Drew Hensel
Student Spotlight | Engaging in the greater Columbia community

Honors Tutorials
Fall and Summer 2013
Artifacts invites submissions of writing projects and photographs by undergraduate students for our Fall 2013 issue. Submissions that engage directly with the four Mizzou Advantage topics (see below) will be eligible for a $500 first prize, a $300 second prize, and a $200 third prize.

- While all topics are welcome, we are particularly interested in projects that deal with one of the four Mizzou Advantage initiatives (see http://mizzouadvantage.missouri.edu/about/):
  - **Food for the Future**: The culture, economics and production of healthy, affordable food.
  - **Media of the Future**: New ways to communicate, educate and market.
  - **One Health/One Medicine**: The convergence of animal and human health.
  - **Sustainable Energy**: Developing and distributing renewable energy sources.
- Priority deadline for submissions is Friday, May 10, 2013.
- For complete submission information and to see past winners, visit http://artifactsjournal.missouri.edu/information-for-student-authors/.
- Send questions and submissions to Naomi Clark at nkcfk6@mail.missouri.edu.

About Artifacts
Artifacts is a refereed journal of undergraduate work produced in courses at the University of Missouri. The journal celebrates writing in all its forms by inviting student authors to submit projects composed across different genres and media. Artifacts promotes a public exchange of ideas by providing MU students with audiences outside their own classrooms. Projects are selected not because they meet some universal standards for writing but because they meet with creativity and intelligence the particular demands of given topics and forms.
MUServes is “an online database designed to link students and student organizations with service opportunities in Mid-Missouri,” according to the website. MUServes is one of the resources provided to students by the Office of Service-Learning. Click the logo above to access the database.

Logo courtesy of MU Office of Service-Learning.

3 Announcements

5 Honors Tutorials
Fall and Summer 2013

9 Student Spotlight:
Drew Hensel

11 Dr. West
On Public Scholarship

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University of Missouri Honors College
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@MUHonors

The Honors College Newsletter
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Cover photo courtesy of University of Missouri Honors College.
Fulbright Student Programs

The U.S. Fulbright Programs offers a terrific opportunity for many students to receive Fulbright research/study grants in virtually any field and in about 140 nations worldwide; Fulbright English Teaching Assistantships place American college graduates in a classroom abroad to provide assistance to teachers of English to non-native English speakers and to serve as cultural ambassadors for the United States (ETAs do not have to have been education majors).

The application period for awards tenable during the 2014-2015 academic year will open during the summer, and the MU campus deadline for applications will be August 30, 2013, with final submissions due in October. U.S. citizenship at the time of application is required, and students must have earned a baccalaureate degree prior to starting the grant itself.

Contact the Fellowship Office for more information:

Fellowships Office
M128 Student Success Center
573-884-4661

Take a look at the Fulbright website: http://us.fulbrightonline.org/

Special Events for Pre-Med Students

All MU Pre-med students are invited to attend these special events!!!

Announcing a Lecture and Workshop Series by Honors College Scholar in Residence Dr. Ronald Schleifer
George Lynn Cross Research Professor, University of Oklahoma

“How the Experience of the Humanities Can Help Train Doctors”
Friday, April 12th
11:00am
Memorial Union S203
(open to all MU students and faculty)

For more than a dozen years, Ronald Schleifer, a professor of English, has team-taught courses with Jerry Vannatta, MD, Professor of Internal Medicine, focusing on the ways that the humanities – and particularly an understanding of narra-
can contribute to the education of physicians and other health care workers. They have conducted seminars and classes with pre-med students, students in medical school and workshops for practicing physicians and other health care professionals. Their students include the last four Rhodes Scholars from the University of Oklahoma, three of whom continued their work in the medical humanities at Oxford before returning to their medical education in the United States. Just this January they published The Chief Concern of Medicine: The Integration of the Medical Humanities and Narrative Knowledge into Medical Practices. His talk, “How the Experience of the Humanities Can Help Train Physicians” calls upon this background to argue for the systematic inclusion of humanistic understanding into the education and practice of physicians. This work is particularly timely in relation to the announced changes in the Medical College Admissions Test that will take place in 2015.

