine](#) that included reflections on gun violence in America and that featured an interview with one of the founders of LSAGV, Dr. Mark Cichon, Professor and Chair of the Department of Emergency Medicine.



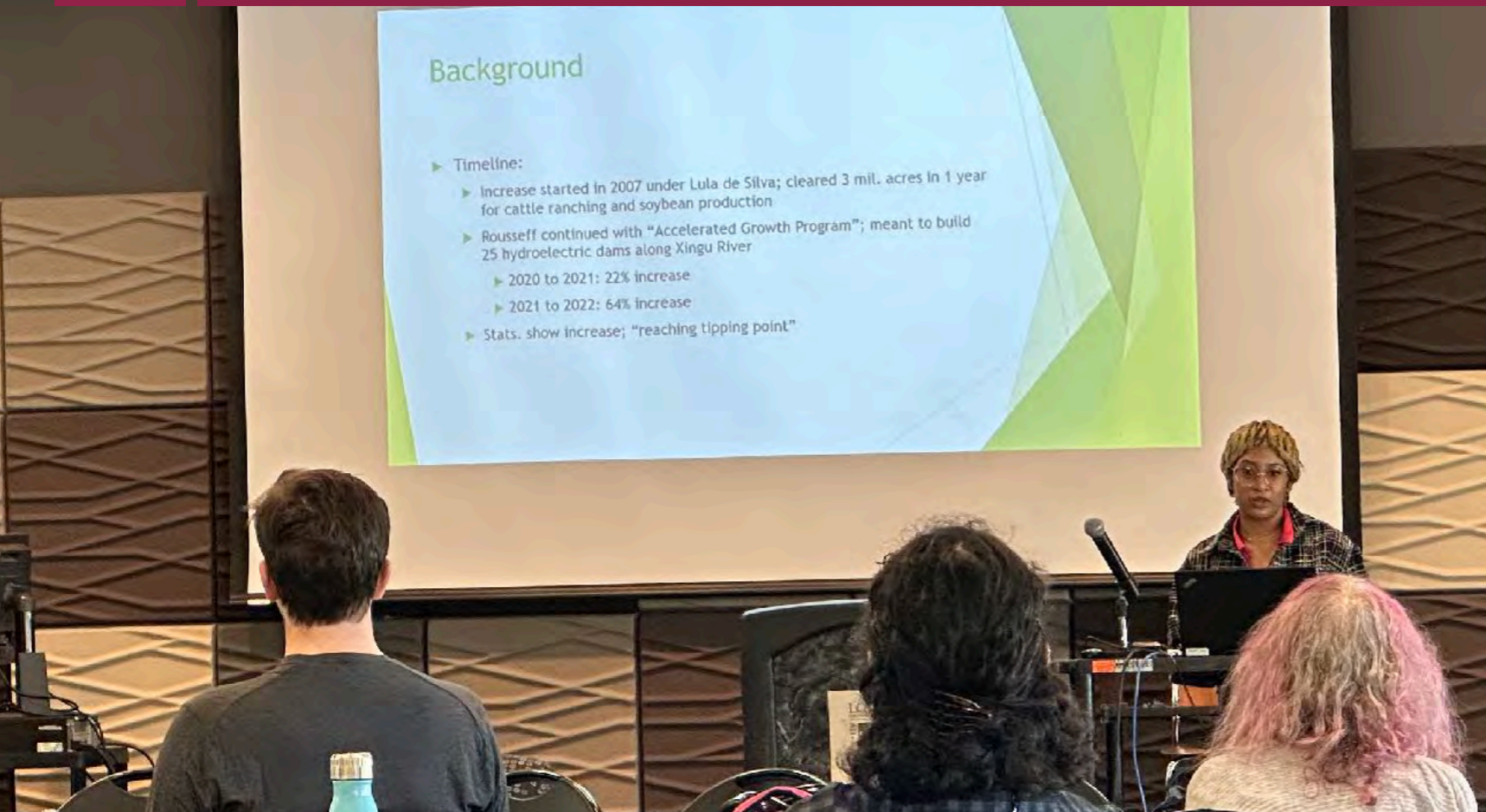
Photos from our Spring 2023 event: The training begins with a 45 minute presentation....



...followed by hands-on training....



... and concluding with certificates!



## VOLUNTEER

# STUDENT CONFERENCE ORGANIZING COMMITTEE

Dr. Nadi is looking for Honors students who wish to volunteer for the student conference organizing committee. Committee responsibilities will begin in the Fall 2023 semester, while the conference itself will be held in person in the Spring 2024 semester.

