

MCSP Course Guide: Winter 2014



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As part of the MCSP academic curriculum, students are required to enroll in and complete at least three MCSP course requirements during the academic year. In fall term students are required to enroll in 1) UC 102 and either 2) an MCSP-linked First-Year Seminar or 3) a CIVIC Course (see the approved list). In winter term MCSP students will enroll in the course option they did not complete fall term, either 1) an MCSP-linked First-Year Seminar or 2) a CIVIC Course (see the approved list). In addition, students are highly encouraged to enroll in an MCSP English or Math section either fall or winter term along with special elective courses. On the following pages are the descriptions for all of these courses.

Faculty Biographies:

- Julie Babcock
- Rona Carter
- Scott Ellsworth
- David Schoem
- Luis Sfeir-Younis
- Michael Shriberg
- Jeff Stanzler
- Wendy Woods



MCSP Course Requirements

MCSP students are required to enroll in and successfully **complete at least three MCSP courses** (see below) during the academic year. Course descriptions and faculty biographies are listed in the following pages. Please read them carefully.

Requirements

1. UC 102 (offered fall term only)
2. One MCSP-linked Seminar (SEM) – Note: SEM courses may also count toward fulfillment of First-Year Writing, Distribution, Race and Ethnicity, or other school or college course requirements. See the course descriptions for more information.
3. One MCSP-approved “Civic Engagement: Learning in Community” Course (CIVIC)

*Note to MCSP Engineering Students: 1) We encourage you to fulfill all of your MCSP requirements in the fall semester because of the winter term course requirements for Engineering students. 2) For your MCSP CIVIC requirement, we suggest that you take Engineering 100, Section 800 with Prof. Meadows, Section 650 with Prof. Chesney or Section 200 with Prof. Daida –these sections will count as fulfilling that requirement. *In the winter term you could take Engineering 100.400, 100.450, or 100.650*

Fall Term –

Required

1. UC 102 – offered fall term only
2. MCSP-linked Seminar (SEM) (see approved courses in the pages that follow)

*Note: You should only select an MCSP-linked “Civic Engagement: Learning in Community” (CIVIC) course in the fall term if the MCSP-linked seminar courses are closed or do not fit your schedule.

Optional

1. Math 115.011 – MCSP has reserved some spaces for MCSP students in order to facilitate study groups and learning with your MCSP peers. Note: the instructor for this section is selected by the Math Dept, not by MCSP.

Winter Term –

Required

1. Choose the option that you did not enroll in during Fall Term –
 - a. Any MCSP-linked Seminar (SEM), or
 - b. MCSP-linked “Civic Engagement: Learning in Community” course (CIVIC) (see list of courses)

Strongly Recommended

1. Special MCSP Course Offerings- See Winter 2014 course guide

Optional

1. Math 115.013; Math 116.035 – MCSP has reserved some spaces for MCSP students in order to facilitate study groups and learning with your MCSP peers. Note: the instructors for these sections are selected by the Math Department, not by MCSP.

MCSP Course List: Winter 2014

Courses Fulfilling the MCSP-linked Seminar Requirement (SEM) - Required

1. **Writing and Academic Inquiry** – Julie Babcock – ENG 125.005, Tues/Thurs 11:30am-1pm, 4 credits
2. **Sociology of Suffering**– Luis Sfeir-Younis – SOC 295.002, Wed/Fri 11:30am-1pm, 3 Credits (some seats reserved for MCSP students)
3. **Planet Blue Ambassadors Training and Assessment** – Mike Shriberg – UC 227.001, Tues 3-5pm, 1-3 Credits *Note: By permission of Instructor only
4. **Nonviolence: From Montgomery to the World** – Scott Ellsworth – AAS 104.003, Tues/Thurs 10-11:30am, 3 credits (Some seats reserved for MCSP students)
5. **Empowering Families & Communities**- Rona Carter – PSYCH/AMCULT 319.001, Tues/Thurs 11:30-1pm 4 credits (some seats are reserved for MCSP students) *Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
6. **Web-Based Mentorship: Arab-Israeli Conflict Simulation** - Jeff Stanzler – EDUC 463.001, Tues/Thurs 1-2:30pm, 3 credits
7. **Sociology of Education** – David Schoem – SOC 458.001, Mon/Wed 2:30-4 3 Credits *Note: Recommended that you contact Prof. Schoem

