FALL 2017 HONORS TUTORIALS

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).

Please find a description of each tutorial below.

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?
- And why are you interested in the particular topic?
- Make sure to indicate your major/s as well as your overall GPA.

Hamilton and the Constitutional Foreign Affairs Powers COURSE CLOSED
Sam Halabi, Law School
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1 credit

The Framers and Foreign Affairs Powers is a course designed to introduce students to great works of legal philosophy, the effect those works had on the drafters of the U.S. Constitution when considering the powers each branch of government would possess with respect to foreign issues and affairs, and the conflict and cooperation between branches since those powers were codified.

Debunking Scientific Myths COURSE CLOSED
Shari Freyermuth, Biochemistry
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Jenelle Beavers, Honors College
BeaversJM@mail.missouri.edu
1 credit

“We’ve arranged a society based on science and technology, in which nobody understands anything about science and technology. And this combustible mixture of ignorance and power, sooner or later, is going to blow up in our faces. Who is running the science and technology in a democracy if the people don’t know anything about it?” Carl Sagan

This tutorial is designed to examine the intersection of fact and fiction intersect in science. Students will consider how fake science is created, dispensed and processed. Students will discover, address and dispel common scientific myths. Students will also consider how scientific myths affect policy making, academic literature and the study and practice of science and medicine. Students will be expected to participate in discussion using as much data as they can find. Critical thinking and evaluation of data and claims will be stressed. The course will encourage students to think beyond the rhetoric of interest groups in the news or on the web and form their own decisions.
Consumers/Employees: Give me Liberty or Give Me Arbitration
Robert Bailey, School of Law
baileyr@missouri.edu
1 credit

The concept for this course on consumer arbitration and liberty of contract will be explored through reading and discussing edited United States Supreme Court decisions. Starting in the 1960s with the Steelworkers trilogy, The United States Supreme Court has issued numerous decisions relating to arbitration which have significant impact on consumers and employees.

This one hour course will focus on 10 to 12 United States Supreme Court decisions. The students and I will explore and discuss the decisions with a goal of ferreting out the undergirding public policy implications of these decisions.

As mentioned, the course will begin with the Steelworkers trilogy which sets the tone for future Court decisions relating to Union employees but will carry over to consumers and non-Union employees. After discussing to Gilmer, which really is a watershed case as it relates to consumer and employee rights under an arbitration agreement, then, the course will study and parse several Supreme Court cases decided in the 2000’s that that should elicit good discussion and encourage thought provoking conversation.

The students will write one to two page papers for each major case we discuss with a section on the questions the case raises for the students and for further class discussion.

Justice COURSE CLOSED
Justin Dyer, Political Science
DyerJB@missouri.edu
1 credit

   Justice is the end of government. It is the end of civil society. It ever has been and ever will be pursued until it be obtained, or until liberty be lost in the pursuit.

   -James Madison, Federalist no. 51 (1788)

When I was a kid my father used to tell me to “do the right thing at the right time for the right reason.” It was a wonderfully simple admonition, but it left a lot unanswered, starting with this: How am I supposed to know what the right thing to do is? That question leads to many more. Is what is right for one person necessarily right for another? Why should I even want to do what is right? And what are the wrong reasons for doing the right thing? Seeking answers to these questions takes us to an inquiry into justice, a concept long considered to be central to politics. In Federalist no. 51, James Madison famously said justice was the end – or ultimate purpose – of government and civil society. In other words, Madison was saying our laws, institutions, mores, and customs, should ultimately serve the cause of justice. That is why we have government in the first place.

Today we still talk a lot about justice. A rug in the Oval Office during Barack Obama’s administration had a line from Martin Luther King, Jr. (who was paraphrasing the nineteenth-century preacher Theodore Parker) that the “arch of the moral universe is long, but it bends toward justice.” The chief department tasked with enforcing federal law is the Department of Justice. The Institute for Justice is a libertarian public interest law firm that focuses on property rights; International Justice Mission battles slavery and sex trafficking; the American Center for Law and Justice promotes politically and culturally conservative causes; and the Global Justice Center promotes a progressive interpretation and enforcement of international law. Activists rally for social justice, racial justice, environmental justice, sexual justice, and reproductive justice. One student wrote a column in the Harvard Crimson a few years back advocating that universities
abandon academic freedom, and instead embrace academic justice. National Geographic’s television channel runs several popular series with titles like “Southern Justice,” “Kentucky Justice,” and “Wild Justice.” In the wake of fatal police shootings, protesters often hold signs or wear shirts that demand justice for the victim.