**CONTACT DR. NADI TO  
VOLUNTEER: [gnadi@luc.edu](mailto:gnadi@luc.edu)**



The 2022-23 Organizing Committee with Dr. Nadi

## THE ORGANIZING COMMITTEE'S RESPONSIBILITIES INCLUDE:

- Deciding on conference theme and size
- Creating a call for papers, recruiting student participants
- Advertising the event
- Recruiting faculty to read submissions and to be respondents to panels and papers
- Booking the space and refreshments
- Moderating panels
- Photographing event
- Issuing certificates



**Prof. Richard Hutchins**



**Prof. Ian Cornelius**



**Both Prof. Hutchins and Prof. Cornelius can be seen on campus riding or carrying their signature foldable bicycles.**

## Meet the New HONR 101 Instructors

### **Prof. Richard Hutchins** **Assistant Professor of Classical Studies**

Now in his second year at Loyola, Richard Hutchins is an Assistant Professor of Classical Studies. His research focuses on ecological thought in Greek and Latin poetry, science, and philosophy. His forthcoming book, *Lucretius Against Human Exceptionalism*, explores the environment's resistance to empire in Lucretius' *De rerum natura*. He teaches many different kinds of classes at Loyola, including Greek Tragedy, Ancient Science, Classical Myth, and Ancient Environmental Thought. In addition to teaching HONR 101 and D101, Prof. Hutchins also teaches a section of HONR 204 Science and Society that explores the earliest scientific thinking in Greece, the investigation of nature, and the origins of medicine and the scientific method.

### **Prof. Ian Cornelius** **Associate Professor of English**

Ian Cornelius is Associate Professor of English at Loyola University Chicago. Most of his recent publications are on the language, form, and textual transmission of *Piers Plowman* and other Middle English alliterative verse. With Kathy Young, he has written a survey of the medieval western European manuscripts in the care of Loyola Archives and Special Collections. His teaching includes courses on English poetry, the history of the English language, the book as communication medium, and medieval and early modern literature. In Spring 2024 he will teach Old English, in which students learn to read English from a thousand years ago.



# DFPA FALL PERFORMANCES

With the code HONORS2324, Honors students receive 20% off any single student ticket for an event sponsored by the **Department of Fine and Performing Arts**. The code can be used up to 3 times. Log in with your LUC student info at [artsevents.luc.edu](https://artsevents.luc.edu) to view the Fall schedule and book your tickets.

THE LOYOLA THEATRE PROGRAM PRESENTS

# AS YOU LIKE IT

A boy actor plays a girl, who disguises herself as a boy, who then tells the boy she loves to talk to him/her as if he/she were the girl he loves. They run around a forest, bumping into shepherds and shepherdesses. It's a comedy. By Shakespeare. A writer who regularly used cross-dressing as a plot device. How do you like it?

**Location: The Newhart Family Theatre**

**Dates: October 19th to 29th, 2023**

**Buy Tickets [Online](#)**



## MCELROY SHAKESPEARE CELEBRATION

**Thursday October 26th, 2023**

**Newhart Family Theatre**

**7:30pm, Free to the Public**

For more than thirty years, the Loyola English Department and Theatre Program have held the "McElroy Shakespeare Celebration." This interdisciplinary evening combines a talk by an eminent scholar with performance to explore the plays from multiple perspectives.

A reception hosted by the Honors Program will follow. This year's presenter is Stephanie Shirilan, Associate Professor of English at Syracuse University. Prof. Shirilan teaches and publishes on a wide range of topics, including early modern science and medicine, drama and performance, ecology, religion, travel, and empire.



Yeager-Crasselt, Lara. "Elegant Shepherdess Listening to a Shepherd Playing the Recorder in an Arcadian Landscape" (2018). In *The Leiden Collection Catalogue*, 3rd ed. Edited by Arthur K. Wheelock Jr. and Lara Yeager-Crasselt. New York, 2020. <https://theleidencollection.com/artwork/elegant-shepherdess-listening-to-a-shepherd-playing-the-recorder-in-an-arcadian-landscape/> (accessed April 20, 2023).

# *Scary Stories, Near & Far*

## 3rd Annual Halloween Event

We will serve caramel apples, popcorn, hot chocolate, and apple cider in the Crown Center Lobby (2nd floor), followed by a reading of spooky stories in the Crown Auditorium.

Time/Date TBA: Check your email for updates!

