SOC1 H396 A51 *Violence and Democracy* with Dr. Voigt

“Violence and Democracy” is a Social Justice Seminar (SJS) fulfilling the social science requirement in the honors core curriculum. In this seminar, social justice is a learning goal as well as a learning process (i.e., the seminar represents a holistic approach that both thematically focuses on a study of social justice issues and pedagogically provides a learning environment that models social justice values and principles).

Using the lens of the social scientific perspective and analytical tools, “Violence and Democracy” (from here on referred to as the seminar), offers a broad, interdisciplinary understanding of the complexities/controversies surrounding the problem of violence in democratic societies, with special emphasis on the antithetical relationship between violence and democracy. The seminar engages students in an examination of the overarching relationship between violence and the violation of democratic principles, and also in deliberating the possibility that a greater commitment to democratic values is the most effective way to prevent and reduce violence.

The seminar not only serves as a vehicle for imparting social scientific disciplinary knowledge and research skills and learning about the various expressions of violence (including interpersonal, institutional, and structural levels of expression) and their troubling implications in democratic societies, but also to engage seminar members in collaborative justice work that fosters a critical understanding of the patterns of violence, human rights violations and social injustices (based on race, ethnicity, religion, age, and gender identity). To this end, the seminar is structured around a relevant *community-based participatory research project* (details TBD). The Fall 2018 project will focus on restorative justice as a possible alternative approach to the problem of the *school-to-prison pipeline*, which exemplifies a form of structural violence and human rights violations. Seminar members will work alongside community partners to address a real *research* need of a community service provider (TBD). The community-based participatory research project will be the central seminar activity playing a facilitative role in support of the seminar’s educational purpose.
Ethics

RELS H215 033 *Emotions in Daily Life* with Fr. Vacek

PHIL H215 033 Kant, Nietzsche and Morality with Dr. Leland

"Since the Scientific Revolution, many philosophers have struggled to articulate a compelling account of moral value consistent with a modern scientific worldview. Immanuel Kant (1724-1804) and Friedrich Nietzsche (1844-1900) offered two influential and radically different responses to this situation. This course examines the writings of Kant and Nietzsche on the subject of morality and related topics, including the possibility and nature of objective moral obligations, moral motivation, attitudes of valuation, nihilism, and the role of moral value in a meaningful existence."

History

HIST H295 034 *Idea of America* with Dr. Fernandez

HIST H295 033 *WWI in History and Literature* with Fr. Gerlich

HIST A357 001 *Modern Iran* with Dr. Moazami

This course/seminar examines the making of modern Iran from the inception of the Qajar dynasty (1796) to our own time. We will trace the impact of the long history of Iran over its modern development and study the state structure of Iran from an ethno-tribal monarchy of the Qajar period to a modern theocratic state through internal and international wars, civil wars, coups, revolutions, and reforms. In our examination of Iranian history, the Islamization of the Iranian political and cultural sphere during and in the aftermath of the 1979 revolution is explored as a puzzle rather than the expected logical development of Iranian political processes. To shed light on this puzzle we will read the history backward by asking critical questions about almost every turn of Iranian history. Why does Iran have such an eventful history? What forces have been involved, and what role did they play in these events? How were these forces themselves transformed by historical process? Why did the Constitutional Revolution of 1905-1909 not achieve a durable constitutional regime? Why did the Pahlavi dynasty (1925-1979), despite its immense military power, turn out to be a fragile state? Why did the Iranian Revolution of 1979 become an Islamic one? What might a republican theocratic regime actually mean? Has
the Iranian revolution of 1979 ended? Are we moving away from a theocratic regime in Iran? In what direction are Iran’s political future and its Islamic state moving now? What is the future of democracy in Iran? What is the position of Iran in the turbulent Middle East and the evolving international order?

**Literature**

**ENGL H295 033 The Self in the Novel with Dr. Allison**

If the good life is a balance between contemplation and action, novels are contemplative aids rather than spurs to action. Or are they?

As part of a Jesuit Honors Program, this course is an opportunity to learn how novels work and also to ask why they matter. Can reading novels make you a better person? Can reading novels make you a worse person? How do you use a story about nobody—a fictional person—to make sense of real life?