Clearly we still care about justice, but there is little agreement about what it is exactly. In this tutorial we will read excerpts from several classic texts in political philosophy to gain a better understanding of how prominent and influential thinkers in the past have answered these questions. We will meet weekly to discuss these texts, and spend two weeks on each reading. Grades will be based on weekly reflection papers and quality of participation.

Views of the News COURSE CLOSED
Amy Simons (Journalism)
simonsa@missouri.edu
1 credit

Each week, KBIA brings you a roundtable discussion about the media. Host Amy Simons and regular panelists Mike McKean and Earnest Perry from the Missouri School of Journalism provide analysis, commentary and criticism. How are their topics chosen? What types of things might have been on their minds that didn’t make it on air or online? Continue the conversation with Associate Professor Amy Simons in a weekly debate of the ethical decisions facing journalists. At the end of the semester, you and your classmates will produce your own episode of Views of the News in the Reynolds Journalism Institute’s Futures Lab studio.

The Impeachment Power & American Constitutional Balance COURSE CLOSED
Frank Bowman (Law School)
Bowmanf@missouri.edu
1 credit

Ever since the November 2016 presidential election, the media has been full of often-ill-informed discussion about the possibility that the newly elected president could be impeached. Although it is conceivable that evidence could emerge making this (or any) President subject to impeachment at some point in his term, much of the discussion to date has served primarily to reveal how little is commonly understood about the proper uses of and limits on the impeachment power. A tutorial on the subject would permit students to better judge the place of congressional impeachment authority in the heated controversies of the present day.

BBQ: Cuts, Culture, and Context COURSE CLOSED
J.D. Bowers (Honors College)
bowersjd@missouri.edu
1 credit

Barbecue has been a staple of the American diet since before the arrival of the European colonists, stemming from a Native American tradition of smoking and salting meat and fish. From there it took off, waxing and waning over time, until the post-WWII nation witnessed a flurry of development in its culinary practices among both the family routines and the development of restaurant BBQ.

Today there are entire TV shows dedicated to BBQ, national competitions, chain restaurants, and mom-n-pop-hole-in-the-wall stops that aficionados plan their vacations around.
This course will focus on providing you with a sound understanding of the culture, context, culinary, and commercial aspects of Barbecue. We will explore how the meat industry plays a role in BBQ, the environmental implications (of both meat and wood usage), the culture (from your backyard to the national competitions, and even BBQ abroad), and look into how and why BBQ has become such a phenomenon. We will spend some time with a local (KC) author who has written a novel on BBQ that is currently being turned into a TV series. And then we will spend time visiting local BBQ “joints”, speaking with owners and pitmasters, customers and devotees, about their business models, their culinary decisions, and their traditions – yes, we will taste, but we will also learn, and use what we have learned, to understand the world of BBQ and its intersections in our daily and national lives.

CULTURE, COMEDY, & KILLER CLOWNS
Luanne Roth, English
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1 Credit
In October of 2016, mass hysteria developed across America over a series of clown sightings. How might we explain the waves of panic that ensued, leading to arrests, threatened violence, and proposed legislation banning people from dressing as clowns?

The roots of clrowning may be traced back thousands of years ago. Throughout this history, clowns were the members of society allowed to act out against social norms so that their outlandish behavior would shame wrongdoers into ceasing their own deviant actions. Despite their socially-productive role across cultures, a fear of clowns, now called Coulrophobia, may prove to be as old as clowns themselves.

This tutorial seeks to trace the long history of clowns, explore theories about why clowns incite fear and panic, identify modern representation of the “sinister clown” motif in popular culture, gain insight into the cultural context of “sinister clown” panics in past decades, and consider some intriguing interpretations of the most recent rumor panic in the lead up to the 2016 presidential election. Assignments include reading articles, watching films, tracking the latest wave of clown sightings through social media, and both online and face-to-face discussion.

Appreciation of Francophone Cultures
Dr. Juan Wang, Romance Languages
wangjuan@missouri.edu
1 Credit
This one-credit hour tutorial introduces students to the cultures of several Francophone countries including France, the Maghreb, West Africa, the French Caribbean, and Indochina. A variety of authentic materials will be used: news, films, literature, and art. This course aims to help students prepare for Study Abroad, internship, service, professional development, and tourism in francophone countries. We will focus on topics tailored to suit students’ disciplines and interests. Assignments will include weekly oral discussions and short written reviews of the readings. Each student will have the opportunity to lead a group discussion on a chosen topic. The course is conducted mainly in English, and no knowledge of French is required. However, students who wish to improve their French language skills will be given the opportunity to do some of the course work in French. Open to all majors.