**Personal Statement and Interview Preparation Strategies with Dr. Ron Schleifer**
Friday, April 12th
2:00pm
Memorial Union S203
(open to all MU students)

Dr. Ronald Schleifer will discuss among other things, the connections between personal statements and strategies for interviews. Former MU students’ personal statements will be discussed and students are encouraged to bring their drafts if they don’t mind their statements being discussed within small groups.

**Individual Personal Statement Brainstorming/Review Session for Juniors and Seniors**
Friday, April 12th
3pm-5pm
Honors College Conference Room (2nd Floor Lowry Hall)
(open to all MU students)

Need help getting started on your personal statement for medical school or want some feedback on what you’ve already written? Call the Honors College (882-3893) to schedule your individual brainstorming session with Dr. Ronald Schleifer. Bring along a copy of your resume (or drafts of your personal statement) and Dr. Schleifer will provide feedback and suggestions. This is also a great opportunity for re-applicants! (Appointments are 20 minutes long; you must call to arrange a time)
Based on the Oxford style of teaching, “Honors Tutorials” pair a small group of honors students (typically two to five) with a distinguished MU faculty member to discuss a topic, author, book/s, or issue very intensely over the course of a semester. Meetings take place in the faculty member’s office (or other, non-classroom setting) once a week. All tutorials in the Summer and Fall Semesters are ONE CREDIT HOUR.

If you would like to participate in one of these tutorials, please email a one-page statement to the tutorial professor about why you’d like to enroll in the tutorial, addressing the following questions:

- Why does a tutorial method of learning appeal to you?
- What do you think you’ll gain from the experience?
- Why are you interested in the particular topic?

Make sure to indicate your major/s as well as your overall GPA.

Tutorial Applications are due Monday, April 22nd, 2013

### Tutorial #1
Spanish Civil War: History, Literature, Today
Dr. Michael Ugarte, Professor of Spanish
Ugartem@missouri.edu

In this one-credit tutorial we will study various aspects of what was conceivably one of the most important events of the 20th century: the Spanish Civil War. We will explore this conflict not only as a historical phenomenon, but also as a cultural one. What was the so-called anti-fascist struggle about? What impact did it have on Nazism and the Holocaust? Why were so many world writers and thinkers (George Orwell, V. Woolf, Ernest Hemingway, Langston Hughes, Pablo Neruda, F. García Lorca) deeply affected by this conflict? Why was anarchism such a popular social and political ideology? We will also try to come to an understanding of the lessons of the conflict for today, both in Spain and in the world. Short, weekly responses (oral and in writing) to the readings will be required.

### Tutorial #2
The Way We Live Now
Dr. Elizabeth Chang, Associate Professor of English
Changel@missouri.edu

In this one-credit tutorial we will read Anthony Trollope’s major Victorian novel The Way We Live Now in serial installments. The novel’s plot alone gives us a lot to talk about—it covers financial corruption, social climbing, American railroads, even the Emperor of China—but we will also discuss the Victorian social world, serial publication, and the recent television adaptation of the novel for the BBC. And surely we will be able to discover some relevance to the present day in Trollope’s satiric
portrayal of a devastating investment scandal. Short, periodic written responses to the readings are required.

**Tutorial #3**
Veterinary Medicine: Beyond the Animal
Dr. Chuck Wiedmeyer, Associate Professor of Veterinary Pathology  
WiedmeyerC@missouri.edu

Discussions in this one-credit tutorial will focus on the clinical and professional skills necessary for success in veterinary medicine. In addition, there will be an introduction to routine techniques used to diagnose and treat diseases in domestic species.

**Tutorial #4**
History of The Vikings
Dr. Lois Huneycutt, Professor of History  
HuneycuttL@missouri.edu

The years between 800-1100 are often referred to as the “Age of the Vikings” by scholars of European History. During those years, Scandinavians roamed the seas and rivers of Europe, disrupting long-established civilizations and breaking cultural patterns that went back centuries. Scandinavians explored and settled areas from the Caspian Sea to North America, influencing the course of Russian, Byzantine, British, and French history. They settled Iceland, Greenland, and eastern Canada. By the end of the era, the loosely-knit Scandinavian societies had coalesced into Christian kingdoms much like their southern European counterparts. The “Age of the Vikings” was over as quickly as it had begun. Scholars still debate what caused the sudden expansion of Scandinavian societies as well as the long-term effects of the Scandinavian expansion on western history.

