Sunshine law requests for UM records target Schaefer, Hawley

By Rudi Keller

Sunday, August 9, 2015 at 12:00 am

A Washington, D.C.-based conservative group suspects Sen. Kurt Schaefer put pressure on the University of Missouri to keep MU law Associate Professor Josh Hawley out of the race for attorney general, according to a Sunshine Law request submitted in June.

Two of Schaefer’s supporters, a state senator and a former House member, have also filed Sunshine Law requests indicating they think the university took extraordinary actions to help Hawley enter the 2016 Republican primary against Schaefer.

The answers could come as early as this week. John Fougere, spokesman for the UM System, wrote in an email Thursday that the university was still processing all three requests. No records have been delivered, he wrote, and “it probably won’t be until next week.”

The Tribune obtained the competing requests using the Sunshine Law. On July 24, the Board of Curators voted to revise policies governing political activity by faculty and staff. The new policy is intended to prevent active campaigning for political office while on the university payroll, but the effective date of April 1 means it will not have an impact on the 2016 elections.

Hawley was granted a year of unpaid leave for his candidacy.

The Foundation for Accountability and Civic Trust on June 4 asked for all emails and records generated since Nov. 1 that mention Schaefer, his Chief of Staff Yancy Williams or the race for attorney general. The extensive request asks the university for records that “state, suggest, imply, deny or mention the concept that appropriations for the University of Missouri may be related to or depend on the University’s decisions regarding tenure of specific law school faculty or staff.”

The purpose of the request, foundation Executive Director Matthew Whitaker wrote, was “to investigate improper and potentially unlawful political influence on the operations and deliberations of the Board of Curators.”

Schaefer, who is chairman of the Senate Appropriations Committee, said he is not worried about the suspicions cited by the foundation.
“That’s patently absurd,” Schaefer said when portions were read to him. “That’s ridiculous. Everything I can see is they are giving him a sweetheart deal to run.”

The foundation, described in some media reports as a conservative watchdog, has made news during the past year filing complaints against Democrats, including former Secretary of State Hillary Clinton. The Sunshine request was prompted by an anonymous letter “that there were ‘possible shenanigans going on’ at the University of Missouri,” said Whitaker, a former U.S. attorney in Iowa.

Whitaker has never met Hawley and did not initiate the request on his behalf, he said. The request makes a broad request for records but he has nothing to show the suspicions will be confirmed, Whitaker said.

“I think it is pretty straightforward what we are looking for,” he said. “I don’t know if there is anything there.”

The other requests are from former state Rep. Kevin Elmer, R-Nixa, and state Sen. Rob Schaan, R-St. Joseph. Elmer’s May 28 request seeks “all e-mails sent or received by Associate Professor Josh Hawley” along with all the documents on his computers, all Hawley’s expense accounts and records of complaints against him.

The requested records will show whether or not the university smoothed the way for Hawley to run against Schaefer, Elmer said. He supports Schaefer, but said that he has no role in the campaign and that Schaefer did not ask him to send the request.

The request cost him $5,000 so far. The bill indicated that he would receive 3,500 emails from Hawley, but the records have not been delivered, Elmer said.

“We are supposed to live in this state and society where our government should be transparent, so I decided I would shoot off these questions,” Elmer said.

Schaff’s request is more general and does not mention Hawley by name. Schaff wrote on July 21 that he was interested in recent news stories about university employees and the “applicable employee policies relating to campaigning for public office.” Schaff asked for General Counsel Steve Owens’ emails during the past three years relating to the granting of tenure or leave of absence for any faculty.

Schaff also asked for records regarding the teaching load for faculty and a list of “employees over the last 10 years who were told they must quit or resign their position if they were to run for public office.”

Hawley’s absence from the faculty for the 2015-16 school year raises questions about how the university handles such absences, Schaefer said.

“I just heard kind of rumors and when I hear things I like to check them out,” Schaefer said.
Hawley did not consent to an interview and did not answer questions submitted by email. In a text message, he dismissed the requests targeting him as a political ploy intended to help Schaefer.

“I speak my mind and I speak up for conservative principles,” Hawley wrote. “The Jefferson City establishment doesn’t like that, and I suspect they’re behind this request.”

Economic diversity on college campuses is an elusive goal

August 10, 2015
By Koran Addo

University leaders often speak of the need to extend higher education opportunities to low-income students, even as the national trend is for colleges and universities to go after a more affluent enrollment.

Higher education watchdog groups say a good goal is to have between 30 percent and 60 percent of the student body qualify for federal low-income grants. Many say 50 percent is ideal.

In Missouri, the numbers vary widely. Most schools cluster around the 30 percent mark, but the percent eligible for federal Pell Grants ranges from 7 percent to 90 percent at the extremes.

For the schools at the lower end of the scale, the question is: should they be doing more? And if so, how do they go about it?

Leslie Gill, executive director of College Summit St. Louis, a higher education access group, said the best way to gauge whether schools are living up to their status as tax-exempt nonprofits is to watch how they spend their money.

“The amount of financial aid is No. 1,” Gill said. “And these institutions need to be very clear that the aid is going to low-income students.”
Gill emphasized the last part because in the race to build prestige among colleges, competition for the best-prepared students is fierce. High-achieving students are also typically the most well-to-do. So to keep up, schools lavished money on the students who were least likely to need it.

Washington University has been singled out nationally for adopting this strategy. In the past year, however, the university’s leadership has made strides and devoted more money to becoming more economically diverse.

Just 8 percent of the school’s freshman class last year qualified as low-income compared with the 11 percent expected this year. Provost Holden Thorp said the university is committed to increasing that number.

The numbers are a little higher at St. Louis University, where 23 percent of last year’s student body qualified for low-income federal Pell grants.

Jay Goff, SLU’s vice president for enrollment and retention management, notes that the school handed out $300 million in financial aid last year, with about $180 million of that going to needy students.

“We have a commitment to affordability,” Goff said.

At Webster University, nine out of 10 students get some sort of financial aid each year. President Beth Stroble called it the responsibility of universities to help students graduate and a numbers game to get them on campus.

“There really is a science to it,” she said. “It comes down to how much institutional aid we have and how much space we have available.”

**MISLEADING FIGURES**

But the amount of financial aid given to students can be misleading. Many schools are vague when breaking down how much of the money they give out is need-based versus merit-based. And even the schools that do spend a lot on needy students, there often exists a gap. It’s not uncommon for students to qualify for state money, federal grants and financial aid from their school and still be several thousand dollars short. It’s a glimpse into the country’s stark education reality. The National Center for Education Statistics reports that low-income students are now a majority of the children attending public schools. The St. Louis area is no different. More than half of all public school children in the city live in poverty. With business leaders and education experts agreeing that some kind of college degree will be necessary to compete in the future economy, many believe it will be take a dramatic shift in the attitudes of college leaders to prepare the country’s future workers. But it will likely be a hard decision to make. College leaders are consumed by improving numbers — enrollment, graduation rates and retention rates. And the reality is that poorer students are typically less prepared for college, less likely to stay in college and less likely to graduate. That’s why education watchers say that nonprofit schools — which get huge sums of the cash from the government — have an obligation to not only open their doors to low-income students but also to offer them adequate support once they’re enrolled.
That could mean a combination of precollege programs to get incoming students familiar with the rigors of
college life, tutoring once enrolled and other supports like early warning systems for bad grades, said Debbie
Below, dean of students at Southeast Missouri State University.

