



HONORS MAGAZINE



winter 2022 edition

A PUBLICATION OF THE HONORS PROGRAM
LOYOLA UNIVERSITY CHICAGO

Contents



- from the director's desk (1)

NEWS

- announcing a new honors student leadership award (2)
- the honors suite art gallery presents its first exhibit (3)
- the honors bipoc coalition hosts a fireside chat with prof. jacqueline scott (4)
- honors students are among the first recipients of the CAS building international bridges award (5)
- spend your junior year abroad through the ricci scholarship program (6)
- march is women's history month (7)
- how to present at the interdisciplinary honors student conference (9)
- the mcelroy shakespeare celebration (10)
- april 22 is earth day (11)
- spring senior celebration and awards ceremony (12)
- volunteers needed for the loyola community literacy center (13)

REFLECTIONS

- in memoriam, dr. james harrington (14)
- students and faculty reflect on the visiting sculpture *angels unawares*, by canadian artist, timothy schmalz (15)

ALUMNI

- words from director jacqueline heckman on the 30th anniversary of the loyola community literacy center and its history of honors student tutors (21)
- get involved (25)

CONTRIBUTORS

- seniors, submit your photos: how to contribute to the spring issue of the *honors magazine* (26)

Photography credit for the background images of our campus goes to the university photographers, Lukas Keapproth and Natalie Battaglia.

01 From the Director's Desk

I grew up in a Toronto suburb that had laid flat several farm fields just months before our home was built. Most of my friends were first-generation Canadians, whose parents had arrived in the 1960s or 1970s like my own mother. My friends and I understood our responsibility to move on from this starting point, hedged by corn and cows, and to move up. The story of immigration turned into one of social mobility for my generation, which entailed further cycles of relocation, now described as opportunity rather than struggle. My friends and I got straight A's, grew up, and scattered, moving to places perceived to hold greater and greater opportunities or status. In my adult life, I moved ten times before arriving in Rogers Park. These moves, or opportunities, took their toll. When I accepted a job at Loyola in 2012, I joked that I'd found my "forever home," like a stray dog or cat who'd finally been adopted from a shelter. I have settled in Skokie, on a block filled with immigrants and first-generation Americans that reminds me of the suburb I came from in Canada, whose community has no doubt transformed many times since I last saw it.

Migration can be both life-saving *and* life-threatening. One of the greatest literary works to represent this paradoxical but very common experience is *The Aeneid*, which is regularly assigned in our freshman seminar. In his account of why Virgil's epic has found an audience for millennia, W. R. Johnson writes, "from the earliest days to the present, the boundaries of the tribes and nations of Europe (and elsewhere) are continually and sometimes radically erased, renegotiated, redrawn—by invasion, by civil war, by 'barbaric' incursions. The peoples of Europe have always understood what it means to be displaced and exiled, to be conquered, to be an immigrant or émigré, to lose one's homeland and to search, desperately, for a new one. To such readers down the centuries, the closing verses of Book 2—

where Aeneas, the epic's hero, prepares to lead the survivors of burning Troy to safety—have always spoken with an incomparable and poignant clarity:

I was surprised by the great number
Of new arrivals I found, women and men,
Youth gathered for exile, a wretched band
Of refugees who had poured in from all over,
Prepared to journey across the sea
To whatever lands I might lead them....
There was no hope for help. I yielded
And, lifting up my father, sought the mountains.

Aeneas' speech represents an event all too familiar in human experience and captures an unhappy truth of the human condition: however secure the present may seem, our deepest intuitions—from ancestral memories to the collective consciousness—recognize our communities to be fragile, vulnerable, contingent."

You can find faculty members throughout this university who specialize in topics related to migrant studies. A number of them teach courses in the Honors Program. The "Reflections" section of this magazine issue is dedicated to student and faculty responses to the touring statue, *Angels Unawares*, that represents the experience of human migration throughout history. This feature is followed by an article on the Loyola Community Literacy Center that has served immigrants in the Rogers Park neighborhood for the last thirty years. You can also watch the roundtable on "[Immigration and the Imagination](#)" that the Honors Program hosted last year as part of our "Interdisciplinary Conversations" series, available on our YouTube channel.

As we begin yet another semester impacted by the pandemic, I wish you all good health and lots of energy to continue striving toward your goals.
—Prof. Strain



Prof. Virginia Lee Strain
Director

Claudia Orellana
Program Assistant

THE HONORS PROGRAM

offices Francis Hall, 6314 N. Winthrop Ave.

mailing address 6317 N. Broadway Ave
Chicago, IL 60660

website luc.edu/honors

email honors@luc.edu



AN HONORS PROGRAM NEEDS HONORABLE STUDENTS

INTRODUCING THE HONORS AWARD FOR STUDENT LEADERSHIP

As part of his contribution to Loyola's 150th anniversary campaign, Honors Alum Mark Rzepczynski (Hon BA '79) has contributed funds for "character and leadership development in the Honors Program." Being an Honors Student at Loyola has always been about more than academic accomplishment. This gift will enable the program to recognize student innovation and success in the areas of leadership and service for others. Dr. Rzepczynski writes, "Many Honors students have succeeded in school settings and with test-taking; however, it is necessary to expand their thinking and growth beyond the classroom. We have to support not just their IQ but their RQ (rationality quotient). They need to be effective in their dealings with others, building trust, and supporting those less gifted. They have to show leadership in both small and large ways through setting examples of living a 'good life.'"