In this one-credit tutorial, students will read introductory works on the Scandinavian Middle Ages, including Saga Literature, Poetry, and other primary sources before developing a reading list based on the students’ own topical interests. Suggested topics include: Scandinavian Religion and the Conversion to Christianity, Women in Scandinavian Society, Scandinavians in the Americas, and Warfare in Scandinavian Culture; but students are free to develop their own interests. Students will write summaries and reviews of works on their reading list and will have the option to produce a longer research paper (10-12 pp) that could be presented at the Phi Alpha Theta regional meeting in the spring. Students and the instructor will meet every two weeks for discussion.

**Tutorial #5**
Writing and Running
Dr. Pat Okker, Professor of English  
OkkerP@missouri.edu

This one-credit tutorial focuses on two of my passions: running and writing. During the semester, each student will choose an appropriate goal—whether that is to run/walk a mile or complete a marathon. While each person works independently toward that goal (teacher included!), we will work together to reflect on our training, and we will do so through a series of short writing exercises. This course is appropriate for students who have never run, students who are accomplished athletes, and anyone in between. When submitting their applications for this tutorial, students should indicate their previous experience with running and a tentative goal for the semester. Previous experience with running is not required: the sole requirement is a willingness to reflect on running through writing and to explore the connections between the two activities.

**Tutorial #6**
Ludwig van Beethoven, Artistic Revolutionary
Dr. Paul Crabb, Professor of Music  
CrabbRP@missouri.edu

This one-credit tutorial focuses on the composer, Ludwig van Beethoven and his role in the artistic development of the nineteenth century. Who was he? What role did his temperament play during that turbulent time in Europe? How did his music reflect his role in society? How did he affect the next generation of artists? Discussions, readings and assigned listening will center on his MASS IN C MAJOR (Op. 86), culminating with a live performance in Jesse Auditorium with Choral Union, University Singers, University Philharmonic and professional soloists. Short, written assignments will be periodically assigned. Music majors or non-majors with musical background, either instrumental or vocal. 2-5 students. Assignments will include varied readings about Beethoven, the social/political climate and his work as an artistic reformer. Some written work will be required along with attentive listening to assigned recordings.

**Tutorial #7**
Ritual in Stravinsky’s Le Sacre du Printemps (1913) and Les Noces (1923)
Dr. Neil Minturn, Associate Professor of Music  
MinturnN@missouri.edu

This one-credit tutorial focuses on the history of the composer, Igor Stravinsky and his role in the artistic development of the twentieth century. Who was he? What role did his temperament play during that turbulent time in Europe? How did his music reflect his role in society? How did he affect the next generation of artists? Discussions, readings and assigned listening will center on his Sacre du Printemps and Les Noces, culminating with a live performance in Jesse Auditorium with Choral Union, University Singers, University Philharmonic and professional soloists. Short, written assignments will be periodically assigned. Music majors or non-majors with musical background, either instrumental or vocal. 2-5 students.
Two of Stravinsky’s masterpieces, Le Sacre du Printemps and Les Noces, are balletic depictions of ritual. We can provisionally take ritual to mean a regularly repeated routine (I suspect we will refine our definition as the tutorial progresses). In Stravinsky’s words, Le Sacre is “a solemn pagan rite: wise elders, seated in a circle, watching a young girl dance herself to death. They were sacrificing her to propitiate the god of spring.” And Les Noces, says Stravinsky, “is a suite of typical wedding episodes told through quotations of typical talk. As a collection of clichés and quotations of typical wedding sayings it might be compared to one of those scenes in Ulysses in which the reader seems to be overhearing scraps of conversation without the connecting thread of discourse.” The tutorial will explore how ritual influences the music, the dance, and even the relation between the analyst/observer and the works themselves. We will begin by learning the Le Sacre du Printemps and Les Noces through listening, watching performances, and score study. We will then study the concept of ritual and explore how it applies to these two works. I hope that our study of ritual and of form will spark thoughts about how these concepts may apply to other pieces, other composers, and even other art forms (!). Open to all, though the ability to read music is essential, limited to 5 students. (Applicants need not be music majors.) Meetings will be held once per week. Two required papers, 5-10 pages. The first paper will be on an aspect of either Le Sacre or Les Noces. Here, I intend the idea of “an aspect” to be fairly wide ranging; I can imagine musical analysis, analysis of the ballet, analysis of some aspect of ritual, or a study of the genesis of the work, to name a few possibilities. The second paper may continue work on Le Sacre or Les Noces but it may also branch to study related issues in other works of Stravinsky or even in works of other composers.