Lead Organizer:

Dr. Boychenko [lboychenko@luc.edu](mailto:lboychenko@luc.edu)



# *Oh, the Inhumanities!*

Sponsored by Classical Studies, English, MLL,  
and the Honors Program



## The Loyola John Felice Rome Center: What Honors Students Need to Know

### Website

<https://www.luc.edu/rome/>

### Deadlines

For Summer, Fall, and the academic year beginning Fall 2024, applications will open in October 2023 and close on March 15, 2024. Due to the popularity of the JFRC program, students are encouraged to apply as early as possible. Admission to the JFRC is decided on a rolling basis. Applications are accepted until the deadline or until capacity is reached, whichever comes first.

### Academic Planning

The JFRC team can help you create your schedule and decide which courses to take based on the curricular offerings and your individual academic plan. Questions about Academic Support or Advising at the JFRC can be directed to Assistant Dean of Academic Programs Carla Mollica at [cmollic@luc.edu](mailto:cmollic@luc.edu).

### Honors Courses

HONR 216 Encountering Europe is regularly taught at the Rome Center.

### Engaged Learning

All LUC undergraduate students are required to complete at least one Engaged Learning course prior to graduation. You can do this in Rome with a JFRC internship or Service Learning course! Internships are available in international and Italian private companies, non-profit organizations, educational institutions, and museums, to name just a few. These internships may focus on a variety of majors (International Studies, Political Science, International Business, Communication Studies, Finance, Journalism, Film and Digital Media, Accounting and more). Interested in service learning? Students enrolled in ROST 382 "Human Rights: The View from Rome" study the theory and application of select human rights in the Mediterranean region as viewed from the perspective of Rome. This course includes 24 hours of required practical engagement with the local community.

### Scholarships

Scholarships range from \$1,000 to \$7,500 and students may be awarded from multiple funding sources. For eligibility requirements, visit the [scholarship](#) webpage.





## The Ricci Scholars Program

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East  
West



### Description

The Ricci Scholars Study Abroad Program offers funding to highly qualified students to spend their junior year studying and conducting cross-cultural research at Loyola's John Felice Rome Center and a destination in Asia. The Ricci program allows students to engage with two cultures within the span of nine months and challenges them to integrate these experiences when they come back to the United States. This cultural immersion brings together the cultures of East and West in an educational context that reflects the complexities and opportunities of the 21st century.

### Academic Planning

Students prepare their research proposals and apply for this unique scholarship as sophomores, conduct field research with their seminar professors and travel as juniors, and complete their projects as seniors.

### Website <https://www.luc.edu/ricci/>

The website includes information about application dates; program requirements; the research proposal; and conducting research.

### Deadlines

Students apply to the Ricci Scholars Program during the fall semester of their sophomore year. **The deadline to submit proposals for consideration for the 2024-2025 academic year is November 15, 2023.** You are encouraged to discuss your proposal with the Director of the Ricci Scholars Program, [Dr. Mine Cinar](#), the Ricci Student Ambassador, and faculty advisory board members of the applicant's school.



# Honors Abroad Stories

Three Honors students and a Professor from the Rome Center share their experiences.



Nathan Van Kampen

"Jesuits, at least the ones I worked with, love jazz. We had many conversations around the espresso machine about my experiences in Rome's jazz clubs."



Sara Stemmler

"I walked away from that assignment with a much more comprehensive understanding of America's global reputation, as well as an admiration for the general curiosity all humans seem to have about the way their counterparts conduct their lives."



Nina Sharma

"Apart from improving my Spanish and exploring the public health sector of a different country, I feel like I learned a lot about myself. Studying abroad is so rewarding because it pushes you so far outside of your comfort zone."



Prof. Anne Wingenter

"Rome is a city of layers; what one wants or expects or considers important about it is always situated in a context that gives us more, that challenges us to think in new ways - whether we want it or not."

# Honors Abroad Stories

## An Internship in Italy, by Nathan Van Kampen



Nathan Van Kampen is a senior from Grand Rapids, Michigan. He is double-majoring in Global Studies and Economics.

Via della Conciliazione runs from St. Peter's Square directly towards Castel Sant' Angelo, cutting a wide course through embassies, shops, restaurants, and pushy street vendors. It is an iconic street. During the year I spent abroad, I often wandered along Via della Conciliazione with friends and my partner, reflecting on the strangeness of living so close to such a place. It felt so surreal, in fact, that we developed a theory that nothing was real. The subjectivity of our realities made objectivity a myth. Our proofs were the awe of those seeing Rome for the first time, the shock of uncovering the Fascist origins of so many sights (including Via della Conciliazione), and the blasé attitude of so many Romans towards the wonders of their city. These perceptions of the same places, same people, same moments were—to us—so irreconcilable that we simply had to conclude that nothing was real in the objective sense.

