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, November 14th.
Tutorial #1: Internship with “Speaking of Culture”
Professor Gabriel Fried, English
FriedG@missouri.edu
1 credit
Time and day to be determined by students’ and professor’s schedules

Students in this tutorial will help administer Speaking of Culture, a new monthly lecture series on the humanities sponsored by the Honors College. The series features dynamic MU professors and staff speaking on a variety of fascinating topics, from “Hugh Hefner to Baudelaire’s Paris. Responsibilities will vary, but will certainly include supporting the promotion (e.g. writing press releases, maintaining social media), interviewing and introducing the speakers, and on-site production of the series. Please note that this tutorial will require occasional Sunday afternoon commitments.

Tutorial #2: The I-70 Sign Show: the Curatorial Process
Professor Anne Thompson, Dept. of Art
Thompsonanne@missouri.edu
1 credit
Time and day to be determined by students’ and professor’s schedules

What happens to our landscape when we put contemporary art on the interstate? Students engage in hands-on curatorial research and documentation connected wo the “I-70 Sign Show,” a new, yearlong, public-art project that exhibits works by celebrated conceptual artists on mid-Missouri billboards. Tapping the rich art-historical tradition of land and environmental art, the “Sign Show” embraces the state’s interstate condition as a potent display opportunity, capitalizing on the signage surplus and engaging the provocative mix of messages along I-70. A dedicated website will document the project with photographs, texts, and other information about participating artist and the Missouri billboard context.

Tutorial members will generate Web content for the project, as well as collaborate in creating a Web-based photographic archive of the I-70 billboards stretching across the state. This index establishes the “Sign Show” context online and functions as an independent artwork—a digital update of conceptual-art photographic traditions dating from the 1960s. Students become “authors” and “artists” as well as “assistant curators” within the project, gaining hands-on experience as they enter the workplace or pursue further scholarship. As a group, we will watch a curatorial experiment unfold from the inside, seeing how it works and gauging community response. Like other land-art projects, the “Sign Show” aims to insert a fresh perspective and shake up perceptions about mid-Missouri—how others see us and how we see ourselves.

Tutorial #3: Veterinary Medicine: Beyond the Animal
Dr. Chuck Wiedmeyer, Associate Professor of Veterinary Pathology
WiedmeyerC@missouri.edu
1 Credit
Time and day to be determined by students’ and professor’s schedules

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: Whitman’s Democratic Legacy
Thomas Kane, Kinder Forum on Constitutional Democracy
kanetc@missouri.edu
1 Credit
Time and day to be determined by students’ and professor’s schedules

This course will be devoted to participating in the longstanding critical practice of treating Walt Whitman as not only the foremost literary celebrant of American democracy but also as an important contributor to the history of American political thought. The bulk of our time will thus be spent reading Whitman’s poetry and prose alongside works from the American political and intellectual tradition with the goal of understanding Whitman’s vision of democratic order in relation to more conventional models. While this will certainly lead to us questioning certain aspects of Whitman’s vision, it will also bring to light the incredible and valuable uniqueness of his politics. To conclude our study of Whitman, we will attempt to locate a precedent for this uniqueness, entertaining the possibility that the influence of German aesthetic philosophy might account for both the practical shortcomings and the idealism of his conception of democratic life. The course will be divided into three units. In the first unit, we will read the 1855 Leaves of Grass and the writings of Madison, Hamilton and Tocqueville in order to formulate and begin our critique of a Whitmanian model of democracy. In the second unit, we will read Whitman’s Civil War poems and his later career prose to determine if—and if so, how—Whitman’s politics changed as a result of national conflict. The writings of Melville, Lincoln and William James will also be introduced in this unit. In the final unit, we will re-examine certain poems and essays through the lens of Hegel and Schiller with the intention of identifying traces of the aesthetic tradition in Whitman’s work. Writing for the course will be informal, with students keeping a log of short, close readings of passages from assigned texts that they find particularly useful with regard to our goal of evaluating Whitman’s democratic legacy.

Tutorial #5: Title: Crisis and Constitutional Government
Justin Dyer, Political Science
dyerjb@missouri.edu
1 credit
Time and day to be determined by students’ and professor’s schedules

Constitutional government is marked by a commitment to the rule of law, yet times of crisis often challenge that commitment. In this tutorial we will explore whether constitutional government is able to survive during times of crisis. Drawing on classic texts in the history of political thought as well as historical case studies involving Lincoln, Hitler, Roosevelt, G.W. Bush, and Obama, we will consider the arguments for and against the existence of emergency executive powers in a constitutional regime.
“We hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the Pursuit of Happiness . . . .”

The Declaration of Independence, 1776

Historians attempting to define the unalienable right to the pursuit of happiness largely have come to agree with historian Carl Becker’s description of the phrase as a “glittering generality”; it sounds pretty and appealing, but it is either too general or too individualized to have any practical, substantive meaning. Yet, eighteenth-century English law professor William Blackstone gave the pursuit of happiness a clear definition in the Introduction to his Commentaries on the Laws of England (1765-1769). It was this understanding of the phrase that Thomas Jefferson, John Adams, and Benjamin Franklin evoked when they listed the pursuit of happiness as one of the Declaration’s three, enumerated, unalienable rights. It was this same understanding that abolitionists drew upon as they argued for an end to slavery in early America.