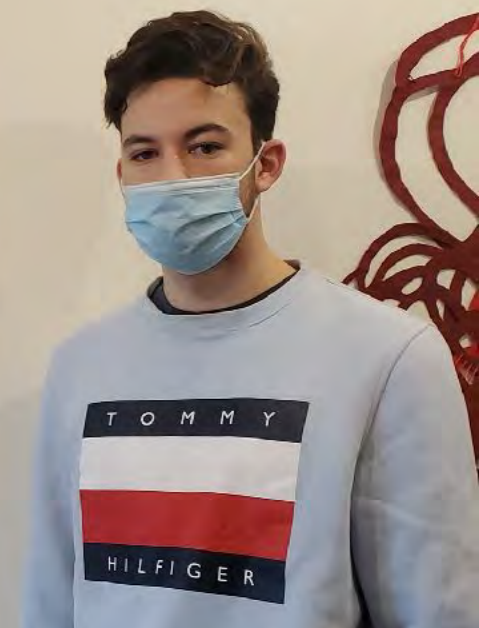


Over the next five years, these funds will be allocated for the following:

- 1) The Honors Award for Student Leadership. This award will be issued at the end of the academic year and will recognize an exemplary Honors Student who has developed innovative projects that promote student engagement and model service for others.
- 2) Expenses related to sending Honors students to leadership conferences and similar opportunities.
- 3) Expenses related to service activities for Honors students, such as transportation.
- 4) Expenses related to the costs of attending the 360 Freshman Retreat.

THE LOUNGE IN FRANCIS HALL 143 HAS BEEN TRANSFORMED INTO AN EXHIBITION SPACE FOR ARTWORK BY, OR RELEVANT TO, HONORS STUDENTS, FACULTY, AND STAFF. DROP BY AND TAKE A LOOK!

“EXHIBIT A” IS ON DISPLAY IN THE HONORS SUITE ART GALLERY THROUGH FEBRUARY



The inaugural exhibition in the Honors Suite Art Gallery features the following student works:

Nick Helj (pictured above), *Empty Reflections*, Photography

Grey Jan, *Trois éventéa*, Felt and Thread

Andrea Ramirez, *Rocanrolera*, Felt and Lace over chicken wire

Our gratitude goes out not only to the student artists, but to Betsy Odom, Co-director of the Ralph Arnold Gallery and Advanced Lecturer in Fine Arts, who organized and installed the exhibit with the help of Honors student, Glenn Short.

“The Artist in His Studio.” François Boucher (France, 1703-1770)

THE HONORS BIPOC COALITION PRESENTS A FIRESIDE CHAT WITH PROFESSOR JACQUELINE SCOTT

TOWARD A PLACE WHERE I CAN BRING ALL OF ME

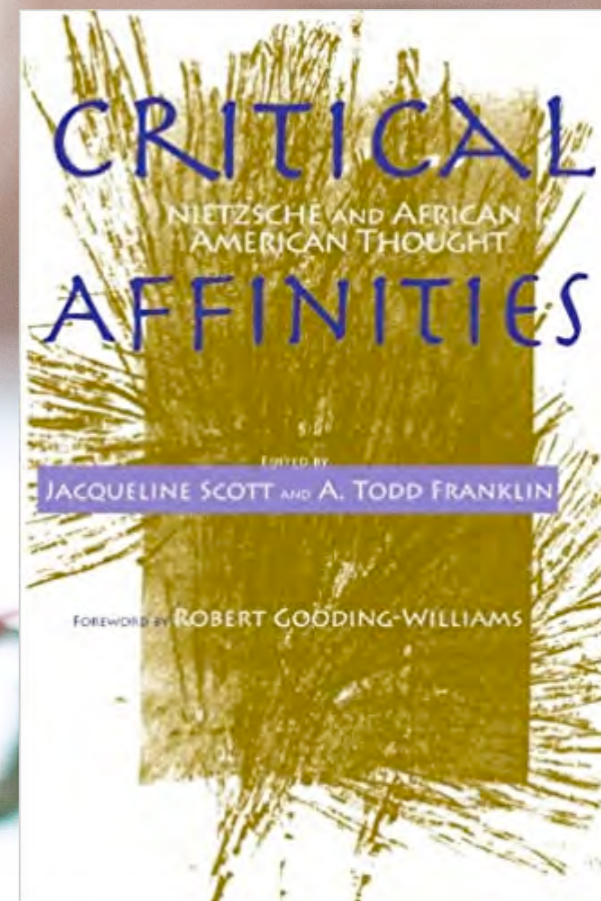
DATE: Wednesday, February 23, 2022 TIME: 6:00-7:30PM LOCATION: Cuneo Hall 109

CONTACT: Diya Patel (dpatel120@luc.edu)

We will be discussing Dr. Scott's paper "Toward a Place Where I Can Bring All of Me: Identity Formation and Philosophy." The event will begin with a short lecture reviewing this paper, followed by a discussion and Q&A regarding the topics presented in the paper.



Jacqueline Scott is Associate Professor of Philosophy at Loyola University Chicago. She received her undergraduate degree from Spelman College and her doctoral degree from Stanford University. Her research interests include Nietzsche, nineteenth-century philosophy, critical philosophy of race, and African American philosophy. She is the co-editor (with Todd Franklin) of *Critical Affinities: Nietzsche and African American Thought*, and has published numerous articles on Nietzsche, critical philosophy of race, and the intersections of those two areas. Scott is currently completing a book manuscript entitled *Nietzsche's Worthy Opponents, Socrates, Wagner, the Ascetic Priest, and Women*. She is also at work on a book project entitled *Ending the Racial Nightmare: Re-Thinking Racial Identities and Alternate Paths to Racialized Health*.