To get the overall outlook to improve, much of the overall thinking has to improve, said Faith Sandler,
executive director of the nonprofit Scholarship Foundation of St. Louis.

“We can’t penalize students for not being able to pay the bill,” she said.

The schools that “get it” emphasize affordable cost of attendance, significant Pell-eligible enrollment and
active and targeted support to students once enrolled.

### 2014-15 PELL GRANT RECIPIENTS BY UNIVERSITY

- Fontbonne University - 33 percent
- Harris-Stowe State University - 90 percent
- Lindenwood University - 21 percent
- Southeast Missouri State University - 33 percent
- St. Louis University - 23 percent
- University of Missouri-Columbia - 22 percent
- University of Missouri-St. Louis - 30 percent
- Washington University - 7 percent
- Webster University - 30 percent

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**College Football Coaches Can Reduce Injuries By Simply Thinking About Their Student-Athletes As Students**

*When a rash of injuries overwhelmed the University of Missouri football team a few years back, J. Bryan Mann wanted to figure out why.*

An assistant director of strength and conditioning at the school, Mann, who is now also an
assistant professor of physical therapy, started running frequency analyses to determine if there
was some link between injuries and things like power production, body composition and strength. But as many things as he tried, nothing seemed to explain what was going on.

"We ran everything we could possibly think of," he told The Huffington Post over the phone on Thursday. "We found nothing."

Then one day, an idea popped up in Mann's head: Why not see if there is a correlation between injuries and the date on which they occur? He ran the data and immediately thought, "Wow, this is something."

Mann had found the Division I football players he looked at during the 2011 season were much more likely to experience injury restrictions at certain points in the school year. One such area time periods during training camp, but that made enough sense. After all, athletes famously push their bodies to the brink during camp.

Instead, what really caught Mann's attention was that the football players also were experiencing a higher number of injuries during another type of stressful period too -- one that didn't have anything to do with the football field. Something about the stress they experienced during examination weeks was leading to injuries.

Mann took what he found to Brick Johnstone, a professor or health psychology at the school, who felt he knew exactly what was going on. The issue was one of psychoneuroimmunology, or the way that a human's psychology interacts with his or her immune system. The two worked together, along with a number of other professors, and the result is "The effect of physical and academic stress on illness and injury in division 1 college football players," a paper that has been published online by the Journal of Strength and Conditioning Research.

After pouring through the data, the researchers found that players were more than three times as likely to have an injury restriction during periods of high academic stress -- i.e. midterm and finals season -- than they were during periods of low academic stress. And among those who played regularly, academic stress was "just as important" as physical stress when it came to injury restrictions.

"Stress is a syndrome, and all stress affects the body the same way, although not to the same intensity," Mann said. "So it doesn’t matter if the stress is coming from practice, from strength training, from conditioning, from academics, from relationships, from monetary [issues], from any of those means. It's going to affect the body in the same way. And we’ve only got so much resistance that we can give before something starts to break."

Researchers have long studied the link between stress and illness, and although inroads have been made, the relationship remains difficult to definitively pin down. Nevertheless, a number of schools have made it a priority to reduce the stress levels of student-athletes in recent years.

The Pac-12 Conference, in particular, is working diligently to promote the wellness of their athletes. An internal survey of Pac-12 athletes made public earlier this year found that while the vast majority were satisfied with the their college experience, "Sleep is the number one thing
their athletic time commitments prevent them from doing, ultimately hindering their athletic and academic performance,” the report stated.

It's just one study, but Mann is hopeful his findings can benefit programs all over the country. “We can’t account for when somebody’s significant other breaks up with them. We can’t account for financial problems that the athlete’s family has," Mann said. "But you know what we can account for? Whenever there’s going to be a test."

As such, Mann suggests coaches take it a little easier around testing season. "They cannot say, ‘Campus you are not having tests. That’s absolutely ridiculous," he said. "But what they can say is, ‘Look, instead of two hours of practice maybe we go an hour and a half, an hour and forty five. Maybe we pick some drills that work more on the technical and tactical side rather than the physical side of sport preparation for the week. It’s just small changes like that."

In essence, if coaches of student-athletes can think of their student-athletes as equal parts student and athlete, it appears they'll be coaching a healthier team. That helps the kids, of course, but the coaches should remember it also helps the team.

High stress means more injuries for athletes

Watch story:  http://www.komu.com/player/?video_id=29975&zone=2,5&categories=2,5

COLUMBIA - As players' spirits rise ahead of the first kickoff for the Missouri Tigers, so does their stress level. And when those stress levels rise, MU researchers claim injuries will follow.

MU researchers conducted a case study on the relationship between physical and mental stress on athletic injuries and discovered athletes, particularly football players, are at higher risk for injuries when stress builds.

The study looked at injury data from Division I college football players who played in a bowl game in 2011 and compared it two types of stress: physical stress from training and playing in games, and mental stress from academics and other responsibilities.

Researchers looked at players who who were active both on and off the field and found players were three times as likely to suffer injuries during exam weeks where academic stress peaks.
They said high academic stress was just as a factor for injuries as high physical stress on athletes who play regularly.

For athletes who do not play regularly, researchers said high physical stress played a larger role in injuries.

Researchers said younger football players, in particular, often push themselves more during training camps to earn a better roster spots. The study found the number of injuries peaked during the first couple of weeks of training.

On the first day of Mizzou football training camp Thursday, coach Gary Pinkel said the team had made adjustments in the past to reduce physical stress on the players, but said there weren't many changes this year.

"We're doing about the same thing, I think it's going to be very successful," Pinkel said. "It's all based around recovery, and I feel good about what we're doing. The guys have all been working out all summer, and in the past the big thing was we were tiring our guys out in August and I was responsible for that."

Researchers recommended coaches structure training to consider players' physical and academic needs, especially during exam weeks, to reduce the possibility of injuries.

MU professor satisfied with Republican presidential debate


COLUMBIA - University of Missouri Professor of Communication Mitchell McKinney offered his analysis Friday of the Republican presidential debates.

McKinney said the primetime debate was a good discussion overall.
"The journalists were able to keep them in control, so for two hours there was a lot of back and forth," McKinney said. "There was some thought going into it that it would perhaps be the Donald Trump show but that didn't materialize."

McKinney said there were several moments where the candidates made their differences clear, which is important for voters.

"We're trying to make distinctions between their issue positions, and I think that's an important feature of a primary debate," McKinney said. "For example, we saw a very heated discussion between Senator Rand Paul and Chris Christie on national security versus civil liberties or protecting the privacy of U.S. citizens versus going after terrorists."

McKinney said it was difficult for the candidates in the debate earlier in the afternoon Thursday to generate energy because of the small crowd. He said the crowd at the primetime debate had a positive effect on the candidates.

"The later debate, I thought, was more energetic," McKinney said. "The crowd wasn't overly intrusive but it certainly did give the candidates something to play to, and I think it enhanced their energy level and the discussion of the debate."

McKinney said another interesting feature of the debates centered around Hillary Clinton.