This was what I reflected on early one morning beneath Bernini's colonnade before I started my internship at the Jesuit Curia—that and the fact that I, a protestant, was about to start working for the Catholic Church. I was afraid to work so close to the Vatican and so many of Rome's sights. Having already studied and lived in the city for a semester, I had already passed from the touristic, blissful ignorance to a detached academic view of the city as a patchwork of Classical, Medieval, Renaissance,

Risorgimento, Fascist, and Modern history. I did not know if I wanted to lose that view. I feared familiarity with Rome because I thought overexposure would diminish its brilliance and make me blasé, too. That was not to be the case.

I worked with the Jesuit Social Justice and Ecology Secretariat as a translator. The office was full of people from around the world curious about Rome—not unlike me. Working a stone's throw from the Vatican with a religious order can safely be called a brand-new experience for me. Needless to say, I learned a lot. My first lesson: Jesuits, at least the ones I worked with, love jazz. We had many conversations around the espresso machine about my experiences in Rome's jazz clubs. As mundane as that may sound, it may have been one of the most difficult things I have ever done. Spanish and English were my theoretical areas of expertise—that did not stop the Jesuits from pushing the conversation into Italian and French, neither of which was I terribly proficient in.

My second lesson: the Jesuits are insatiably curious. They wanted to know everything about my life. More than that, they wanted my analysis. The Jesuits were never content with pleasantries and half-answers. They wanted reflection and deep thinking. My colleagues extended this earnestness to their work, and they expected the same from me. I was asked to analyze, critique, and compile data on the SJES's biweekly news publication. I drafted memos, created presentations, and communicated with social centers around the world all the while

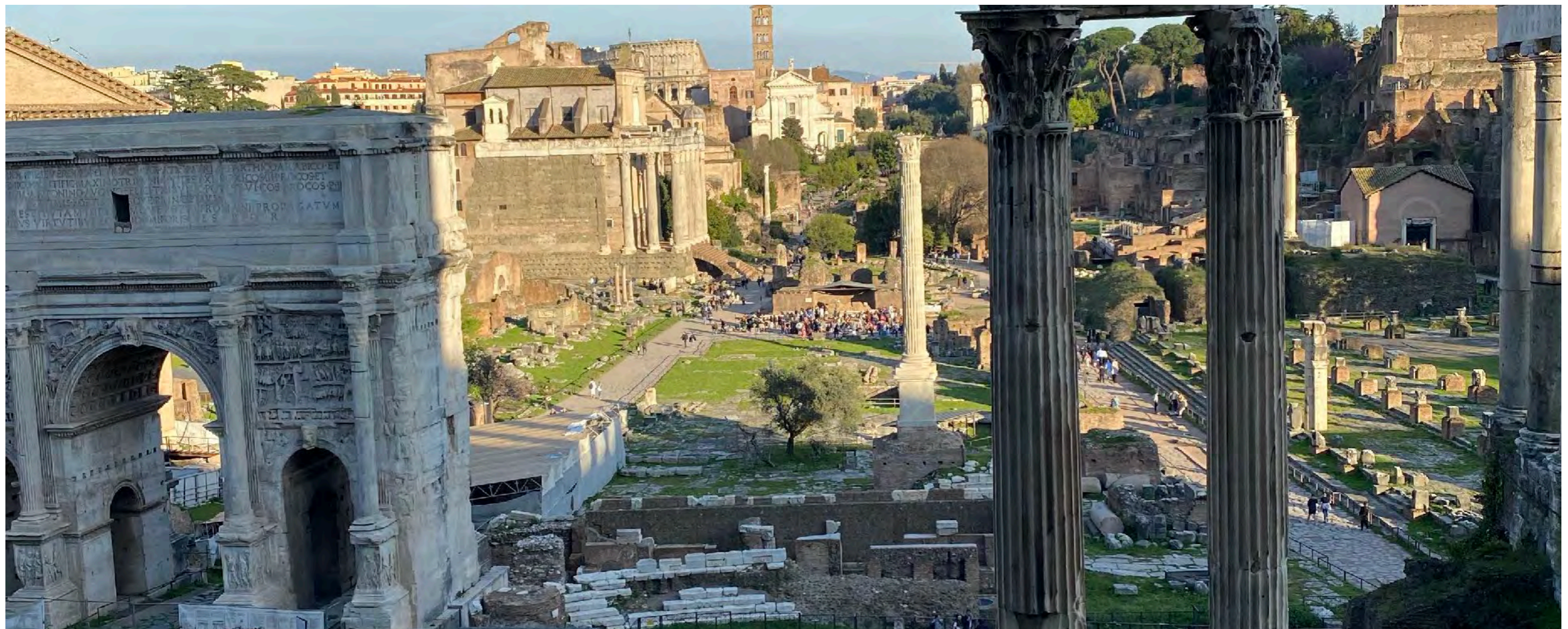
## 34 Reflections

trying to keep up with my translating duties. I nearly drowned beneath the seemingly insurmountable swells of new statistics, articles, and revisions, but I survived. I escaped insanity in this period because the Jesuits had infected me with their conviction that clear-eyed exploration and endless curiosity yield the best results. I may have struggled with methods and formal writing in a non-native language, but I persevered because of that Jesuitical thirst for understanding. It was inescapable and invaluable.