FEBRUARY IS BLACK HISTORY MONTH

THREE HONORS STUDENTS ARE AMONG THE INAUGURAL RECIPIENTS OF AN AWARD THAT AIMS TO ENCOURAGE AND CELEBRATE STUDY ABROAD.

THE CAS BUILDING INTERNATIONAL BRIDGES AWARDS FOR JUNIORS AND SENIORS

In his announcement of the award winners, Dean Schraeder emphasized that, “these awards are part of a larger CAS endeavor to ensure that students have the financial support necessary to pursue their academic dreams, both at home and globally.” The award recipients represent a variety of CAS majors. They will be participating in long-established study abroad programs, most notably at Loyola’s John Felice Rome Center in Italy, as well as newer faculty-led programs, such as our Theatre-focused program in London. To make these awards happen, the CAS Dean’s Office collaborated with university partners to launch an endowment that permanently funds twelve annual awards. Congratulations to the Honors students who received the award this year: Gia Clarke, Malia Hunter, and Naomi White.



Gia Clarke, Senior, Anthropology and Advertising/Public Relations. John Felice Rome Center, Italy, spring 2022.



Malia Hunter, Junior, Theatre. CAS faculty-led Theatre Program, London, United Kingdom, May 2022.



Naomi White, Senior, Criminal Justice and Criminology. Maynooth University, Maynooth, Ireland, spring 2022.

SPEND YOUR JUNIOR YEAR ABROAD CONDUCTING INTERNATIONAL RESEARCH

STUDY IN ROME, ITALY, & HO CHI MINH CITY, VIETNAM, THROUGH THE RICCI SCHOLARSHIP PROGRAM



THE RICCI SCHOLARSHIP PROGRAM is an opportunity for students to conduct international, independent research during their junior year. Named after the Jesuit scholar Matteo Ricci, the program allows students to choose a topic that will compare cultural differences between the East and the West. Students will spend the Fall Semester of their junior year in Rome, Italy at Loyola's John Felice Rome Center. In the Spring, they will travel to Ho Chi Minh City, Vietnam, and continue their studies and research at the Loyola Vietnam Center. The Scholarship covers round trip airfare between Chicago and Italy in the Fall Semester and between Chicago and Vietnam in the Spring Semester. A stipend to cover independent costs will also be awarded to students while they are abroad.

PROGRAM REQUIREMENTS

Solid academic achievement; good disciplinary record; favorable recommendations from a faculty mentor and academic advisor.

APPLICATION PROCESS

Students must submit a research proposal through the Ricci website by November 15, 2022. Applicants are highly recommended to communicate with [Samantha Chipman](#) or [Prof. Mine Cinar](#) during the application process.

INFORMATION

www.luc.edu/ricci/

IS IT A MONTH, OR IS IT AN IMPERATIVE?

MARCH IS WOMEN'S HISTORY MONTH

GET INVOLVED

LEADING WOMEN OF TOMORROW

LWT is a student run, non-partisan initiative that seeks to encourage more young women to consider careers in public service, with the aim of bridging the gender gap among public representatives. Today, women make up only about 23% of legislatures across the world. We strive to encourage students of all majors, races, and gender identities to find their voice through our organization.

Email: leadingwomentomorrow.luc@gmail.com

Instagram: @lwt.luc

Facebook: Leading Women of Tomorrow LUC

IGNITE LUC

IGNITE launched nationally in 2010 to address the lack of women in elected office by building a pipeline of next generation leaders who are poised to flex their political power. IGNITE's model moves young women to run and win, and it also dramatically increases their political engagement on every level. Please join Loyola's IGNITE chapter as we create a world where young women own their fair share of political power.

Email: igniteloyolachicago@gmail.com

Instagram: @ignite_luc

FEMINIST FORUM

The Feminist Forum was founded in 1995 through the Women's Studies and Gender Studies Program at LUC. The Feminist Forum provides students with a supportive, safe, and open environment to discuss intersectional feminist issues including gender, race, class, and sexuality. Its members are dedicated to advancing the cause of Feminism by creating a thoughtful environment for discussion and holding events to raise awareness of sexual violence, discrimination, and awareness of systems of patriarchy.

Email: lucfeministforum@gmail.com

Instagram: @feministforum.luc

THE GANNON CENTER FOR WOMEN AND LEADERSHIP

The Gannon Center hosts a variety of programs and events to commemorate Women's History Month.

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

UNDERGRADUATE WOMEN'S LEADERSHIP AWARD

This award recognizes women undergraduate students who exemplify Loyola's Jesuit values and the Gannon Center's mission of fostering a more just world through leadership, research, and service.

<https://www.luc.edu/gannon/undergraduatewomensleadershipaward/>

DR. MEGAN SHOLAR TEACHES HONR 203 THE US EXPERIENCE

WOMEN AND POLITICS

Dr. Megan Sholar is an Advanced Lecturer in the Honors Program. Her research centers on women, politics, and public policy, with a focus on family and parental leave. Her first book, *Getting Paid While Taking Time: The Women’s Movement and the Development of Paid Family Leave Policies in the United States*, examines the reasons that the United States remains the only industrialized country in the world without paid family leave at the national level. As Dr. Sholar describes, the absence of such policies has wide-reaching implications for gender equality. The fact that women are responsible for the majority of the (unpaid) care work of their families—and receive little support in the form of government policies or programs—helps to explain why they continue to face political, economic, and social discrimination and underrepresentation in the United States.

