FALL 2016 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.

Tutorial Applications are due Friday, March 25th, 2016

Tutorial #1: Internship with “Speaking of Culture”
Professor Gabriel Fried, English
FriedG@missouri.edu
1 credit

*This course is now offered as Honors 1080H: Honors Internship*
Students in this tutorial assist with Speaking of Culture, a monthly lecture series sponsored by the Office of MU's Interim Vice Chancellor for Inclusion, Diversity, and Equity. The series brings dynamic MU faculty to speak to a general audience on a subject of professional and/or personal interest. Among the 2016-17 speakers are Dr. Alexandra Socarides (on how reconsidering Atticus Finch and To Kill a Mocking Bird after the publication of the “prequel”, Go Tell a Watchman); Dr. Cynthia Frisby (on the 75th anniversary of Wonder Woman); Dr. Stephanie Shonekan (on transcultural musical genres), and Monica Hand (on singer-activist Nina Simone). Students will assist in the production and promotion of each talk and the series overall, working directly with the series director and each speaker. Specific tasks may include community outreach, web research, copy writing, graphic design, and audiovisual administration, depending on student strengths and interests. In addition to a 30-minute weekly meeting, attendance at the once-a-month Sunday afternoon talks is mandatory.

Tutorial #2: GMOs: Is Biotech a Bully or Savior?
Dr. Shari Freyermuth, Biochemistry
FreyermuthS@missouri.edu
1 credit

Biotechnology has been in use for centuries. Modern biotechnology, with its new technology of genetic engineering, is a much more recent occurrence. However, genetically modified organisms (GMOs) have been approved for medicine since 1982, in the courtroom since 1985 and in our food supply since 1994. Why is this technology still so controversial after 20 years in some areas but
not in others? Why do people expect it in the field of medicine, but many are outright hostile when it is in their food? This tutorial is designed to approach biotechnology mainly through the issue of our food supply. We will read two books that touch on the science of genetic engineering but focus more on the players involved in its establishment and the issues of concern by those outside the industry. Although this topic is not currently a talking point in the election, we will look at the legislation in various states and attempt to find the platform positions of the candidates.

GMO foods touch on deeply held tenets in America of traditional farming, independence, and self-determination. The goal in this class is for the students to understand the basic science involved in genetic engineering, but more importantly, examine the issues surrounding this technology. What are the environmental, economic and social consequences? Students will be expected to take both sides of the controversies and argue them with 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.

**Tutorial #3: Consumers/Employees: Give me Liberty or Give Me Arbitration**  
Robert Bailey, School of Law  
baleyr@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.

**Tutorial #4: New Ideas in Genocide Studies**  
J.D. Bowers, Honors College  
bowersjd@missouri.edu  
1 credit

This tutorial aims seeks to engage students in the latest scholarship within the highly interdisciplinary field of Genocide Studies. With each passing year the volume of scholarship grows, both through journals and monographs. The tutorial is designed to approach the subject through reading two recent (within the past 24 months) monographs and one of the latest issues of one of the three leading journals in the field. Each will be given five weeks, with one week being an introduction to the larger context of the work or journal issue and the following four weeks focused on an in-depth reading of the book and articles.
With so many courses in the MU curriculum (Honors, History, Political Science, Black Studies, Truman School, Anthropology, Sociology, and Journalism) that contain units or are heavily focused on the field of genocide studies, this course will serve to extend students’ knowledge and awareness and continue to develop their standing as scholars as they specifically encounter the concepts of scholarly attribution, contextualization, and development of a field of study through several of the latest publications.

**Tutorial #5: The Affordable Care Act and the Constitutional Order**
Thom Lambert, Wall Family Chair in Corporate Law and Governance, Law School
lambertt@missouri.edu
1 credit

The Patient Protection and Affordable Care Act (“ACA” or “the Act”) is arguably the most ambitious federal legislative program since the Johnson Administration. It may also be the most controversial. Indeed, the statute passed by the thinnest of majorities and only after Congress elected to invoke the budget reconciliation process to avert a filibuster. The deep political divide over the Act has made it virtually “unamendable.”

In the last three years, the Act and several of its implementing regulations have been subject to a number of legal challenges, some of which are still pending. The proposed course would examine those controversies and explore the larger issues they raise about the American constitutional order.

Required reading material will consist mainly of judicial opinions and court filings, along with (for the first week) a document summarizing the key provisions and legislative history of the ACA. The course will meet in two-hour sessions every other week.

Following is a summary of each proposed class session:

**Class One:** *Overview of the History and Substance of the ACA.* How did the statute get enacted? Why invoke the reconciliation process? What difficulties resulted from the hasty adoption of the Act and the use of reconciliation? What exactly does the Act do?

**Class Two:** *Commerce Clause and Federalism Challenges (NFIB v. Sebelius)* – Could Congress require American citizens to buy health insurance from a private company? If not, what becomes of the “individual mandate”? What are the practical difficulties of viewing the penalty for not carrying insurance as a “tax”? What are the limits on Congress’s ability to “encourage” states to expand Medicaid? What practical difficulties did the Supreme Court’s Medicaid expansion ruling create?

**Class Three:** *The House of Representatives’ Action Against the President for Delaying the “Employer Mandate”* – To what extent can the President “tweak” implementation of a complex new statute like the ACA? Does the House have “standing” to sue here? Should it? What, if any, “separation of powers” problems are created by the lawsuit?