Tutorials

Tutorial #8
Lasers in Advanced Industry and Modern Life
Dr. Robert D. Tzou, Interim Associate Dean and Chairman
Dr. Vitaly Gruzdev, Research Assistant Professor
Mechanical & Aerospace Engineering Department
TzouR@missouri.edu

This 1-credit-hour course is proposed for Fall Semester 2013. No prerequisites and specific background are required. The course is composed of case studies from real life. Each case involves application of specific type/class of lasers and is formulated to stimulate students’ interest and promote their ability in tackling viable solutions employing proper lasers. Each case will start with introduction, followed by detailed descriptions of the case study, formulation of the problem, and suggested resources for more detailed information regarding the case. The resources include materials on the websites, laser-research centers and institutions, textbooks, review lectures, and technical papers. Each case is split into several parts. Each student will work independently on each part, prepare a written report, and then make a 10-15 minute presentation to the class. The final grade come from all the cases studied within the semester. The objectives of this course are: 1) to expose and inspire interest of high-level MU students in laser science and technology by encouraging them to do research in selected areas of modern laser technologies; 2) to stimulate the students to explore the current levels of laser technologies for uses in a wide variety of environments with high-precision demand.

The cases covered in this course include:
- Lasers in military: What laser is needed to intercept terrorist tracks?
- Lasers in industry: How to drill though a 1-in-thick steel plate with a laser?
- Lasers in energy industry: LIFE plant of the future
- Lasers in high-tech: From micro- to nanoscale – the ultimate laser capabilities
Lasers in biology and medicine: Laser applications for lab-on-chip, MEMS, and NEMS
- Lasers in digital media: How does a CD/DVD player work?
- Ultrafast lasers versus nanosecond lasers – Thermal versus non-thermal processes
- Lasers in medicine: Laser surgery versus traditional surgery
- Lasers in medicine and science: from laser chemistry to laser bio-chemistry
- Lasers in telecom: How does a high-speed internet line use the lasers?
- Lasers for measurements: How to measure the distance to the Moon?
- Lasers for standards: How does an atomic clock work?

4-5 cases will be chosen from this list for the entire course (3-4 weeks per case). The class time will be one hour per week in average, in the form of one hour per week or two hours every other week, depending on the case studies. The class will take place in regular classroom for lecturing, discussion, and presentation, while the laser laboratory will be involved for demonstration.

Tutorial #9
Culture and Evolution
Dr. Mike O’Brien, Professor, Department of Anthropology
O’BrienM@missouri.edu

Usually when we think about evolution, we think of it as a biological process—groups of related organisms changing genetically and physically over time. Certainly when most of us think of evolution and humans it’s in biological terms: When did our ancestral line diverge from the ancestor that also produced chimpanzees? What did that ancestor look like? What is our relationship with, say, Neanderthals? When did our ancestors develop the capacity for language? These are all important questions, but there is another, just as critical question: When did humans develop a capacity for what we term culture? For this one-credit tutorial, we are going to throw out most modern definitions of culture, not to mention most approaches to understanding it, and look at culture as a special case of social learning. Many animals exhibit social learning, but it is the fact that human culture evolves quickly and is cumulative that makes it an exceptional case. And it is exceptional. By this I mean that one generation does things in a certain way, and the next generation, instead of starting from scratch, does them in more or less the same way, except that perhaps it adds a modification or improvement. The succeeding generation then learns the modified version, which then persists across generations until further changes are made. Human cultural transmission is thus characterized by the so-called ratchet effect, in which modifications and improvements stay in the population until further changes ratchet things up again. I guarantee that by the end of this course, you’ll be able to hold your own in any debate over what it means to be human.