"In the second debate, the primetime debate, she wasn't attacked as much or discussed as much," McKinney said. "More so in the earlier debate with folks like Carly Fiorina, Rick Perry, Senator Lindsey Graham. Those seven took her on much more harshly, much more directly, even to the point where we saw a couple of clips that were incorporated into the latter debate from the earlier debate because of those attacks."

McKinney said it is too early to determine who will win the Republican presidential nomination, as there are 10 more debates scheduled to occur. The next Republican debate is scheduled for Sept. 16, 2015, which will be hosted by CNN.

MU debate scholar discusses GOP debate on "This Week"
The Republican debate on FOX News Thursday night, drew a record 24 million viewers, according to Nielsen.

University of Missouri professor of political communications Dr. Mitchell McKinney is one of the millions who watched the debate. As our guest on "this Week," ABC 17's Joey Parker started the conversation with the scholar of presidential debates by asking "who won the debate."

This is a transcript of their conversation:

Joey Parker: Dr. McKinney, first of all, who won last night's presidential debate?

Dr. Mitchell McKinney: Well, usually we talk in terms of, of who didn't lose the, the debate. It's quite often the case that someone will make a gaff, a blunder, a mistake, and then we start to see their poll numbers fall. I don't, we didn't see that last night. We also had some expectations going into the debate of how would Donald Trump perform. He certainly had a lot of media attention surrounding him. Much of it his own build up in terms of the lead up to the debate. His performance seemed to be rather positive. Even some of the morning programs this morning, (said he had) a pretty strong performance, last night. So, going into the debate as the front-runner, I think coming out of the debate he's maintained that front runner status.

Joey: Now a lot of people thought it was going to be a three-ring circus led by Donald Trump. Did it surprise you that it didn't turn out quite that way?

Dr. McKinney: Well, in some ways I think we might attribute that to the strong hosting moderators...the journalists that were in charge of that debate, the Fox News team, Chris Wallace; They took control at the very beginning, They had pointed questions for each of the candidates. It wasn't just questions for the two or three front runners. Also in terms of it not turning into 'The Donald Trump Show,' several of the other candidates on the stage, even when prompted or asked by the journalists, encouraged by the journalists to take on Trump, didn't do so. They passed over that opportunity. If they had attacked him, that would have given him more of an opportunity, I think, to take charge of the debate. So we didn't see that happen.

Joey: Did Fox News surprise you with their harder line of questions?

Dr. McKinney: You know, in many ways, there was a lot of questions about their performance last night with this perception by some that perhaps Fox News is too close to the Republican candidates, the Republican Party, the RNC. And I think going into the debate that probably prompted them to, from the get-go, that first round of questions pointed questions to each of the candidates. And my assessment as I was watching that two hour debate I thought, "Okay right out of the gate we've had these very strong questions. Now maybe they'll pull back a bit." But not so. Throughout the entire two hours, they kept it up with questions regarding past comments the candidates had made, conflicting statements, things about their background that were perhaps
weaknesses. They took effort to highlight all of those things last night and I think conducted that debate very well.

Joey: Did anybody surprise you? Which candidate surprised you perhaps?

Dr. McKinney: "In terms of the candidates' performances, I said we did really see any major gaps. Yet I've noted Jeb Bush's performance in the debate was very somewhat low-key, low-energy, a very reasoned, a deliberate performance. He was standing right next to Donald Trump, is seen as perhaps the contender for front-runner status. And I think the stark contrast between Trump's aggressiveness, his willingness to take on any and all comers, including the questioners, really was a contrast to Jeb Bush's performance. And at times, with that large number of candidates on the stage and for two hours, there were times that we even forgot Jeb Bush was there. And so we heard him later in the debate and so I think that energy level, his approach really was a contrast to Donald Trump.

Joey: Speaking of forgetting people were there, Dr. Carson, of course, had the least amount of time I believe, but he held his own and came up with some zingers himself, didn't he?

Dr. McKinney: "He did. When he was allowed to speak and had questions posed to him, through humor, through his own personal background, the experiences he's had as a neurosurgeon, really was a contrast to the background and the record of a lot of the other politicians on the stage. And so that his performance I think went well. You know interesting another person not on the stage but who had a chance to have a cameo appearance in the debate was Carly Fiorina. That seemed to be driven largely by her very aggressive debating in that earlier "also ran" debate, and Fox turned to her and gave her some time in that debate.

Joey: Today I've been hearing her talked about probably the most right after Bush and Trump.

Dr. McKinney: You know, Joey, one of the differences I was surprised with this, the earlier debate was much more aggressive, certainly Carly Fiorina's performance, but Rick Perry, Senator Lindsey Graham, in taking on Hillary Clinton. We heard much more of that in the earlier debate. We didn't hear a lot of that, a lot of attack of Hillary Clinton in the latter debate. We heard a few references, even some of it was done with humor. And I was surprised by that. I thought that the main stage, the top ten candidates, would really take her on, but nothing like what we heard in that earlier debate.
Jeb Bush stumbled but recovered, John Kasich looked presidential, Scott Walker did not, and
Donald Trump reverted to his “bombastic” self during Thursday’s Republican presidential
debate, said local political expert Daniel Ponder.

Still, none of the top 10 Republican candidates for president emerged from Thursday’s prime
time debate as a clear winner, said Ponder, who is the L.E. Meador Chair in Political Science at
Drury University.

“No one really had a breakaway,” he said.

**That’s not to say the debate didn’t have winners. Among them were voters, argued Mitchell S. McKinney, professor of political communication at the University of Missouri, a scholar of presidential debates.**

“For the most part, this first debate of the leading Republican candidates was a useful discussion
of a number of significant campaign issues that demonstrated key differences among the
contenders on a range of important topics,” McKinney said in a press release.

Among those in the deep field of Republican candidates, Trump has been the most talked about,
in large part because of his controversial statements — such as his remark about Mexico sending
rapists to the U.S.

But Trump’s demeanor on Sunday talk shows before the debate had been calmer and more
reserved, suggesting maybe he would not be as aggressive during Thursday’s debate, Ponder
said.

That didn’t happen, Ponder said. In his view, Trump was plenty bombastic.

Yet, he was not as boisterous as some thought he would be, though, McKinney said. “This
debate did not become the ‘Donald Trump show’ as many had predicted and even feared,”
McKinney said.

Trump won the debate according to several polls, Ponder said, but that has less to do with his
performance than the nature of the field.

Ponder said several of the candidates are quite similar to at least one other candidate, and that
makes it harder for them to gain support from a base.

For example, moderate Republicans can choose between Bush and Kasich, and evangelicals can
choose between Ben Carson and Mike Huckabee. Yet, for voters looking for an outspoken anti-
establishment candidate, there is really only one choice, Ponder said.

“He’s the only Trump,” Ponder said.
For his money, Ponder said, Kasich had the best debate performance. Kasich looked the most “presidential,” meaning he was the most able to speak to a wide group of people and not just his base, Ponder said.

McKinney, however, said Thursday’s biggest winner might not even be a Republican.

“Perhaps one of the winners of (Thursday’s) debate was Hillary Rodham Clinton,” he said in the release. “While a few of the candidates made passing references to the Democratic frontrunner, several of these attacks were lighthearted in nature. Interestingly, the leading Republican candidates were much more aggressive in taking on the incumbent president than their attacks directed toward the Democratic frontrunner.”