**Class Four:** *Religious Liberty Constraints on the Regulation of Employer-Provided Health Insurance (Hobby Lobby and the Notre Dame/Wheaton/Little Sisters of the Poor Cases)* – To what extent may Congress require for-profit, closely held corporations to violate the religious beliefs of their shareholders? Are these constitutional constraints, and does it matter? What about publicly held corporations? What about non-profit, religiously oriented but non-church entities?

**Class Five:** *Statutory Interpretation and the Availability of Subsidies on the Federal Exchange (Halbig)* – Does the ACA authorize subsidies on exchanges established by the federal government? To what degree should courts “fix” drafting errors in complex
legislation? What role should “purpose” evidence like legislative history play? Just how political are our courts?

Class Six: Where Do We Go From Here? Evaluate the ACA. What lessons do we learn from its adoption and implementation? Consider alternatives that could help achieve the twin goals of enhancing insurance coverage and reducing health care costs.

Tutorial #6: Practical Novel Publishing
Brett Cottrell
brettcottrell@msn.com
1 credit

This course is designed to strengthen aspiring fiction writers’ ability to critically analyze publication opportunities, and increase their ability to communicate effectively with editors and publishers. The emphasis on professional writing will serve students well in academic and workplace endeavors.

By the end of this course students will gain an understanding of multiple publication platforms, including self-publishing, and large and independent presses; learn how to write query letters to literary agents and editors, and; develop the insight necessary to learn from and manage rejection. In short, students will learn how to publish their novels.

Tutorial #7: The Modern History of Financial Crisis
John Wright
bowersjd@missouri.edu
1 credit

Financial crises, including those caused by real estate bubbles, stock market bubbles, bank failures, and dislocations in sovereign debt and currency markets, have shaped many of the most important economic and political developments of our time. This course will seek to undertake an analysis of the phenomenon of financial crisis from the perspective of a market participant. We will begin with a brief review of efficient market theory and traditional macroeconomic models. We will then explore various mechanisms that can function to promote “dynamic disequilibrium” in markets, including bank run phenomena, the use of leverage, extrapolative pricing expectations, and institutional risk management practices. Subsequent classes will analyze how these mechanisms contributed to the development of each of five financial crises from the past century: (1) the banking panic of 1907, (2) the 1929 U.S. stock market crash and subsequent bank failures, (3) the Japanese economic depression of the 1990s, (4) the U.S. housing bubble and burst in the 2000s, and (5) the European sovereign debt crisis of 2010-2011.

Through each of these five episodes, we will analyze the roles played by various institutions, including the Federal Reserve, investment banks, commercial banks, private investor groups (including private equity firms and hedge funds), the SEC, the Treasury Department, Congress, and foreign governments. We will examine the interaction between financial markets and the real economy, with special attention to the interconnectedness of various institutions. We will see how regulators and policymakers responded to each crisis as it unfolded, as well as how the lessons learned in each episode inspired important changes in our regulatory system, including the creation of the Federal Reserve following the banking panic of 1907, the introduction of FDIC insurance following the bank failures of the early 1930s, and the passage of Dodd-Frank in the wake of the 2008-2009 crisis. The basic goal of the course is to help students better understand the causes and repercussions of financial crises in order to become more effective decision-makers in their future roles as businesspeople, investors, regulators, policy-makers, and/or voters.

Tutorial #8 Fundraising for the Arts
Prof. Andrea Heiss and Ms. Hannah Reeves
heissa@missouri.edu
1 credit

This Tutorial is designed to guide students through an engaging process of learning how to fundraise for the arts—in both practical and theoretical ways. Tied to the Honors College and Undergraduate Research annual co-sponsored Visual Arts and Design Showcase, the students will work with experienced fundraisers, guest lecturers, and previous donors, to understand the hows and whys of fundraising, and then seek to put their knowledge into practice by helping to raise funds for MIZ-VAD ’17. The success or failure in raising funds is not the measurement of the course outcomes, rather it is about providing future artists and fundraisers with an awareness, both practical and intellectual, on our societal support for the arts, and for the real world once they graduate.

Tutorial #9 The Opening of the National Museum of African American History and Culture
Prof. J.D. Bowers and Prof. Keona Ervin
bowersjd@missouri.edu
1 credit

New Smithsonian museums open once every decade (or far less often). And, not since the opening of the United States Holocaust Memorial Museum (although not a part of the Smithsonian Institution) on the Mall in Washington, D.C., has there been such excitement and anticipation about a new museum. This tutorial will engage that excitement and enthusiasm by taking six students to the opening of the African American Museum of History, scheduled for September 24, 2016 in Washington, D.C. The academic sessions will be a blend of several classes held here on campus, both before and after the trip, as well as impromptu classes while in D.C. The trip (Sep. 22-25, 2016) will include meetings with representatives from the Smithsonian, historians of African American history, and discussions with museum scholars. The goal is to blend the history, the issues of putting history on display, the contemporary issues of racism, and the national discourse on race into an exciting and intense period of study. Students must be able to travel on the specified dates, no exceptions. All travel expenses (hotel, transportation, flights), except food and incidentals, will be paid by Honors College.