I found, gradually, it assuaged my fears about Rome too. This subtle cultural hegemony convinced me that I was beyond lucky to have the

ability to become overly familiar with Rome. I did indeed become accustomed to St. Peter's and Prati on my walks to and from work. I did often throw on headphones and tuck my chin to my chest to avoid being offered dubious tours of the Vatican. I did respond in any language other than English or Italian to avoid salespeople trying to get me on the double decker tour buses around the city. Rome lost its novelty during my internship, but it never lost its beauty. What I had taken to be a blasé attitude was actually one of intimate understanding on the part of the Romans. Engaging critically with Rome, like my Jesuit peers pushed me to, revealed a truth: Rome is a city, not a story nor a study. Now,

Rome certainly has a story—a long, intricate, and occasionally surreal one at that—and can be studied extensively, but it is more than that story or research. It is a vibrant, frustrating, dynamic, flawed, and utterly real city. Rome is neither the touristic, picturesque brochure so many of us dream of nor the detached academic case study: it is a real place with real people. It became a friend alongside my coworkers. When I said goodbye to them, it felt very much like leaving home and family—like a string binding my heart and gut had snapped with a pang, dropping the bottom from my stomach.



# Honors Abroad Stories

## A Conviction to Explore, by Sara Stemmler

Sara Stemmler is a senior from St Louis, Missouri. She is double-majoring in Political Science and French, with a minor in Statistics.

Admittedly, I was wary of writing this reflection.

Don't get me wrong, I have no shortage of enthusiasm or commentary regarding my time abroad. Even so, I confess I have produced a few dramatic eyerolls after falling victim to the drawn-out tales of several travelers. In fact, in the months leading up to my departure, I worried that my experience could not possibly live up to the intellectual and personal enlightenment that so many former abroad students claim. To make matters worse, my parents' marriage is the product of a storybook romance against the backdrop of Regents Park, England, where they met while studying Shakespeare for a semester in undergrad. They are eager to dredge up memories from what they identify as one of the most formative periods of their life. Evidently, their abroad experience dramatically altered the course of their lives, and it was important to them that my brother and I similarly cultivate a conviction to explore.

Luckily, I did not need to be persuaded. I'm not sure I believe in fate, but there are several future possibilities which I (perhaps naively) am certain will come to fruition. Living in France for a period of time during my youth was one such possibility. I became particularly excited about this proposition as I approached fluency in the

language after nine years of study. I selected IES Nantes because I was eager for the challenge that both French instruction and a homestay presented. I also appreciated the opportunity to authentically experience the French education system by taking classes at the local university. It was the clear choice for me, but I was still uncertain of my ability to meaningfully absorb the course material. I recall my French advisor apologetically shaking her head after I asked if French curriculum would be easier to adjust to than I assumed it would be. Regardless, barring an emergency, I had made up my mind.

Looking back, I think it's fair to claim that I experienced several eras of life in just four short months. I regressed to kindergarten when I was dropped off by a tearful family friend at the program headquarters, likely experiencing sympathetic anxiety and melancholy at seeing me depart. No amount of handholding or advice from veterans can prevent the onslaught of absolute terror accompanied by a "what have I done?" mindset after arriving in a foreign country for an extended period of time. After locking eyes with my host mother, however, I understood that my fear was fruitless. That did not prevent me from having a full-blown breakdown later that evening as I stood utterly alone in my uninviting attic bedroom. (I later discovered that many of my peers had similar first night experiences). I promptly aged to adulthood as I worked out the logistics of communication, finance, and adhering to the customs of a devout

catholic family. I forced myself to speak up early with inquiries and easily mitigated sources of discomfort to set a healthy precedent. This did not, of course, prevent every disaster. On three occasions, my host sister forgot to leave the door unlocked, leaving my poor host father squinting in his nightcap after responding to my necessarily aggressive banging on the door after a long night out. I also offered to cook for the family one night, which resulted in the kitchen filling with smoke as well as my host brother's disappointment that I had not prepared authentic American hotdogs. Although these awkward moments left a pit in my



## 36 Reflections



stomach at the time, I now appreciate them as emblematic of the organized disaster that study abroad yields.