Her current co-authored book project, *Chasing Equality: Women’s Rights and Public Policy in the United States*, further examines women’s second-class status. In particular, she explores the persistent gender gap and discrimination in education and employment, the challenges women face when trying to balance work and family, and the long-standing battle for women’s reproductive rights.

Dr. Sholar brings this research experience to her U.S. Experience course on Women and Politics, and she is the faculty advisor for both Leading Women of Tomorrow and IGNITE LUC.

WATCH

Dr. Sholar co-organized the Honors Program’s Student-Alum Debate in 2020 on the topic of the Electoral College:

<https://www.youtube.com/watch?v=kY6SSpes1dU&t=55s>





TAKE YOUR ACADEMIC SKILLS TO THE NEXT LEVEL

THE INTERDISCIPLINARY HONORS STUDENT CONFERENCE

PROPOSAL DEADLINE: FRIDAY, FEBRUARY 18, 2022

CONFERENCE DATE: 9:00am to 3:00pm on SATURDAY, APRIL 9, 2022

LOCATION: IN PERSON! 4TH FLOOR OF THE INFORMATION COMMONS

STUDENT ORGANIZING COMMITTEE: OWEN FINK (CHAIR, ofink1@luc.edu), SOFIYA LOUGIN, KATHERINE MCCORMICK, SYDNEE O'DONNELL, AND DELANEY HAYES

FACULTY SUPPORT: DR. SHOLAR (msholar@luc.edu); PROF. STRAIN (vstrain@luc.edu)

PROPOSALS

- Submit a brief summary (250 words) describing the research paper or project that you would like to present.
- Include a paper title and the name of the course from which it was drawn.
- Submit proposals in Word format to Dr. Nadi (gnadi@luc.edu).

PRESENTATIONS

- Accepted papers should be 5-8 pages in length.
- Participants will present on their research for 10-15 minutes.
- Professors will act as discussants after each group of papers is delivered.

JUST IN TIME FOR SHAKESPEARE'S BIRTHDAY

THE ANNUAL MCELROY SHAKESPEARE CELEBRATION

For thirty years, the Loyola English Department has held the “McElroy Shakespeare Celebration” each spring. This interdisciplinary evening combines the talk of an eminent Shakespeare scholar with performances by professional and student actors, offering the audience both intellectual insights and artistic delights. A reception hosted by the Honors Program will follow. This event is free and open to the public.

2022 TOPIC: “I SEE A VOICE!”: LOOKING FOR SHAKESPEARE’S EXTRAORDINARY VOICES

There are moments in several of Shakespeare’s plays when characters speak in strange voices. In particular, some are said to roar, and others to squeak. What might these extraordinary voices have sounded like? How could we tell? And what might they have meant?



DATE Thursday April 28th, 2022

TIME 7:30-9:00pm

LOCATION Information Commons, 4th Floor

THE SPEAKER

PROF. WILLIAM N. WEST

Professor of English, Classics, and Comparative Literary Studies, Northwestern University

Author of *Common Understandings*, *Poetic Confusion: Playhouses and Playgoers in Elizabethan England* (2021)

Review: “This exhilarating book... enables us to understand, as never before, the edginess, thrill, and danger of plays and performance in the time of Shakespeare.”

THE DIRECTOR

DR. CASEY CALDWELL

Dr. Caldwell holds an MFA in directing from Mary Baldwin University in partnership with the American Shakespeare Center, as well as a Ph.D. in English from Northwestern University. He has worked with London's Globe Theater, Chicago Shakespeare Theater, Austin Shakespeare, the American Shakespeare Center, and more. His most recent directing credits include *Richard III* with The Empty Theater.

THE ACTORS

Professional actors associated with the Chicago Shakespeare Theater at Navy Pier will explore topics from the lecture through scenes and speeches, illustrating the relationship between performance, research, and interpretation.

<https://www.chicagoshakes.com/>

APRIL 22, 2022, MARKS THE 52ND EARTH DAY CELEBRATION

The Honors Program contributes to Loyola's sustainability through its recycling station for items that are hard to recycle: oral care products (all brands of toothbrushes, toothpaste tubes and caps, floss containers, and packaging); razors (all brands of disposable and reusable blades, razors, and plastic packaging); and plastic bread tabs. Feel free to stop by the Honors offices in Francis Hall 143 to drop off any of these items.

Created by Dr. Sholar, our station adds to the extensive recycling program already in place at Loyola: <https://www.luc.edu/sustainability/campus/recycling/what-can-i-recycle/index.shtml>

The Cycle & Recycle Center allows you to dispose of other hard-to-recycle items, such as cosmetics, clothes, books, and small electronics: <https://www.luc.edu/sustainability/campus/recycling/cycleandrecyclecenter/>

To learn more about Earth Day and ways to take action against the climate emergency, visit <https://www.earthday.org/>



SPRING IS AWARD SEASON

THE GRADUATING SENIOR AWARD

Chosen by a committee of Honors faculty members, this student's academic success over the course of the program and their contribution to the Honors community life will be considered.

THE CAPSTONE AWARD

The winner will be determined by the faculty member(s) teaching the Honors Program Capstone Course, "Moral Responsibility."