The Fox News team that moderated the debate — which included Megyn Kelly, Chris Wallace and Brett Baier — received largely positive reviews for asking tough questions and controlling the debate.

McKinney was among those complimentary of Fox’s moderators.

“The Fox News team handled the large field of candidates very well and didn’t shy away from tough questioning of the candidates,” McKinney said.

Ponder said this toughness from the Fox moderators may come as a surprise to some — given that the network is considered by many to favor conservatives. But Ponder says it makes sense to him that a conservative-leaning network would want to weed out weaker Republican candidates early in the election process.

Trump likely will remain the front-runner in the short term, Ponder said, but he does not believe the real-estate mogul will be the Republican nominee.

Rather, in the way John Kerry won the 2004 Democratic nomination by being most Democrats’ second choice, Jeb Bush will likely secure his party’s 2016 nomination by being a second-favorite candidate — the one the GOP believes has the best chance of winning a general election, Ponder said.

MU police arrest man on suspicion of rape

COLUMBIA, Mo - A two month investigation by the University of Missouri Police Department has led to the arrest of a man wanted for an alleged rape and robbery.
Captain Brian Weimer confirms MUPD arrested Mohamed Mostafa, 40, Saturday evening.

Weimer said the incident happened in the early morning hours on May 29. The female victim told police she left the downtown area with a man she had just met. They walked to the area of University Hall where the alleged rape occurred. The victim told police she struggled with the man before he ran from the scene.

Weimer said the victim was not an MU student.

Mostafa is being held in the Boone County Jail with a $500,000 bond. He is facing charges of rape and robbery in the second degree.

MU Police capture wanted rape suspect

COLUMBIA -- A man who allegedly raped a woman on the University of Missouri Campus in May is now behind bars.

40-year-old Mohamed Adam Mostafa is in the Boone County Jail on charges of rape and second degree burglary, according to the Boone County Sheriff’s Department.

According to the Sheriff’s Department, MU Police arrested Mostafa at around 7:00 p.m. Saturday.

According to Captain Brian Weimer with the MU Police Department, Mostafa’s arrest was in reference to a reported rape that occurred in the early morning hours of May 29th.

A female who is not an MU Student told police she left the downtown area with the suspect she had just met. The two walked to the area of University Hall, where the suspect allegedly raped her.

The victim told police she struggled with man until he ran from the scene.
Mostafa is currently in the Boone County Jail on a $500,000 cash only bond.

COLUMBIA MISSOURIAN

Man arrested in connection with May 29 sexual assault

MISSOURIAN STAFF, 15 hrs ago

COLUMBIA — Authorities made an arrest in connection with a sexual assault that occurred on MU's campus May 29, MU police Capt. Brian Weimer said.

Mohamed Mostafa, 40, was arrested on suspicion of rape Saturday evening by MU police officers, according to the Boone County Sheriff's Department arrest log. Bail for Mostafa has not been set.

In response to the May 29 rape, a Clery release was sent to students informing them of the sexual assault, according to previous Missourian reporting.

According to the release, the woman told police she was raped near University Hall, which is off Stadium Boulevard and Providence Road. The woman said she had met the man earlier in the night.

She told police that she struggled with the suspect, and he ran from the scene, according to the release.

COLUMBIA DAILY TRIBUNE

Move Your Bones: Weight lifting can benefit more than muscles
By Caroline Dohack

Sunday, August 9, 2015 at 12:00 am

We work out for many reasons. For some, it’s to avoid heart disease and other maladies related to sedentary lifestyles. For others, it’s for stress relief. For still others, it’s for vanity. Some even find it fun.

**What’s less common is working out for skeletal health. But recent research from the University of Missouri indicates that hitting the gym can benefit those bones.**

It has been known that certain types of exercises — specifically high-impact activities such as running — can increase bone mineral density. What happens is the force one puts on his or her bones while running stimulates new growth.

Of course, running also is associated with wear and tear on the joints, and do you know many longtime runners who haven’t had some sort of injury that required him or her to take an extended break?

But Pam Hinton, an associate professor and the director of nutritional sciences graduate studies in MU’s Department of Nutrition and Exercise Physiology, has some good news. Her research indicates that other types of exercise — specifically jumping and resistance-training routines — not only can stave off bone loss, but can increase bone density.

“We were so happy about the results,” Hinton said. “You go in with a hypothesis and you never know what you are going to find.”

For her study, Hinton looked at middle-age men with low bone density in the hip or spine but who were otherwise healthy.

The men were randomly selected to take on either a resistance-training or a jumping exercise program two times per week. Additionally, the participants were given a daily calcium and vitamin D supplement.

The resistance-training regimen included squats, lunges, dead lifts, calf raises, military presses and bent-over rows using free weights. The jumping regimen included an assortment of jumps, such as single- and double-leg hops, zigzag jumps, bounding, depth jumps and box jumps.

After six months, men in both groups showed increased bone density in the whole body and lumbar spine. The men in the resistance-training group, meanwhile, also showed increased bone density in the hips.

With the jumping exercises, Hinton said, the impact from the landing stimulated new growth. With the weight lifting, muscle contractions put force on the bones, which also stimulated new growth.
Although the increase was relatively small for the men in the study — “Somewhere between 1.5 and 3 percent,” Hinton said — these gains still translate to stronger bones.

Perhaps as important as the fact that the exercise programs got results is that the men who participated in the study didn’t find them overly taxing.

“We had the subjects rate pain and fatigue after each exercise. It was really good to know that the subjects weren’t finding the exercise training — either one — to cause pain or fatigue. It’s not like we’re asking people to do something they’re not going to want to do,” Hinton said.

Hinton said the results of this study, which were published in the journal “Bone,” have led to some additional questions. For instance, could an exercise regimen that combined both jumping and weight-lifting yield additional benefits? And could further research eventually lead to an exercise prescription for increased bone mass?

“Another idea we had is that recently, it’s been recommended that people who take osteoporosis medication go on ‘drug holidays’ because nobody knows what the consequences of using those medications for decades is. Once people go off, could they maintain the bone they gained from the drug by starting an exercise program so they wouldn’t have to take the drug for long?” Hinton said.

Mason Stevens, an exercise physiologist at Optimus: The Center for Health, said he had made note of the fact that the women who participate with the Older Women on Weights team, more commonly known as the OWOWs, have reported improvements to their own bone health after they started lifting.

“They have had steady improvement,” said Stevens, who coaches the group.

For someone new to lifting, Stevens recommends working with a trainer, who not only will be able to coach the client on correct form, but help determine a safe weight to start with.

And for those interested in aiming toward the results in Hinton’s study, Stevens demonstrated the lifts included in the resistance-training routine.

Stevens’ demonstration included both a barbell and dumbbells. The barbell, he said, loads the weight more consistently, so someone working toward increasing bone mineral density might have better gains. However, dumbbells are safer to use for someone new to working out or for people who might have limited ranges of motion.
Why some farmers are deciding to go GMO-free

August 09, 2015 12:15 am  •  By Tim Barker

Five years ago, Dan Beyers took his farm in a new direction. Or, rather, back in an old direction.

The Pana, Ill.-area farmer had been using corn and soybean seeds genetically modified to work with glyphosate — the generic name for Monsanto’s signature Roundup herbicide. But he reached a point at which he said it no longer made sense from a dollars standpoint.