Although a majority of the learning one achieves abroad occurs subliminally, what I consider the most valuable aspect of my time in France occurred in the classroom as a teacher rather than a student. My program offered a class during which students served as English teaching assistants at local elementary, middle, and high schools. I was assigned to a high school known for enforcing assistant independence, meaning I was asked to develop and execute my own lesson plans for themes related to American culture. The English department was composed of a diverse group of native speakers originating from New Zealand, England, Ireland, and South Africa. They eagerly included me in their lunchtime debates about the danger of American exceptionalism and the history of France's tense relationship with its Muslim population. They challenged both my praise and critiques of my native country, encouraging me to think critically about the American values of liberty and innovation, which were particularly pronounced in the context of French traditionalism. Many of them echoed each other's anxiety about

preserving their native culture in the face of America's standardizing project while still condemning staunch isolationism.

The students also challenged me as we grappled with difficult topics such as gun violence in America. They surprised me by asking how I was feeling the day a shooter killed two students and injured a dozen others at a high school in my hometown. They asked me why gun control legislation had largely stagnated despite evidence that a majority of the population desired stricter regulations. They even unironically asked me if I had a gun under my bed after hearing I lived in Chicago. I found they were often critical of American politics but wildly enthusiastic about pop culture. I remember musing how convenient it was that countries could cherry pick certain aspects of culture in other countries to imitate yet could never escape the hard truths of their own history. I walked away from that assignment with a much more comprehensive understanding of America's global reputation, as well as an admiration for the general curiosity all humans seem to have about the way their counterparts conduct their lives.

As I write, I chuckle to myself about how my host father upon editing my work would likely

make some comment about how Americans are fond of run on sentences and absurdly ornamental phrases. I think about how my host mother would gently scold me for wearing my "pajamas" (sweatpants) outside of the house today. I think about how I would ask my host sister for a clever clincher in French only to later discover that she had manufactured a nonsensical (and likely scandalous) expression. Even in domains as mundane as these, their influence is eternal. Perhaps I should not concern myself so much with becoming a cliché. Perhaps those that ridicule abroad alumni for their bottomless enthusiasm and zest for life are merely skeptical that any experience could truly be that life changing. I now know firsthand that it is, in fact, possible. Those four months in France have led to significant career and personal considerations, including a teaching job at a French immersion school in Chicago and an internship at the French Consulate General, as well as a general desire to travel and potentially live abroad. With the stipulation of avoiding arrogance, my advice to you is this: romanticize everything. Enhance your experiences with a positive attitude and you will likely avoid disappointment.

# Honors Abroad Stories

## A Spring in Argentina, by Nina Sharma



Nina Sharma is a Senior who is majoring in Molecular Biology and minoring in Global Studies. She is originally from Kalamazoo, Michigan.

One of the main reasons why I chose to attend Loyola was the wide variety of study abroad programs it offered. I had initially planned to go abroad my sophomore year but thanks to the pandemic, I waited until my junior year. I was fortunate enough to find a public health program based in Buenos Aires, Argentina. I had never been anywhere in Latin America, and I decided to thrust myself in, headfirst, and it was one of the best decisions I have ever made.

When I first arrived in late August of 2022, it was still winter in the southern hemisphere. I remember being excited to try all the new food, explore a new city, and improve my Spanish. The program I did was through a study abroad company called SIT. I attended classes at a private university in Buenos Aires with 12 other American students.

Because it was a public health program, the curriculum was comprised of classes like Epidemiology, medical Spanish, health systems, and more. I was lectured by so many different professionals and felt like I learned so much about the different levels of public health in Argentina. In Buenos Aires, we visited large hospitals and the ministry of public health where we had the opportunity to talk to doctors and public servants. Because I grew up in the United States, I was never exposed to different styles of healthcare, and hearing about Argentina's definitely helped me realize the pros and cons of the system in the United States.

# 38 Reflections

My favorite part of studying abroad in Argentina was how we were able to travel to so many different parts of the country. I am so glad that I was able to make such good friends with the other students because we went on some amazing trips together that I will never forget. Argentina is such a beautiful country and there is so much diversity.

We traveled to a province in the North called San Miguel de Tucuman. This is one of the poorest provinces in the country and we were able to see how the government has set up small clinics in the rural areas to increase healthcare accessibility. We visited Salta, a province in the North, where the sunset was beautiful.