THE SOCIAL JUSTICE AWARD

This service award will be given to a student at any year of study who has significantly promoted the cause of equality. Application requires (1) a letter of reference from an Honors faculty member or project supervisor, and (2) the student's own personal statement describing their motivation and the way that their work has been furthered by their studies. **APPLICATION MATERIALS ARE DUE TO [VSTRAIN@LUC.EDU](mailto:vstrain@luc.edu) BY APRIL 1.**

THE AWARD FOR STUDENT LEADERSHIP

This award recognizes an exemplary Honors Student who has developed innovative projects that promote student engagement and model service for others.

THE FRESHMAN ESSAY PRIZE

The winning paper and student will be selected by the faculty members who teach HONR 102.

FOR MORE INFORMATION: <https://www.luc.edu/honors/academics/awards/>

SPRING SENIOR CELEBRATION

Every spring, the Honors Program recognizes the achievement of our graduating students with a special reception. It is an opportunity to gather as a class one last time and to raise a glass to your past and future selves. Faculty and students will share their memories; the Honors Program award winners will be announced; and the Graduating Senior Award recipient will be asked to make remarks.

DATE: Wednesday, April 20, 2022

TIME: 4:00 to 6:00pm

LOCATION: 4th Floor Information Commons (requested)

TICKETS: 100 student tickets are available for this event. Seniors, please RSVP to corellana1@luc.edu on or before April 1st.

LEAVE YOUR MARK: Submit photos of your program experience for the photo montage at the Senior Celebration and for the spring issue of the Honors Magazine. Contact vstrain@luc.edu.



VOLUNTEER: TUTORS NEEDED

THE LOYOLA COMMUNITY LITERACY CENTER



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](https://luc.edu/literacy)
[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, January 31, 2022. 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)

14 Reflections

IN MEMORIAM

DR. JAMES HARRINGTON

In October 2021, our community suffered a very unexpected loss: Dr. James Harrington taught in the Philosophy Department and the Honors Program. In the stories and impressions that have been shared since his passing, a few comments have come up again and again. Jim's intellectual curiosity and energy had no bounds; neither did his care for others. He loved to discuss and debate; he loved to help. He embodied the ethos of the Honors Program through his passion for learning and imparting knowledge, and he embodied the Jesuit mission of *cura personalis* through his collegiality and his work with students.

Those who taught the longest with Jim commented on his *presence*: it is hard to imagine teaching HONR 102 without him *there*, debating topics at planning meetings with the team of instructors and rolling up his sleeves to pitch in when technology went awry. They testified to his compassion, as well. Dr. Rothleder remembers his support, walking her across campus, while she hobbled along with a broken ankle in a clunky boot. Dr. Whidden reflected, "in recent years, it's

dawned on many of us that we need to prioritize students' mental health, but I think Jim knew this from the first day he stepped in the classroom, many years ago." An imposingly tall figure, Jim nevertheless had a gentle nature that was exemplified by his love of animals. The two kittens he adopted during the pandemic would float or fly across the computer screen during Zoom calls.

Honors students have written to our office to express their grief at Dr. Harrington's untimely passing. One wished for their comments to be shared anonymously: "Dr. Harrington was a teacher who genuinely cared about his students. He always wanted to have a conversation, not a lecture. He was constantly available when you needed advice or help. His class, his jokes, and our conversations helped me get through lots of tough days in the online learning environment and I know he impacted many other students in my class."

Dr. Harrington's Darwin lectures were a regular feature of our Spring Freshman seminar, and, as a result, our students could rely on a thorough introduction to pigeon-breeding. Dr. Harrington would (proudly, delightedly) show footage of the Birmingham Roller pigeons, whose breeding provides an

entertaining and extreme illustration of Darwin's conclusions about natural and artificial selection. These birds have been bred to roll—rather than merely fly—through the air. They tumble backwards midflight and fall, like daredevils and clowns, until suddenly lifting themselves back up into the sky. Honors students and faculty alike will forever think of Darwin's *Origin of Species* when we see a common pigeon.

The wonderful thing about academics is that they leave their words behind: you can read Dr. Harrington's book, *Time: A Philosophical Introduction* (Bloomsbury Academic, 2015). It exemplifies his ability as a teacher to explain the most complicated ideas in ways that his students (and colleagues) could understand and absorb: this book does not presume any philosophical or scientific background on the part of the reader. It is divided into three sections: the logic of time, the epistemology of time, and the physical structure of time. As the reviewer for *Dialectica* concludes, "Harrington's book is probably one of the best introductions to the philosophy of time."

Prof. Strain

15 Reflections: Angels Unawares

**Do not neglect to show hospitality to strangers, for thereby some have entertained angels unawares.
(Hebrews 13:2)**



16 Reflections: Angels Unawares

A TRAVELING SCULPTURE, DEPICTING THE PLIGHT OF MIGRANTS AND REFUGEES, MAKES A LANDING ON LOYOLA'S LAKESHORE CAMPUS

The touring sculpture titled *Angels Unawares* was installed on Loyola's Lake Shore Campus on September 3, 2021. *Angels Unawares* is a second casting of a piece commissioned by Pope Francis that was created by Canadian artist Timothy Schmalz. The original casting was installed in St. Peter's Square in Rome and unveiled by Pope Francis on the 105th observance of the World Day of Migrants and Refugees on September 29, 2019. *Angels Unawares* embodies Catholic teachings on the importance of welcoming the stranger and celebrating the contributions of migrants and refugees to our society. The piece depicts more than 140 immigrants from across history, densely packed onto a boat with the Holy Family, and is based on *Hebrews 13:2*: "Be welcoming to strangers, many have entertained angels unawares." The 20-foot sculpture weighs three-and-a-half tons and is installed near the southwest corner of the West Quad. We welcome *Angels Unawares* as part of our 150th Anniversary observance and invite students, faculty, and staff to visit the sculpture and to reflect on the journeys and contributions of migrants and refugees. (Adapted from a statement by Janet Sisler, Vice President, Mission Integration)

<https://stories.luc.edu/angelsunawares>

<https://angelsunawares.org/the-sculpture/>



FACULTY PERSPECTIVES

DR. GORGUI TALL (HONR 210 ENCOUNTERING AFRICA)

To the Senegalese viewer like myself, Schmalz' "Angels Unawares" will inevitably evoke the "Barca wala Barsakh" phenomemon.