In this tutorial we will explore the meaning of the pursuit of happiness within its historical and legal context. Readings will be drawn from Classical Antiquity, the English Enlightenment, the American Founding, legal debates surrounding the existence of slavery in early America, and the culmination of those debates in nineteenth and twentieth-century legal documents, speeches, and court cases. This tutorial is open to students of all disciplines. Familiarity with law or legal concepts is not necessary or required. Grades will be based on participation in discussion and weekly reflection papers.

Tutorial #7: Global Indigeneity and Documentary Cinema

Joanna Hearne, English
hearme@missouri.edu
1 credit.

Thursdays 2:00-3:00 p.m., occasional screenings on Thursdays 6:30-9:00 p.m.

Indigenous media production has increased exponentially over the last 30 years, and communities across many settler nations including the United States, Canada, Aotearoa/New Zealand and Australia now hold Indigenous film festivals annually. In this tutorial, we will explore this international phenomenon, focusing especially on Indigenous images in documentary film (we’ll attend the True/False film festival as a group and debate the power of images to affect the world they represent). In addition to documentaries, we’ll also view some independent feature films and short films as we discuss Indigenous filmmaking as a distinct social practice and in relation to other minority cinemas and Hollywood.
In this tutorial, we’ll be reading a variety of memoirs about a variety of subjects, including Mira Bartok's The Memory Palace, Ann Patchett’s Truth and Beauty; Alison Bechdel’s Fun Home; Joan Didion’s The Year of Magical Thinking; Nick Flynn’s Another Bullshit Night in Suck City; Tobias Wolff’s The Boy’s Life; and Mary Karr’s The Liar’s Club. Among the many topics we’ll discuss is the reconstruction of incidents based on memory. The boon in memoirs over recent decades has prompted intense discussion on the nature and reliability of memories. Which memories are imagined, even though the person remembering them believes them to be real? Which are exaggerated or otherwise distorted? What is an “emotional” memory? And which have been so corrupted by the passage of time or the author's emotional investment in them that they have lost their value? These questions will shape a large part of our discussion, as will the exploration of the essay as a literary form; an investigation into the recent scandals and controversies surrounding authors who misrepresented information in their work; and the overwhelming popularity of the genre of life writing itself.

Students will write their own personal essay for their final assignment.

**Tutorial #9: Introduction to Graphic Novels: An Archival Approach**

*Jess Bowers, English*

bowersjes@missouri.edu

1 credit

*Time and day to be determined by students’ and professor’s schedules*

In this course, we will explore how graphic novels are structured and designed, learning to use a conceptual vocabulary to discuss how various well-regarded graphic novels gain the reader’s attention and engagement, convey narrative voice, and engage in intertextual relationships. Students will develop understanding of the graphic novel’s form and history through reading a didactic book about comics, writing a review of a current graphic novel for publication via a course blog, and hands-on visits to the University Archives’ extensive collection of 19th century dime novels, comic books, and related materials. Course texts will include recent “classics” such as Marjane Satrapi’s Persepolis and Art Spiegelman’s MAUS, as well as less well-known works such as David B.’s Epileptic, excerpts from The Graphic Canon, and Nick Abadzis’s Laika. In addition to learning how to critically read graphic novels, understanding the way the verbal and the nonverbal combine to create meaning, students will develop skills in writing about graphic literature.
Tutorial #10: Constitutional Interpretation  
Paul J. Litton, School of Law  
littonp@missouri.edu  
1 credit  
Time and day to be determined by students’ and professor’s schedules

This course will explore ongoing debates about rival approaches to interpreting the meaning of our constitution’s text and applying its commands to constitutional controversies. The course will begin with a brief introduction to the Constitution itself and some milestones of constitutional history. Focusing mostly on cases involving individual rights, we will then discuss the evolution of debates between originalists (theorists who argue that the goal of constitutional interpretation is to discover and apply the original intent or original public understanding of the document) and non-originalists. We will ask what view is most faithful to the meaning of the text and whether there is reason to think one approach produces better consequences than the others. Authors will include William Rehnquist, Paul Brest, Antonin Scalia, Ronald Dworkin, John Hart Ely, Keith Whittington, Jeremy Waldron, and others.

Tutorial #11: 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  
Time and day to be determined by students’ and professor’s schedules

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 #12: Consumers/Employees: Give me Liberty or Give Me Arbitration**

*Robert Bailey, School of Law*

baileyr@missouri.edu

1 credit

*Time and day to be determined by students’ and professor’s schedules*

The concept for this course on consumer arbitration and liberty of contract will be explored through reading and discussing 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 that have significant impact on consumers and employees. I envision this one-hour course focusing 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.

I am presently considering 2-3 papers as the course unfolds on different topics discussed in class.