Next, I was able to travel to Misiones. One of the wonders of the natural world are located in Misiones: the waterfalls called Los Cataratas del Iguazú. This was probably the most magical place I had ever visited. The climate of Northern Argentina is extremely hot, and it borders Brazil. The Falls are actually in Argentina. The locals say that when it comes to The Falls, "Argentina has the stage, and Brazil has the seats." When I visited Iguazú, I had already been in Argentina for three and a half months. At that point, I felt very confident in my Spanish and had such wonderful conversations with the locals.

The image to the right features a street in Buenos Aires. What I really enjoyed about that city was the architecture. There was a lot of French and Spanish influence on the city, and it was most prevalent in the buildings.

Although Argentina is one of the richer countries in Latin America, the inflation rate is over 100%. The value of the Argentina peso decreases each day and, coming from the United States, this was advantageous for me because everything was inexpensive. I remember my bus ride to school costing 20¢. It was saddening to see how much

distrust there was in the government because the citizens were the ones left to pick up the pieces.

Apart from improving my Spanish and exploring the public health sector of a different country, I feel like I learned a lot about myself. Studying abroad is so rewarding because it pushes you so far outside of your comfort zone. Of course, there were rough days where I did not understand what people were saying or got lost navigating the narrow streets. But, studying abroad reminds you to be resilient on your own. It reminds you that, even if it feels impossible in the moment, eventually everything gets better.

I still remember when I first arrived in Argentina and the taxi driver was asking me about my flight. I felt like I had zero confidence when it came to speaking Spanish, and now I jump at any chance I get to speak Spanish because I love it so much.

If you are thinking about studying abroad and are on the fence, I urge you to do it. One of the most rewarding things about living abroad is that you learn about yourself as an individual. You are forced to be open-minded and take risks. It is always nerve-racking being on your own, but study abroad is a great way to learn a new language, immerse yourself in a new culture, and work with diverse peers. The stories you will have after studying abroad will only make you more unique. I hope to return to Argentina someday in the future.

I was so happy to find a program that combined my two interests - those being the health field and Spanish. Doing a study abroad program with a concentration in public health only made me more interested in the health field. Buenos Aires is the place where I truly developed my confidence and learned to be comfortable on my own. If I had the chance to study abroad again, I would do it in a heartbeat.





# Honors Abroad Stories

An Education in Rome, by Prof. Anne Wingenter



Anne Wingenter is Assistant Professor of History and Women's Studies at Loyola University Chicago's John Felice Rome Center. Her research interests include gender and women's history, fascist movements, travel writing, and the politics of history/memory. Publications on these subjects include: "Eternal City, Sawdust Caesar: Americans on tour in post-WWII Rome (1944-1960)" in *Annali d'italianistica* (2010); "Benito Mussolini in Italian High School Textbooks" in *Globalisation and Historiography of National Leaders: Symbolic Representations in School Textbooks* (Springer, 2017); "From Soldier's Guides to Student Handbooks: Rome as Classroom during the Early Cold War" in *A Tale of Two Cities: Florence and Rome from the Grand Tour to Study Abroad* (Edisai, 2017); and "Politics of Grief: War Widows and Mothers in Interwar Italy" in *Veuves, veufs et veuvages en Europe à l'époque contemporaine* (forthcoming). She is currently working on a project that looks at the city of Rome in the transition between "Hot" and Cold War.

# 40 Reflections

For years now I have been asking honors students what made them choose to study abroad in Rome. At the start of every semester, I get answers ranging from the pragmatic – “all of the classes count towards graduation” – to the deeply personal – like students with ancestral connections to Europe who want to get in touch with their roots. A lot of the answers are Italy-specific; Italy, after all, is a country of great beauty, both natural and man-made, and of deep history, both inspiring and terrifying. It has long fascinated artists, writers, scholars, filmmakers, so it is no surprise that students come to Rome with expectations and enthusiasm stemming from countless sources. They sometimes name particular sites they want to see, foods they want to eat, experiences they want to have. Still others respond in ways that are less about the specific place they have come to and more about what I would call the romance of travel itself: “I just wanted to get away”... “do something different”... “go somewhere new”... “push my boundaries.”

One of my favorite things about teaching in Rome is that over the course of the semester I get to hear the stories from those same students (often edited, I’m sure) about how their expectations are transformed into experiences – experiences that are often so much deeper and more layered than originally anticipated. What I find fascinating about these conversations is how they are at once unique to the individual while also reminiscent of a historical tradition that has profoundly shaped how we think about ourselves and others, and indeed how we understand the world around us.

Educational travel to Rome – like everything else about Rome – has a long history. The oldest existing guide to the city, *Mirabilia Urbis Romae* (Marvels of the City of Rome), dates from the 1140’s! Written for pilgrims who came to see holy places, it nonetheless included information on

ancient sites and other wonders so that visitors to Rome could understand the ruins of the imperial capital that surrounded or quite literally provided the foundation for their shrines. *Mirabilia* reminds us that Rome is a city of layers; what one wants or expects or considers important about it is always situated in a context that gives us more, that challenges us to think in new ways – whether we want it or not.