Tutorial #10
The Literature of the Garden
Dr. Nancy M. West
westn@missouri.edu

This one-credit tutorial will explore two of my favorite hobbies: gardening and reading about gardening. Beginning with the explosion of gardening’s popularity in 18th century England and ending with a look at the current craze for gardening in the United States, this course will explore the cultural, social, and literary meanings of gardens. We’ll read a variety of famous texts on gardening, including The Secret Garden, Derek Jarman’s Garden, The English Gardener, and The Well-Tempered Gardener. Assignments will include weekly, informal responses to the readings and a group project that will somehow involve getting our hands in the dirt. Open to all majors.
RK: When and how did you first hear about the Service-Learning program?

DH: I first heard about the Service and Leadership program from my floor-mates freshman year because many of them took MUCEP (Missouri University Community Engagement Project).

RK: What made you decide to get a Service-Learning minor?

DH: I decided to get a Service-Learning minor after taking Community Engagement with Dr. Foley. She was so inspiring and my service site taught me so much about how to make a difference in the lives of others in the Columbia community that I could not pass up the opportunity.

RK: What do you do in the community that goes toward your Service-Learning minor?

DH: My major contribution within the community that will contribute toward my Service-Learning minor is my work for the After-School Program at Centro Latino (a non-profit organization that works with the Hispanic population in Columbia). I started last semester working with the children after their schools let out. I did everything from teaching them how to read to playing soccer with them all in order to help them improve and keep their high grades.

RK: How have those experiences impacted your time at Mizzou?

DH: These experiences that I have had because of volunteering at Centro Latino have allowed me to see a different side of Columbia that many students never have the opportunity to witness. I have been able to comprehend that there is much poverty in Columbia that precipitates from a large population of underprivileged citizens. A very effective way to combat this large problem of poverty is carried out by Centro Latino. This involves educating the youth within the community in order to give them the skills to succeed. Thus, by participating in my volunteering, I have been able to make a difference in the com-
munity while expanding myself beyond the campus that is Mizzou.

RK: What has been the most rewarding part of the Service-Learning program?

DH: The most rewarding part of the Service-Learning Program has been the kids. Even on the days when I don't feel like going into Centro, they never fail to put a smile on my face. While they can be trying at times, nothing brings a greater sense of satisfaction to myself than helping a young boy named Mamadou learn how to read or assisting a middle-schooler named Fran get an A on her Social Studies test. Overall, I love working with these kids, and they have taught me how important it is to give back because of their zeal for life that always reminds me to slow down and care about what matters in life: people.

RK: Do you have any specific memories from past community involvement projects?

DH: One of my fondest memories from volunteering, as I mentioned previously, involves teaching a second-grader named Mamadou to read. Last semester I started working with him weekly, and I quickly realized he couldn't read. All he would do is read the first letter of a word and then guess a random word that started with that letter. It took a lot of tough love and some seemingly supernatural patience, but after about a month or so, Mamadou began to read with gusto. He has continued to improve upon this crucial skill over the past few months, and it always brings me a sense of satisfaction to know that I had a small part in helping him hone that skill.

RK: How do you see the Service-Learning program contributing to your future, especially in applying for grad school or jobs?

DH: The Service-Learning Program has already contributed to my future plans by giving me the opportunity to serve as the Volunteer Coordinator at Centro Latino. It has given me the opportunity to improve my leadership skills and constantly work with kids, which will definitely help me in my future endeavor of becoming a doctor.

RK: What advice would you give a younger student looking to get involved in the community?