So he turned his back on GMO crops.

“As they added more traits, we didn’t really see a yield advantage. And every time they added a trait, they added cost,” said Beyers, who also worries that GMO seeds could be damaging his soil.

Clearly the world of farming is still dominated by seeds that have been genetically altered to help them deal with drought, insects and weeds. But there’s anecdotal evidence suggesting that more farmers are considering the path Beyers has chosen.

Several factors are in play, including the premium prices that non-GMO crops — particularly soybeans — can fetch at the market. But also there is growing concern about the decreasing effectiveness of glyphosate, with farmers increasingly running into weeds that have developed resistance to the herbicide that revolutionized modern farming.

“Roundup isn’t cleaning up the fields the way it used to,” Beyers said.

Regardless, GMO seeds are in no danger of being pushed out of the market, with recent acreage surveys by the U.S. Department of Agriculture showing they account for more than 92 percent of our corn and soybeans. And there are new seed-herbicide combinations — using Dicamba and 2,4-D — on the way to help farmers deal with the weakening powers of glyphosate.

“There’s very little change for the country as a whole,” said Pat Westhoff, director of the Food and Agricultural Policy Research Institute at the University of Missouri.

Monsanto, based in Creve Coeur, agrees.
The company’s large seed portfolio is dominated by GMOs, but it does produce a range of conventional corn, soybean and cotton seeds. They represent a small percentage of the company’s U.S. sales, and there has been no spike in demand, a spokeswoman said.

“Most farmers look to Monsanto for the innovation and trait packages we offer,” spokeswoman Danielle Stuart said in an email.

Yet companies such as eMerge, an Iowa-based firm specializing in non-GMO seeds, say they’ve experienced modest increases in demand for their products, particularly with market prices for soybeans and corn falling rapidly in the wake of consecutive bumper harvests.

“With the price of grain dropping, guys are looking for more economic seeds to plant,” said Johnny Millwood, a district sales manager for the Midwest-focused company, which was founded in 2009.

Conventional seeds certainly cost less, lacking the need to recoup the large research and development costs behind their genetically altered counterparts. A bag of non-GMO soybeans — which covers roughly one acre — costs about $20 less than a similar bag of seeds designed to work with glyphosate, Millwood said.

But those non-GMO crops also are more valuable when it’s time to sell.

While corn draws an anemic 25 cents extra per bushel, food-grade soybeans are commanding an extra $2 per bushel.

That’s driven largely by overseas markets, with countries including Japan and South Korea providing steady demand for non-GMO soybeans, said Kellee James, chief executive of Mercaris, a market data service for non-GMO and organic commodities.

But ongoing debates over GMO labeling suggest there could soon be greater domestic demand for non-GMO grains.

“What’s driving this cycle is the consumer’s desire for more information about their food,” James said. “I don’t think that’s going away.”

The premium prices, however, do come with their own set of problems.

One of the bigger tasks facing conventional farmers is the need to keep that grain separate after it’s harvested. Only small amounts of GMO contamination (generally less than 1 percent) are allowed.

It’s particularly challenging for farmers growing both GMO and non-GMO crops. They have to take greater care in cleaning equipment and storage facilities when moving between the two types of crops.

“It does involve a little bit more effort and more cost,” said Nathan Fields, director of biotechnology for the National Corn Growers Association.
There is also the matter of operating in a world in which almost everyone around you is using glyphosate.

It’s a situation that Mike York has been dealing with for years on the land he works southeast of Mt. Vernon, Ill.

He used to lose plants along the edges of his fields after neighbors sprayed their crops on adjacent land. And there was an incident a few years back when a mix-up resulted in a sprayer’s covering one of York’s smaller fields with glyphosate, wiping out much of the crop.

But these days, neighbors have become more careful when spraying near his fields.

“As a matter of fact, a farmer just called yesterday to ask if I was still doing non-GMO,” York said.

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**COLUMBIA DAILY TRIBUNE**

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**One Year After Ferguson: Columbia has a long way to go**

By Caitlin Campbell

Sunday, August 9, 2015 at 12:00 am

One year after the high-profile death of 18-year-old Michael Brown in Ferguson, local black leaders and activists said there is still a lot of work to be done in Columbia to address a trend of socioeconomic disparity and police discrimination against the black community.

On Aug. 9, 2014, a white police officer, Darren Wilson, shot and killed Brown, a black man, in the St. Louis suburb of Ferguson. The death, for which a grand jury later decided to not indict Wilson, sparked protests — both peaceful and violent — across the nation. Weeks of unrest in Ferguson received international attention and incited debate about law enforcement’s relationship with the black community.

In Columbia, many people participated in rallies and vigils after Brown’s death. One year later, the city leaders who led many of those events said the shooting death of Brown turned many Columbia residents’ focus to issues plaguing the black community — but did little else.
Mary Ratliff, president of the state and local NAACP chapters, said Brown’s death “changed the conversation” but that the nation — especially Columbia — still has to change.

“The events of Ferguson have impacted all of us greatly,” Ratliff said. “It has brought to the attention of everyone the seriousness of discriminatory problems in this country and in how the police force treats our community.”

First Ward Councilman Clyde Ruffin, who is also a pastor at Second Missionary Baptist Church, said the unrest and protests that happened in Ferguson are “not new” and that the police violence against the community has “been going on before our generations, it’s just that we’ve entered an era where the media is so accessible” that everyone can see it.

Ruffin said instances of police violence or mistreatment against the black community are “piecing together a disturbing picture for the public, and you cannot distance yourself from these events.” As an example, Ruffin mentioned the shooting death of unarmed Samuel DeBose by a University of Cincinnati police officer last month, which resulted in a murder charge against the officer.

“Columbia has somehow escaped these very blatant acts we see happen in other places, but it still affects us all,” Ruffin said. “It has made us more vigilant. At least we are talking about these issues rather than pretending they don’t exist.”

**Carl Kenney, a local pastor and journalism professor with the University of Missouri, said in the year after Brown’s death, Columbia has an opportunity for people to begin a conversation about race, economic disparity and incarceration.**

Kenney said there are many commonalities between Ferguson and Columbia and that although the conversation has started, the city has not begun a shift toward changing policies to make sure black residents are treated fairly socioeconomically and by the police department.

“Nothing is going on in Columbia to help the situation,” Kenney said. “Columbia is way behind the times when it comes to looking at some policy decisions that can improve what is going on here — like creating that economic base to move people to the middle class from lower-class status.”

The state released statistics during the past year that outline a trend of police discrimination and socioeconomic disparity in Columbia.

According to the Missouri Attorney General’s office, in 2014 Missouri authorities pulled over black drivers 75 percent more often than white motorists based on their proportionate share of the driving-age population.

The Columbia Police Department’s stops of black motorists have increased for three years in a row, and the stops are at the highest level since the attorney general’s office started tracking vehicle stops about 15 years ago.
Although white Columbia residents have seen unemployment rates decreasing to about 4.4 percent since the recession began, the rate for the black population has increased. In 2009, the unemployment rate for the black workforce was 14.1 percent; in 2013 it was 15.7 percent.

The city has taken some steps in the past year to address policing and socioeconomic issues.