This course focuses on how the novel form constructs the relationship between the self and society. We will look at how the individual protagonist emerges in such novels as Daniel Defoe’s *Robinson Crusoe* (1719); Jane Austen’s *Emma* (1816); George Eliot’s *Mill on the Floss* (1860); and Chinua Achebe’s *Things Fall Apart* (1958). We’ll read literary criticism on plot, character, and narrative discourse.

**CLHU H295 033 Women in Greek Literature with Dr. Townsend**

Ancient Greek philosophy has been taken by 20th century scholars to be almost uniformly misogynistic. But it is usually studied outside of the context of the literature and historical narratives that make up the literary world of classical Athens, not to mention the literary and rhetorical aspects of the philosophical texts themselves. In this course, we will study the presence and absence of women in the thought of Plato and Aristotle, in their claims about political, ethical, erotic, and biological aspects of women and men, in all the alien and all-too-familiar notions they present. As literary counterpart, we will consider how women are written as characters into epic poetry, tragedy, comedy, and myth, and how the vivid life-world of women in ancient Athens becomes witnessed phenomena on the stage by citizens and non-citizens alike. Both philosophers and poets address not merely the aristocratic ideals of womanhood that the rhetoricians promoted, but women in all castes and positions, from the wealthiest courtesan to the lowliest bridge-walker, women as laborers both free and enslaved, as well as women’s multifarious roles in Greek religion wherein myth becomes daily practice. Ultimately, a return to the origins of western philosophizing about the nature of women allows us to let the questions surrounding them become living, dynamic questions for all human beings.
Philosophy

PHIL H295 033 with Dr. Peterson

PHIL H295 034 Freedom and Oppression with Dr. Mui

Religion

RELS H295 033 Hebrew Prophets with Dr. Gnuse

RELS H215 033 Emotions in Daily Life with Fr. Vacek

LAS H305 / RELS H305 051 Theology of Liberation Dr. Alcazar

RELS H295 WA1 Gospels of Jesus with Dr. Bednarz

This 8 week online course begins by exploring the process of how the Bible came to be and it introduces students to the fundamentals of critical approaches to Biblical interpretation. Students will explore the complexities of interpreting ancient texts for a modern and postmodern world. They will learn how to apply contextual lens to Biblical texts. These approaches include, but are not limited to, cultural anthropology, feminist hermeneutics, historical criticism, source criticism, and redaction criticism. The course is designed for students who want to engage in the Biblical texts and understand how the interpretation of these texts impact our contemporary world today.

RELS H330 / PHYS H230 033 Faith, Science and Religion with Dr. Carter

This course will critically analyze various ways of knowing: faith, science, and theology (critical analysis of faith). The methods of the physical sciences and the life sciences will be discussed. Topics will include the epic of creation, evolution, and quantum theory.
Creative Arts and Cultures

MUGN H295 033 *Experimental Music and Art* with Dr. Albert

This course will explore experimental art and music with a special emphasis on community building and artist self-determination. Chicago in the mid-20th Century will be the starting point, looking at the Association for the Advancement of Creative Musicians (AACM) and the Africobra visual arts group. We will also learn about the Black Arts Movement in Los Angeles, Sun Ra, and modern intersections of art, music, and community. We will read about these artists, look at their visual art, and listen to their music. Students will write about the ideas explored in class and in readings, as well as participate in creative activities such as making a new musical notation system. No prior musical experience is required.

Math

ENVA H295 033 *Mapping Climate Change* with Dr. Brien

This course will focus on the application of remote sensing and geographic information systems (GIS) for monitoring global climate change, with emphasis on climate change impacts. Topics will include the science underlying geospatial technologies and the role of remote sensing and GIS in data acquisition and analysis, and in climate change monitoring, prediction, and adaptation. The course will include guided lab sessions designed to introduce students to analysis of remotely sensed data within a GIS environment.

MATH H257 033 *Honors Calculus I* with Dr. Kelly

http://www.loyno.edu/courses/syllabi/MATH-H257-0332017F.pdf

COSC A211 001 *Intro to Programming*
Natural Science

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Languages

GREK H100 033 Beginning Greek Honors with Dr. Rosenbecker

In this class we will study Classical Greek grammar, morphology, syntax, and vocabulary. Our aim will be to begin to translate adapted passages of ancient Greek, to build an understanding of the grammatical “mechanics” of ancient Greek, and to firm up our understanding of English grammar and syntax as well.