It started in the early 2000s when African and European newspapers regularly published stories and pictures of West African men arriving dehydrated and exhausted on the touristy beaches of the Canary Islands. Particularly alarming were the large number of deaths of migrants not fleeing war or persecution but in search of life opportunities.

In traditional flat-bottomed wooden fishing boats of 14 to 18 meters, locally called gal or pirogue, migrants – the majority coming from Senegal – made attempts to enter one of the seven islands of the Spanish Archipelago from where they hoped to continue their journey to mainland Europe. This trip takes between five to eight days, depending on weather conditions, the navigation skills of the captain and the quality of the boat. The

boats generally have no roof and hold a capacity of 50 to 80 persons, depending on the smuggler and the size of the boat. Usually they are in bad condition, are overcrowded, and do not carry enough food and drinks, resulting in high rates of human casualties. As a consequence, this passage has become generally known to Senegal migrants as "Barca wala Barsakh", literally meaning "Barcelona or death", that is, one would rather die or risk their lives in the open sea than be denied access to Europe.

In 2005 and 2006 the sea-passage from the Senegalese coast to the Canary Islands was among the most popular irregular migration routes from West Africa to Europe. In 2006, the number of migrants arriving on the islands peaked at 32,000. This figure does not include the number of migrants who departed from the West African coast but never reached the islands due to premature return or death en route.

I still remember the words of my cousin, Pape Tall, who finally made it to Spain on his third attempt. He used to say: "You know, death is only one time. I was not scared. Everything is in the hands of God. God decides when it is time to die. The only thing you need is to believe in God and yourself to leave. Everything that happens is thanks to God. Everybody dies when it is your hour."

As for my friend Ibrahima Seck, his

experience taking the sea route was not without difficulties. After five days, the boat started leaking and they no longer had water to drink and to wash themselves with. The salty water of the sea that entered the boat resulted in wounds on arms and legs and caused damage to the motor. This is how he recalled the trip: "I was psychologically tired from the noise [of the motor]. There were people who had hallucinations from the heat and who saw babies in the water. One time there was also a storm with a lot of rain. It was really hard to keep the water out of the boat. I could not sleep and I was very tired. A lot of people were afraid. Some were smoking herbs or drank gin to keep themselves calm. I only smoked cigarettes. One day there was a shark that swam around the boat. I thought I was going to die."

Like the words of these Senegalese backway travelers, the different stories of the 140 refugees represented on "Angels Unawares" only demonstrate the overwhelming impact that migration has had on humanity and calls us all to act and consider ways we are one humanity despite our differences.

18 Reflections: Angels Unawares

STUDENT PERSPECTIVES

TYLER SMITH



From afar, Schmalz's work depicts a mass of dense, aching bodies crowded amongst a boat. The sheer heaviness of the bronze cluster is almost palpable. Though, proudly protruding above this weight is a visual symbol with an element of dynamism and weightlessness—a pair of angel's wings. Immediately, the title, *Angels Unawares* (a reference to Hebrews 13:2) begins to make sense. As I grew closer and the mass became a group of individuals, the sense of specific instances of migration and refuge became apparent. Schmalz eloquently depicts the complexity of migration. There are depictions of famine, suffering, and pain alongside others looking forward with a sense of pride and optimism.

Immediately, I'm reminded of Auguste Rodin's massive bronze sculpture, *The Burghers of Calais* (1884-95), depicting six Burghers ("Bourgeois" in the original French title) who lay down their lives in a deal with England's Edward III: Surrender the rulers of Calais, France, to save the Calaisien mass from slaughter in the impending siege. Rodin's figures accept death in their own ways, each depicting unique human experiences that, despite being in a collection, are disjointed.

I bring up this comparison not to compare the works' politics, but rather because both Rodin and Schmalz have a profound understanding of Humanistic values. Both works beautifully juxtapose the infinite spectrum of individual reactions to almost universal experiences. By this, I mean that both artists deal with subjects which are omnipresent in life as we understand it (migration and death, respectively). In doing so, both artists unify people with a range of subjectivities. Schmalz, however, offers a significantly more hopeful scene. Even amidst the figures in his work which emanate insurmountable pain, looking just beyond at the protruding angel wings offers a glimmer of hope.

19 Reflections: Angels Unawares



FACULTY PERSPECTIVES

DR. ANDREW WILSON (HONR 203 US EXPERIENCE)

I first saw “Angels Unawares” on 21 September, on a sunny afternoon on my way to class in Francis Hall. I had been told the sculpture was in the West Quad but knew nothing about it – why it was there and what it was meant to represent. As I approached from the direction of the lake, I was initially struck by the scale and composition of the piece. “Angels Unawares” has a magnetic draw upon the observer. As I walked around the sculpture I was transfixed by the power and dignity in which the subjects had been portrayed, and immediately tried to compile a list of the races, ethnicities, and historic periods that were represented.