The Columbia Police Department established a Community Outreach Unit earlier this year to seek out community leaders and engage residents to improve fractured relationships in the city. Additionally, in his fiscal year 2016 budget, City Manager Mike Matthes has proposed using money the city saved last year to infuse cash into programs he thinks could help ease economic disparities between black and white residents.

Kenney said the economic and housing gaps Matthes is trying to address with the budget “are some of the worst gaps you’ll see in Missouri or the country.” He said he commends the city manager for beginning the conversation to improve the socioeconomic position of black residents.

Ruffin said the issues plaguing the black community cannot be solved solely by government.

“We can allocate funds, and our efforts in certain directions will help, but it takes the whole community getting involved to turn the epidemic of violence and hardship in a different direction,” Ruffin said.

MU library to extend hours, remain open 24 hours five days a week

By Megan Favignano

Friday, August 7, 2015 at 2:00 pm

The University of Missouri’s Ellis Library will be open 24 hours a day Sunday through Thursday and will have extended weekend hours starting Sept. 8.

Ann Riley, acting MU Libraries director, said the library consistently receives student requests for longer hours.
“We wanted to demonstrate that we heard them,” Riley said. The library wanted “to meet student needs.”

The library will start its extended hours after Labor Day to give staff time to advertise the change to students. The new school year hours will be: open 24 hours a day from noon Sunday through midnight Friday and open 8 a.m. until midnight Saturday.

Ellis Library is operating under intersession hours because summer classes have ended. When school starts Aug. 24, the library will be open during its traditional school year hours until Sept. 8: from 7:30 a.m. to 2 a.m. Monday through Thursday, 7:30 a.m. to 8 p.m. Friday, 9 a.m. to 8 p.m. Saturday and noon to 2 a.m. Sunday.

MU Libraries spokeswoman Shannon Cary said these new hours will apply to the library building and will not extend the hours library services are available. Because library service hours will remain the same, the library itself will not need to hire additional staff, but additional security guards might be hired to cover the extra time the library is open.

There are no plans to change summer library hours, Cary said.

Cary said students indicated they wanted extended library hours in multiple student surveys the past few years, including surveys last spring related to a proposal for a student library fee. Students will vote on the library fee in November. If approved, students would start paying $5 more per credit hour in fall 2016. That fee would increase by $2 each academic year for six years, bringing the fee to $15 per credit hour by the 2021-22 school year. The fee would give the library about $4.3 million in new funding in 2016-2017.

“We’re hoping that they will vote for the library fee,” Riley said.

The fee would go toward library improvements and maintenance, library collections and services. Cary said the student fee will not directly affect Ellis Library’s hour extension.

“It could make a difference in being able to continue any services that we have,” Cary said. “Any budget issues could at some point affect the hours. The more financial support we have from students, the more likely we can keep up these hours.”
Hillary Clinton will today unveil a massive plan to make higher education more affordable, student loan debt less burdensome and states accountable for supporting their public colleges. The plan -- which would cost $350 billion over 10 years -- is one that campaign officials say will be central to her candidacy for the presidency.

The plan touches on many other aspects of higher education policy beyond tuition and state support, promising lower interest rates on student loans, tougher rules for for-profit higher education, new grants for private colleges that have small endowments and serve large numbers of low-income and minority students, and a major expansion of AmeriCorps, through which those who perform national service may receive funds for college or repay student loans.

The plan, if adopted, would create many more opportunities for Americans to earn a four-year degree at a public college without spending or borrowing as much as they do now. And the plan would create -- for many students -- options that are debt-free or effectively free. But the plan stays away -- intentionally, according to campaign officials -- from broad promises about making higher education free or debt-free for everyone.

With the plan, Clinton puts out an alternative on college affordability to those of Senator Bernie Sanders and her other rivals for the Democratic presidential nomination. The campaign's fact sheet states: "Lifting incomes for working Americans is the defining economic challenge of our time. And to raise wages, there is no better investment we can make than in education."

The plan, called the New College Compact, would:

Provide grants to states, which would be given to four-year public colleges that pledge to create no-loan tuition plans for students and community colleges that charge no tuition. The grants (based in part on requirements outlined below) should bring down tuition for in-state students across the board at these colleges. In theory, some public institutions might opt to participate and others in the state might not.

States would be required to "halt disinvestment" and provide more money to public higher education, so that the infusion of federal funds would add to total support for higher education and not allow states to spend less.

Stipulate that the debt-free options do not use Pell Grant funds, meaning that Pell-eligible students would be able to use those grants for living expenses and minimize their need to borrow.
Link the size of federal grants to states to the proportion of low- and middle-income students enrolled in the state's public colleges. The plan would use existing federal programs to provide support based on graduating large proportions of these students.

Set family contributions for college expenses at "reasonable" rates and base financial need calculations on an expectation that students work 10 hours a week.

In cases where a state declined to participate, create a path for public colleges to do so directly with the U.S. Education Department.

Cut the interest rate on federal student loans "significantly" to eliminate any profit that the government makes on these loans.

Allow everyone with current student debt to refinance at today's relatively low interest rates.

Create a new program to help "modest endowment" private colleges keep tuition low and promote better graduation rates. The program will be designed for minority-serving institutions and others that serve a high proportion of Pell-eligible students.

Expand the AmeriCorps public service program (a favorite of President Bill Clinton) from 75,000 to 250,000 students annually.

**Accountability and Accreditation**

The Clinton plan would also embrace new accountability measures, some of which may be controversial with colleges. For example, a fact sheet on the plan states that "our colleges and universities should be up-front about graduation rates, likely earnings and likely debt, and how those metrics compare with other schools. Clinton's plan will make sure that students can shop around, rather than roll the dice."

President Obama made similar arguments on behalf of his ratings plan, on which he has since pulled back, and faced significant pushback from many higher education leaders who feared such statistics and comparisons would be oversimplified.

The plan would also require colleges to have "skin in the game," such that colleges are penalized when too many students fail to graduate and are left with debts. The campaign said that Clinton would "embrace bipartisan efforts," such as the bill introduced last week by Senators Jeanne Shaheen of New Hampshire, a Democrat, and Orrin Hatch of Utah, a Republican, to require colleges to share the default risks and measure loan underperformance in new ways.

As for accreditation, Clinton both called for reforms and affirmed the importance of accreditation. Senator Marco Rubio of Florida, a candidate for the Republican presidential nomination, recently outlined a higher education platform in which he called for ending the accreditation "cartel," and creating a system that "welcomes low-cost, innovative providers."
Clinton advocated changes, but also suggested that accreditors are wise to hold new programs and new modes of delivery to rigorous standards. And she implied that online learning -- or at least some of it -- has quality issues.

The Clinton plan will "ensure that accreditation does not stifle innovation and keep out promising new entrants -- but set standards high for existing and new entrants," the campaign document said. "Title IV funds [federal financial aid] will be a lever to ensure accreditors are open to low-cost, technology-enabled programs. But we will rigorously evaluate outcomes to make sure these programs work. We must restore integrity to online learning and will not tolerate programs that fall short."

**Tough Line on For-Profits**

The Clinton campaign's fact sheet also indicates that she will take a tough line on for-profit higher education. In the plan, Hillary Clinton endorsed several measures that for-profit colleges are already opposing -- and perhaps Clinton will reassure some for-profit critics who have wondered about her views in light of President Bill Clinton's lucrative relationship, since ended, with Laureate Education.