DH: To a prospective student interested in the minor in Leadership and Service, I would say: Do it! This awesome program allows you to actively learn through service while also bettering yourself on an individual level through critical thinking and introspection. A funny thing happens when you begin to put others before yourself, and it almost always ends with you learning more about yourself than you could have ever anticipated. You start to change your outlook on your dreams, aspirations, and life as a whole. I would highly recommend this program to anyone that desires to give back to the greater Columbia community.

“What's Your Story?

Do you have a story that deserves to be in the spotlight? If you or someone you know has a story you would like to see in the Honors College Newsletter’s Student Spotlight, let us know.

Send your story idea and contact information to Rnk7cd@mail.missouri.edu.
Beginning sometime in the late nineteenth century, universities began to be referred to as “ivory towers.” This was not a good thing. The image suggests an intentional, stubborn detachment from the “real world”; snobbish inhabitants; esoteric research; intellectual practice cut off from the practical concerns of everyday life.

Now things are beginning to look different. Just take a look at the course offerings in the Honors College this spring. Dr. Sandy Rikoon, a professor in Rural Sociology, is offering a tutorial this semester on “Food Scarcity.” His students are “participants” in his food research group, which works both on the Missouri Hunger Atlas and on a survey of food pantry client households that will be implemented this summer as part of a large USDA project. Dr. Bill Folk is doing a course on science and public policy, training students to think about how scientific research impacts our daily lives. And the Office of Service Learning has several courses, including one on public health and another on youth, that have made community involvement a significant part of the honors curriculum.

As an English professor, I’m particularly interested in how we, as researchers, translate what we do to the broader public. This interest comes out of my own past uneasiness with scholarship. I remember visiting a friend in New York City years ago. She had thrown a dinner party in honor of my visit, and as we sat around the dining room table chatting, the conversation turned to my research. At the time, I was writing a book on how the invention of the Kodak camera and its advertising had changed people's perceptions about the uses and meanings of photography. I loved that project and had already delivered several presentations on it at various conferences. But I remember hemming and hawing when asked to describe it to people who weren't in the academy. After the guests had dispersed and we were cleaning up, my friend looked me squarely in the eye and said, “You need to learn how to talk about your work.”

I did learn, and as a consequence, I’ve had the tremendous good fortune of collaborating with a range of people outside of the university, including curators, museum directors, photographers and other artists. I’ve given plenary talks at the National Gallery of Art in Washington, D.C. and the Amon Carter Museum in Fort Worth, Texas. I’ve been on PBS’ “The American Experience” and on the BBC series “The Genius of Photography.” But my most rewarding experience was a workshop I led five years ago for senior citizens on how to write about photographs. As I listened to the amazing stories they told about their snapshots, and saw how much it meant to the group to share those stories, I took tremendous satisfaction in knowing that my research had led to that moment.

This is my hope for all of you: that you can take your work and make it interesting and relevant to the public. We call this “public scholarship,” and we hope to make it the new hallmark of the Honors College. A public scholar is someone who uses his or her research to inform and engage public audiences on key issues and subjects. Public scholars recognize and promote the value of academic research to local and global communities; they collaborate with organizations, institutions, and companies; and they translate the scholarly work they produce into writings and presentations that are accessible to a variety of audiences.

By offering honors courses and programs that emphasize the importance of public scholarship, the Honors College is creating a new generation of scholars who will transform the academy from an “ivory tower” into a place where knowledge is produced for the public and with the public.

This fall I’m team-teaching a course for the first time on “public scholarship” with Dr. Amy Lannin, the director of the Campus Writing Program. In this seminar--open to all majors--we’ll be reading works by a variety of public intellectuals, including Malcolm Gladwell, Joan Didion, and MU’s own Steve Weinberg. And we’ll ask you to write for a variety of public audiences and venues on topics of your own choosing. Dr. Lannin and I couldn’t be more excited to offer this course. If you’re interested in signing up, please contact me.
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Greek 1100/Greek 1100H: Fall 2013 M-F 10:00-10:50 in Strickland 314
5 Hours Credit
Professor David Schenker

If you have any questions, feel free to contact David Schenker at schenkerd@missouri.edu, or stop by Strickland 408.