“Angels Unawares” had a particularly strong resonance for me. I am an immigrant and political refugee. Standing before the sculpture sparked a memory of the first time I saw Chicago coming in at night

on a flight from Ireland in January 1985. I remember a sense of relief to be getting away from Belfast’s daily round of bombings and shootings, (perhaps misplaced considering the daily carnage in Chicago) and the anticipation and excitement of coming to a country and city for the first time.

Standing beside “Angels Unawares” also reinforced my appreciation of how lucky my experience as an immigrant has been. As a white, documented, Irish male, with a position in college already secured, I arrived with multiple advantages that have benefited me throughout 36 years of living in Chicago. Contemplating the racially, ethnically, and religiously diverse individuals represented in “Angels Unawares” brought a renewed appreciation for the challenges other immigrants have faced in their effort to get to the US and the barriers they have encountered when they got here. My sense of privilege has been compounded by recent news images of Afghans desperately clinging to US planes leaving Kabul and US border agents on horseback driving back Haitian migrants trying to enter Texas. I wish they all could be as fortunate as I have been.

STUDENT PERSPECTIVES

ELLA MONTGOMERY

Angels Unawares demands attention. As Adam Doster describes it, the statue shows the plight of immigrants and refugees. I felt an implicit call to action after being presented with the images of 140 refugees in the form of a question: Now what? After your attention has been drawn, what are you going to do? In the interim between seeing the sculpture and writing this reflection, I have started to pursue information pertaining to immigration with a keener focus. The topic is a fairly prominent one in my life, being featured in news and narratives often, but passively being aware of something and actively delving deeper are two different acts. I want to perform the latter one.

People ignore things. People forget things. Remaining unaware is a simple matter if one refrains from searching for information. As I consider the progression of my education, from secondary to undergraduate, I start to consider the gaps. Sometimes I feel as though I never know enough. If B.F. Skinner is right and “education is what survives when what has been learned has been forgotten,” what does that mean for a student? What about the things that are never taught? My education is (and will be) valued as the information I remember and the skills I hone. The ability to ask questions is a necessary skill to interrogate the absence of knowledge and accumulate more. After a critical look at my ignorance, “enough” seems like a deceptive term, as there is always something more to learn. The information that is accessible and presented to students might not necessarily be “enough”—that is why both advocating for the content you want and asking questions outside of the curriculum are important actions.

Angels Unawares prompted me to be cognizant of migration in a way I hadn't before. I don't know why. I do know, however, that in my attempts to become more aware and more inquisitive, I must champion the topics I wish to learn about.



21 Alumni: The LCLC Celebrates Its 30th Anniversary

THE LOYOLA COMMUNITY LITERACY CENTER CELEBRATES ITS 30TH ANNIVERSARY IN 2022

HONORS STUDENTS DISCOVER ENDURING LESSONS AS LITERACY CENTER TUTORS

The Loyola Community Literacy Center opened in 1992 on the Lake Shore Campus of Loyola University Chicago, and it has operated continuously during both Fall and Spring semesters since that time. The LCLC serves a highly diverse community of adult learners who were born in the United States or in other countries. Its mission is to provide individual assistance to all community adults, whether they are native speakers of English or multi-lingual learners. Some of our learners are educated professionals in their own countries, while others cannot read or write in their native



PROF. J. FRANTZEN (BACK LEFT) WITH UNDERGRADUATE LITERACY TUTORS JOSH LEWIS (FRONT LEFT) AND LAURA HERMANN (FRONT RIGHT) AND LITERACY CENTER MANAGER AND GRADUATE STUDENT MARK DAVIDSON (BACK RIGHT), DECEMBER 1992 (LOYOLA ARCHIVES)



languages, with English skills ranging from some level of English proficiency to none at all. The Center's team of tutors assists adults at all skill levels and helps with reading, writing, listening, and speaking skills.

The LCLC was founded by Allen J. Frantzen, Professor of English, who believed that even the most renowned scholars in English and Literary Studies should teach someone how to read. Between 1992 and 2005, Professor Frantzen provided training in literacy tutoring for all volunteers, students, and staff members at the LCLC. I am the current Director of the LCLC, Jacqueline Heckman, and I teach in the English Department and Honors Program.

The LCLC is one of Loyola University Chicago's "service learning" projects. Tutors are Loyola students or alumni, some of whom elect to earn course credit for their work. Loyola students



THE LCLC OPENED IN STEBLER HALL IN 1992.
(LOYOLA ARCHIVES)

skill levels have been explored by our students with grace and diligence.

One of the privileges of working with the student-tutors is to see them transform because of their experiences with our learners. They begin the semester somewhat concerned about their performance as tutors, but in just a few short weeks, they have changed, moving beyond their concerns with themselves to focus on helping others. After hearing about the experiences of our learners, the tutors also gain new perspectives on their own country and the world at large.

At the end of each course, students share their insights about the Center in written final reflections. These have been particularly inspiring for me as I watch the Center continue to develop over the years. Below I share several reflections from the latest semester of Honors student tutors.