The outline of the Clinton higher ed agenda said that Clinton will "strengthen and defend" the gainful employment regulations that the Obama administration has pushed in a fairly intense legal and political fight (which isn't over) to deny participation in aid programs to some for-profit institutions based on the ability of graduates to find good jobs.

Further, Clinton is pledging to "crack down on lawbreaking by for-profits" by expanding support for the efforts of numerous government agencies to "enforce laws against deceptive marketing, fraud and other illegal practices."

She also repeated a vow to take action to help veterans recruited by for-profit colleges. Clinton said that she would "close the 90-10 loophole" that she said colleges use to "prey on veterans." The rule prevents for-profits from receiving more than 90 percent of their revenue from federal sources. But under current regulations, veterans' and military service members' educational benefits do not count toward that 90 percent limit, and Clinton is joining a number of Democratic members of Congress who want those funds to count, potentially resulting in some for-profits losing eligibility for aid programs.

**Paying for the Plan**

In providing some detail on the financing of the plan, Clinton campaign materials said that about half of the $350 billion cost would come in direct grants to states and colleges. And one-third would come from debt relief by lowering interest rates on student loans.

The source of funds: "closing tax loopholes and expenditures for the most fortunate." (Such sources of funds tend to have a hard time winning approval in Congress, at least as currently composed.)
The campaign's fact sheet makes a case for these actions by saying that "we need to make ambitious investments so that cost is no longer a barrier to college education, and the burden of debt does not hold back everyday Americans."

Clinton would significantly outspend Sanders, who has called for $18 billion a year in state grants to allow them to slash public college tuition.

**Help for All Kinds of Students**

A campaign adviser on education who spoke on condition of anonymity said in an interview Sunday that the plan would help all kinds of students. Everyone would have free tuition at a community college. And four-year public colleges would become more affordable. While some students might still have to borrow for nontuition expenses at public institutions, that borrowing would be minimal compared to what students are taking out in loans today. Further, the program should create "some debt-free options" for those students who want to avoid all debt.

For those at private colleges, there will be immediate assistance in the form of lower interest rates on student loans, she said.

While many students would end up with a debt-free education and a very low-cost higher education, the campaign wants to avoid calling the plan "debt-free" or "free" higher education, she said. "Sometimes 'debt-free' is thrown around in the Washington chattering classes" and people don't realize that such plans aren't as free or debt-free as described, the Clinton adviser said.

The plan is also based on the idea of all players -- federal and state governments, families, students, colleges -- doing their parts, she said. But the expectations are reasonable. For example, she noted that research has found that working 10 hours a week has a positive impact on completion rates (while working many more hours a week has the opposite effect).

By stressing the obligations of all parties, as opposed to a "free" message, the aide said an important message was being sent. "One of the things that is important and gets lost is that college is still a really good investment," she said. "We think everyone should commit to it."

Sandy Baum, a senior fellow at the Urban Institute and an expert on college costs, has been advising the Clinton campaign and describes herself as "highly supportive" of the campaign, but not on the Clinton staff. (She was authorized to speak on the record, unlike the aide quoted above.)

Baum praised the proposals being made today. "I think it's very important that she is stepping up and addressing what everyone knows is a very real problem, that too many students are struggling with student debt, and too many students are not succeeding with college," she said.

In the past, Baum has been critical of some "free" college plans for not focusing enough on the resources needed both by students and colleges. She noted that the Clinton plan avoids these problems, by assuring increased funds to public colleges to make up for lost tuition revenue. She also noted the recognition of the Clinton plan -- in provisions like requiring that Pell funds not be relied on to create a
debt-free option -- that many students' nontuition obligations are a key factor in their ability to enroll or their need to borrow.

"Any campaign plan is going to have details that need to be worked out," she said. But this one, right from the start "is designed with attention to the resource issue. It involves assurances about the money that the state is putting into higher education, so that the state can't just replace its funds with federal funds." And this matters, Baum said, to assure quality and affordability, not just the latter. It is better for some students to borrow modestly (for nontuition expenses at four-year institutions) than for everyone to be promised such a low price that quality would suffer, Baum said.

"I am pleased that they are trying to address this problem in a meaningful way without saying everything will be free."

Peter McPherson, president of the Association of Public and Land-Grant Universities, said that he needed to learn more about the plan, but that based on what he has heard, he was struck that it has "many complexities" that need study. But he said he "appreciated the concept" of a new federal-state partnership to provide needed resources to public colleges and universities.

He said that there has been "a real problem of some states reducing their appropriations for higher education," and that it was important for plans to deal with "access, quality and completion," not just any one of those factors. "It's time for a public discussion" on these issues, McPherson said.

Molly Corbett Broad, president of the American Council on Education, also praised the idea of a public discussion on helping families afford higher education. "A presidential election is the time to consider broad changes to public policy, and this is a big, bold and complex proposal," she said via email. "With the widespread public interest in helping students and their families finance a college education, it is not surprising to see this and other proposals put forward as part of the conversation around how to make college more affordable and encourage states to invest appropriately in higher education. We look forward to participating in that discussion."

Sarah A. Flanagan, vice president for government relations and policy development at the National Association of Independent Colleges and Universities, was critical in an interview of a series of proposals -- including President Obama on free community college and Sanders on reduced-cost public higher education -- that she said represented a significant shift in public policy. She said that, for generations now, federal support for students has gone to the student, who in turn decides where to take the aid. These new plans, she said, direct federal support to public institutions (even if there are some pots of funds for those at privates).

"This is an emphasis on institutions over students," she said. And Flanagan said that many private colleges serve large numbers of low-income students and are not wealthy institutions with extravagant campuses -- at a time when many public colleges and universities are recruiting wealthy students.

"We're doing public policy based on an image that isn't based on reality," she said. "There are as many climbing walls at publics as privates."
A Year of Racial Tumult Brings Potent Lessons — and Risks — to the Classroom

By Dan Berrett

NO MU MENTION

For scholars of African-American studies, the police killings of unarmed black men in several cities over the past year have been personally searing and unusually powerful pedagogically.

"It’s tragic and terrible that these things keep happening," said Amani T. Marshall, a lecturer in history at Georgia State University, "but as a historian and a teacher, it makes my job so easy."

But making educational use of high-profile events in the news can also present pitfalls. Students can respond unpredictably, derailing class discussions. Faculty members often find they’ve let loose a flood of contradictory feelings in their students that they must expertly guide. Many professors of color must cope with similar emotions themselves.

The killing a year ago of Michael Brown, an unarmed black teenager, in Ferguson, Mo., by Darren Wilson, a white police officer, has been followed by a grim procession of similar deaths: Tamir Rice, a 12-year-old in Cleveland; Walter Scott, in South Carolina; Freddie Gray, in Baltimore; and Samuel DuBose, in Cincinnati.

Each new event has forced scholars to make pedagogical choices. Some have made the incidents the explicit topics of a new lesson or course; others have used them as entry points to teach previously existing material.

Teaching the Discomfort

A team of professors at Pennsylvania State University took the explicit route. This past spring they offered a one-credit course, "The Fire This Time — Understanding Ferguson." Many of the 60 students in the five-week session enrolled because they wanted to make sense of a topic that was generating far more heat than light, said Courtney Desiree Morris, an assistant professor of African-American studies.
Most students in the course were white, she said, and admitted they hadn’t had many meaningful conversations with people of color. In addition to watching in-person and video lectures, writing essays on their reading, and having class discussions, the students produced multimedia presentations in which they offered ideas about how the police, community organizers, and federal officials might fix the underlying problems afflicting Ferguson.