That challenge remained in modern travel to Rome as more layers were added and the focus shifted from the spiritual to the secular. In the 17<sup>th</sup> century it became common for wealthy young European men to make a “Grand Tour” of the continent to put the finishing touches on their education, with Italy and most especially Rome as the ultimate goal. Why Rome? Though pilgrims still came (as they do to this day), what had been background became foreground; the city’s ancient past was now the main draw, with its art treasures close behind. The classics were the basis of elite education at the time, so coming to “tread the streets that Caesar walked on” was the pragmatic justification of the day. Learning to appreciate antiquities and Renaissance masterpieces (and collecting them where possible) was considered essential to the formation of refined taste. Seeing in person what one might have only read about or possibly seen in paintings or drawings was considered key to becoming a *connoisseur* – a knower of things.

It is not difficult to recognize similarities between the expectations of the Tour, and those we associate with study abroad today, but then, like now, expectations were only the beginning. As the practice of the Grand Tour expanded during and after the Age of Enlightenment new ideas about the acquisition of knowledge emphasized sensory experience in conjunction with reflection. This created a new shift in perspective, bringing into

focus not only the art and antiquities, but also the larger culture and the experience of travel itself. There was value to be found in the very act of getting away, doing something different, going somewhere new. What better way to know the world than to expose your senses to new places, peoples, ideas? What better way to know yourself?

From my conversations with students it is clear that all of this history is layered into the experience of studying in Rome today. The same sites and objects that have enthralled visitors for more than a thousand years still beckon though they are experienced in unique ways by individual students. The sense of becoming a “knower of things” is still fed by the experience of travel, though what we consider important or interesting to know may vary. Travel as a way of discovering oneself as well as the larger world is still a profoundly transformative, though sometimes uncomfortable experience.

Oh – and all of the classes still count towards graduation.



# LOYOLA ALUMNI WEEKEND 2023

RECONNECT WITH HONORS FACULTY AT THE BEER GARDEN SATURDAY OCTOBER 28, 1PM-4PM ON THE WEST QUAD

There is nothing better than being back on campus and connecting with old classmates. Enjoy drinks from an alumni-owned brewery while catching up with friends and faculty on the quad. Bring the whole family: while you relax at the beer garden, your kids can enjoy face painting, games, snacks, and magic nearby (Family Programming from 1pm-3pm).

### Spend Saturday on Campus:

- Women's volleyball game in Gentile 2pm
- Men's soccer at 3pm
- Campus tours at 2pm
- Jesuits on Tap at 4pm at Ignatian House
- Loyola Under the Stars at 7pm in Damen

The full schedule for Alumni Weekend can be found [here](#).



**Prof. Claudio Katz (Former Program Director and Instructor for HONR 102)**



**Dr. Megan Sholar (Instructor for US Experience and multiple "Encountering" courses)**



**Dr. Chris Whidden (HONR 101 and 102 Instructor)**

## LoyolaLinked Welcomes Honors Alumni

### You could be an Honors Alumni Mentor or Mentee on LoyolaLinked.

Employers are looking for specific skills and experience - **alumni mentors** may hold the key. Our graduates have indicated almost unanimous interest in mentoring students interested in the path they've followed. Inside **LoyolaLinked**, alumni and current students get exposure to different industries and jobs, get resume advice, and hone interview skills.

### To link up with the Honors community on LoyolaLinked:

1. Create a profile at <https://loyolalinked.luc.edu/hub/luc/>
2. Mention "Honors Program" in your profile "About" description and check "Honors" as a Campus Activity you were involved with.
3. Input "Honors" in the Network search bar or add the "Honors" filter under "More Filters" > "Campus Activities" to find our Honors Community.

**SIGN UP & SIGN IN: <https://loyolalinked.luc.edu/hub/luc/>**



## Honors Alumni & Friends

# Speakers Bureau

Become an Alumni Volunteer (in person or remotely). Bring your experience and skills back to the classroom! Add your name to our new **Honors Speakers Bureau** to help faculty, residence life, and student groups create experiential learning opportunities. (No one but the program Director will contact you personally.)

## Honors Alumni & Current Student

# Service Projects

What community organizations or charities are you passionate about? Would you like to recruit current Honors students to the cause? Do you want to hold a fundraising event or sponsor an internship? Add your name to our **Database of Service Projects** that can be shared with Honors students and student groups. (No one but the program Director will contact you personally.)