One student contemplated how tutoring at the Literacy Center reinforced his connection to the community and beyond:

“Working and talking with adults in the area really helps make you feel like you are an important and productive part of the community because you get to know them, their lives, and their struggles by the work

we do.... That’s exactly what we did every night at the center, we got to know people, the nitty gritty, and their struggles. We did our best to help alleviate some of those by helping them learn the language of the community to bridge those cultural and social gaps that we are all too aware of. This is a measure of restorative justice.” (Kiril Nikolovski)

Another student related her experience directly to Loyola’s mission:

“Expanding knowledge in the service of humanity through learning is really at the heart of tutoring English at the Center, for I felt I expanded my own knowledge and learned just as much as the learners I was tutoring.” (Janet Dotson)

Other students explained that the experience broadened their understanding of their own country:

“What surprised [the learners], and the observations they had about the United States, broadened my understanding of the country in so many ways.” (Elle Petravicius)

“Our very nation was founded on the idea of bringing different people together and it’s a wonderful thing to see that here.” (Butool Ali)

volunteer or enroll in English and Honors courses to share their knowledge of the English language. The teaching methods needed to address such a wide range of

And still another Honors student noted that her experience offered her a path forward in the future:

“By seeing the university’s mission in action, I now better understand how I can have a real, measurable impact on my community and also that I have something to contribute to those around me.... I think this experience has also helped me to feel a little more prepared for the transition from a student to a young professional because I have had these experiences of working with the learners, the other tutors, and the supervisors as we all work together toward our common goal of improving literacy.” (Claire Seccombe)

Previous generations of alumni are able to offer reflections on how the Literacy Center has impacted their professional lives. Dalton Scott Day (Class of 2018) writes:

“As a Chicagoland substitute teacher, I try to draw upon my experiences from the LUC Literacy Center each time I step into the

classroom. Respect for the whole learner and their life experiences is essential no matter one’s age or level.”

Student-tutors are responsible for interaction, research, and reflection throughout the Honors 290 course, tutoring more than fifty hours per semester, maintaining journal entries about their experiences, and engaging in research about literacy and second language acquisition. I have seen our students not only rise to these challenges but also thrive as they meet them because they see the results of their efforts in the gratitude of our learners and in their own personal growth. Accompanying them on their journey is both an honor and a privilege.

Jacqueline Heckman
English Department Faculty
Director, Loyola Community Literacy Center



LITERACY CENTER GRADUATE STUDENT STAFF MEMBERS (TOP ROW) ZOOMING WITH HONORS STUDENT TUTORS (CLAIRE SECCOMBE, ISABELLE BROWN, GRACE HIGBIE, ELLE PETRAVICIOUS, KIRIL NIKOLOVSKI, JANET DOTSON, JUSTIN ROSS, MIRANDA HERTZOG, AND SAMANTHA MILLER), 2021.

ALUMNI PERSPECTIVES

ALEX HANTON: FROM CHICAGO TO VALENCIA

I graduated in 2018 and worked at the Literacy Center during the fall semester of 2017. I still look at my time there fondly—it was a unique chance to meet people in Chicago with backgrounds very different from my own. Even in a city as diverse as Chicago, it is easy for college students to get stuck in a bubble of other students and people with a similar background. My work at the Literacy Center allowed me to break down those barriers and talk to people who'd had very different experiences. I even became good friends with some of my tutees. As I was also studying Spanish at the time, I especially connected with some of the students from Latin America. I was also able to practice a second language when we spent time together outside of the Center, and we were able to bond over the challenge of carrying out a conversation in a language that was not our native tongue. I am still in touch with a handful of these friends, and it has been especially rewarding to watch our language skills improve over the past several years.

I now live in Valencia, Spain, and teach English to elementary schoolers, and often recall the lessons I learned at the Literacy Center. One thing that I especially try to imitate is the welcoming and non-judgmental environment that flourished there. Learning a language is extremely difficult and can be very embarrassing, but practicing conversation with native speakers is such an important way to learn. The kids I work with now are often ashamed of their skill level, especially around their more advanced classmates. I recall the diversity in both English level of the tutees and teaching experience of the tutors present at the Literacy Center, and the patience everyone afforded to one another. The environment was comfortable and accepting, something that I think is essential to learn a new language and keep students coming back to practice.

Even though I only worked at the Literacy Center for a semester, it was an academic experience that I still remember and appreciate well today. If I ever find myself back in Chicago, I would love to return as a volunteer!



GET INVOLVED

Update your contact information:

<https://www.alumni.luc.edu/s/1548/alumni/index.aspx?sid=1548&gid=2&pgid=669>

Volunteer at the Loyola Community Literacy Center: contact literacy@luc.edu

Contribute stories and photos to the Honors Magazine: contact Prof. Strain (vstrain@luc.edu)

Purchase a 2021-22 Honors Sweatshirt: contact the HSA (hsa.luc@gmail.com)

Alumni Awards

<https://www.alumni.luc.edu/s/1548/alumni/index.aspx?sid=1548&gid=2&pgid=3948>

Alumni Weekend

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

Events Calendar

<https://www.alumni.luc.edu/s/1548/alumni/social.aspx?sid=1548&gid=2&pgid=401>

Service Opportunities

<https://www.alumni.luc.edu/s/1548/alumni/social.aspx?sid=1548&gid=2&pgid=2620>

Retreats

<https://www.alumni.luc.edu/s/1548/alumni/social.aspx?sid=1548&gid=2&pgid=3276>

Loyola Travels

<https://www.alumni.luc.edu/s/1548/alumni/social.aspx?sid=1548&gid=2&pgid=435>

Make A Gift

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



HOW TO CONTRIBUTE TO THE HONORS MAGAZINE

SENIORS: SEND US YOUR PHOTOS!

From your first hello to your last goodbye in the Honors Program.

The Spring 2022 issue of the *Honors Magazine* will be entirely devoted to the photo history of our graduating seniors. Send us your most memorable selfies and group shots, complete with captions: vstrain@luc.edu