Helping students view events from other perspectives was a major goal. "If we don’t understand experiences that aren’t our own," Ms. Morris said, "I don’t see how we’re going to transform the situation."

Other professors have incorporated current events into their existing syllabi. Historians, for example, have linked current developments in Ferguson and elsewhere to the Watts riots of 1965, to Reconstruction, even back to the slave laws established in the 17th-century colony of Virginia.

For some scholars, canonical works in their disciplines acquired fresh relevance. Chad Williams, an associate professor of African and African-American studies at Brandeis University, gained new insight from The Souls of Black Folk, by W.E.B. Du Bois. A chapter on the meaning of progress hit home. "What does progress mean," Mr. Williams asked himself and his students, "when we have an African-American president and there’s still systematic state oppression?"

That sense of dissonance, juxtaposing the promise of an idealized postracial era and the depressing reality facing many students, became an important spark educationally. Several professors, like Mr. Williams, wanted their students to embrace that confusion. "The goal," he said of his course, "was to come out more unsettled at the end of the semester than at the beginning."

**Skillful Discussions**

Adroitly moderating a discussion has always been a challenge in courses about race. After Ferguson, it has become even more important.

Marcia Chatelain, an associate professor of history at Georgetown University, takes time to build a sense of community in her courses. For the first 10 to 15 minutes of each class, her students, who reflect a mix of races, talk about whatever is on their minds. It allows them to get to know one another and affirm the ground rules for respectful and fact-based debate. It also sends the message that the professor isn’t always in charge.

Delegating that much power to students can be unnerving, but it can also lead to unexpected places. The day after a Missouri grand jury announced that Mr. Wilson, the officer who had killed Michael Brown, would not be indicted, emotions ran high.

Thanksgiving break was approaching, so Ms. Chatelain gave her students an unusual prompt: Would they bring up the subject during Thanksgiving dinner?
She wanted her students to look with fresh eyes at their own and others’ lived experiences. Many white students said they would never raise the issue because they felt awkward or uncomfortable. Most black students said they wouldn’t be able to escape it even if they wanted to.

Exploring their mixed emotions helped students develop more-nuanced positions over the semester, Ms. Chatelain said. Some black students, for example, acknowledged wanting to feel safe in their communities and saw a need for police officers, but questioned how much power the officers should have. Other students adopted less-doctrinaire positions on racial profiling: Support for it didn’t automatically signify racism, nor did disdain mean a disregard for law and order.

Some professors used other pedagogical methods to guide discussions. Jennifer C. Nash, an assistant professor of American studies at George Washington University, relied on her training as a lawyer. Adopting what she called a quasi-Socratic approach, she learned everyone’s name in her 80-student course on race, gender, and the law, and cold-called on them.

Ms. Nash found it particularly effective to ask them to "perform" certain arguments. The students didn’t have to personally support a particular position, but they had to articulate it. What, for example, would an argument against meritocracy be? Performing an argument helped separate ideology from identity, she said, and allowed students to analyze ideas more dispassionately. She demonstrated the technique herself, she said, to show her students a range of perspectives.

In many courses that deal with Ferguson, white students still make up the majority. Mr. Marshall’s courses at Georgia State were often different. One of his sections of an American-history course had 46 students, but just six of them were white. Within racial groups, there could still be polarized opinions, which made for heated discussions.

On the day after the grand-jury decision about Mr. Wilson, for example, the tension was thick in Mr. Marshall’s class. A black female student, who appeared to Mr. Marshall to be reading from a blog, argued that the real problem was black-on-black crime, that black people commit a majority of crime nationally, and that this explained why Mr. Wilson had felt threatened and had shot Mr. Brown.

Mr. Marshall could see the hands of other students going up on the opposite side of the room. He heard sighs and the sucking of teeth. He recalled putting his hand up to acknowledge and quiet them.

He put her statistics into context, and mentioned the high rates of incarceration of black men. He drew a parallel to the history of the criminalization of black men since Reconstruction and the rise of mass incarceration since the 1980s. And he asked whether statistics like hers might be applied by the criminal-justice system to justify the use of deadly force on the black community.

When the other students started applauding, Mr. Marshall stopped them. He thanked her for raising the issue of the officer’s perceptions, and for her research. "But," he recalled adding that day, "I want you to question your sources."

Mr. Marshall, like many professors of color, said it can be difficult to keep cool when the discussion grows intense and can often feel personal. He and other faculty members said they must manage their
own feelings of grief, danger, and sorrow, while often having to counsel black students through similar feelings, and making sure no one feels shut down in class.

"As an instructor," said Ms. Nash, of George Washington, "it’s utterly exhausting work."

**A New Moment?**

Incorporating current events into the curriculum can also present a different sort of challenge, to the enterprise of history. While such topics can persuade students to take a course they might not otherwise, historians are also wary of overplaying the significance of the now.

Many scholars sense that the year since Ferguson and the #BlackLivesMatter social movement will have true historical significance.

Christopher Cameron, an associate professor of history at the University of North Carolina at Charlotte, regards the current moment as a turning point. "We’re seeing new directions for black intellectual history," said Mr. Cameron, who is also president of the African American Intellectual History Society. "It’s a new wave of black-power politics."

He has also perceived an increased willingness among white liberal students to talk about issues of race. Fault lines in the response to Ferguson may also be breaking down by ideology, not simply by race.

Confidence in the police has sunk to its lowest point in 22 years, according to a recent Gallup poll. Liberals’ confidence dropped by seven percentage points and moderates’ by eight points during the past two years. Conservatives’ trust in law enforcement, however, has increased by three points.

"What we’re seeing today isn’t new," said Mr. Williams, of Brandeis, though he considers the energy and activism among students and young people as part of a watershed moment. "It remains to be seen what will happen," he added, "but the energy that’s been unleashed is not going anywhere."

That energy is also redefining notions of how social change occurs, said Calvin L. Warren, an assistant professor of American studies at George Washington.

Recent events have persuaded young black people that they will never be equal, he said. Instead of the sit-in that characterized past social-justice movements, students today stage "die-ins."

"In that choreography," Mr. Warren said, "there’s no hope for a better tomorrow."

Such changes reflect a debate in black studies on the discipline’s purpose. One side of the debate is called Afro-optimism, which holds that political engagement will lead to freedom, recognition, and justice. By teaching African-American history, the thinking goes, black people’s historical pain will be recognized as worthy of redress. That, said Mr. Warren, hasn’t happened.

The other side is Afro-pessimism or nihilism, a camp to which Mr. Warren belongs. Many of its adherents see themselves as realists. "My objective," he said, "is to deromanticize black history." Voting and petitioning the government to change, he said, may alter the faces of the people in charge, but not
the laws and structures in place. "We've been voting for how many years now?" he said. "We’re as disenfranchised now as we were before."

Mr. Warren recognizes that his position unsettles people, but that’s what happens when one explores uncomfortable ideas. "Students really do want to hear something different," he said. "Even if it hurts, they want to hear the truth."