Courses Fulfilling the MCSP Civic Engagement (CIVIC) Requirement - Required

1. **Empowering Families & Communities**- Rona Carter – PSYCH/AMCULT 319.001, Tues/Thurs 11:30-1pm 4 credits (seats are reserved for MCSP students) *Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
2. **Sociology 389: Project Community**
*All sections are approved for MCSP credit, but sections 111, 112 113, 210 are highly recommended.
3. **Psychology 211: Project Outreach**
*Sections 001, 002, 003, and 004 are approved for MCSP credit, but *Section 005 is not*.
4. **Psychology/Sociology/UC 122: Intergroup Dialogue**
*Any dialogue topic is acceptable, but before enrolling, you must complete an online request at www.igr.umich.edu, Wed 3-5pm 2 credits
5. **The Portfolio Project (PCAP Course)** – William Alexander – ENG 326.001, Tues/Thurs 1-3pm, 3 credits
6. **The Atonement Project (PCAP Course)** – Ashley Lucas – RCCORE 334.001, Tues/Thurs 3:30-5pm, 3 Credits
7. **Intro Engineering: Solar Cells Renewable Energy from the Sun** - Jamie Phillips and Thomas Bowden - ENGN 100.400, Tues/Thurs 11:30am-1pm, 4 credits
8. **Intro Engineering: Green Engineering- Harnessing the Wind**- Roger Dean De Roo and Rod Johnson- ENGN 100.450, Tues/Thurs 12-1:30pm 4 credits
9. **Intro Engineering** - David Chesney and Erik Hildinger - ENGN 100.650, Tues/Thurs 12-1:30pm, 4 credits

Special Elective MCSP Course Offerings – Highly Recommended

1. **Academic Decision Making**-Wendy Woods- University Course 103.001, Tues. 2-4pm 1 credit
*Open to all; course expectation for next year's MCSP student leaders. **Meets Jan 21-March 18**
2. **Calculus I**- MATH 115.013, Mon/Wed/Thurs 11:30am-1pm 4 credits
3. **Calculus II**- MATH 116.035, Mon./Wed./Thurs. 1-2:30pm 4 credits

Detailed Course Descriptions

Courses Fulfilling the MCSP-linked Seminar (SEM) Requirement

1. Writing and Academic Inquiry

Julie Babcock, English 125.005, Class #11535

(4 Credits), Tuesday/Thursday 11:30am-1pm, 1423 EQ

Memoirs provide writers opportunities to interpret, analyze, and seek deeper meaning beneath the surface experience of particular events in their lives. In this course we will be reading Nick Flynn's memoir *The Ticking is the Bomb* as well as smaller memoir excerpts, news stories, and academic articles to explore the ways in which our personal and public experience intersect and what we can learn when examining these intersections. The writing for this course includes several interconnected papers that will serve as your own partial memoir about what has brought you to college and what is happening now that you are here.

Through our exploration of memoir, you will acquire many important college writing skills. You will learn how to pose good questions that give your writing purpose and significance. You will also learn how to close read texts and how to analyze and make connections amongst many different kinds of sources.

*This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.

2. Sociology of Suffering

Luis Sfeir-Younis, Sociology 295.002, Class #29934

3 Credits, Wednesday/Friday 11:30am-1pm, B852 EQ

This course examines the social roots of suffering, i.e. the extreme forms of suffering resulting from wars and torture; genocides and holocausts; enslavement and exploitation; massive exodus of populations; rape and domestic violence; poverty and famines; and other forms of atrocities having their origins in society and whose devastating consequences are experienced by individuals within the culture, social structures, and power relations existing in their own societies and the global world they live in. Even though sociologists have been well aware of the suffering caused by social forces, it is only in the last decades that sociology, as a discipline, has been focusing on what social suffering does to people and the many ways people articulate, experience, represent, and live through that suffering.

Throughout the course, we will be discussing and reflecting on a number of issues and questions around suffering such as: What constitute social suffering? How social suffering becomes an embodied experience? How do media accounts mediate the experience of suffering? How do people in one society experience the distant suffering of others? How victims voice, bury, displace, and confront their experience of victimization and survival? How do powerful groups silence such victims? What can we do to ameliorate, prevent, or resist social suffering?

****Please note this special opportunity: we will share our sociological journey through social suffering with students from Universidad Nacional in Colombia by having a few of the Friday sections done in Spanish (with translation and transcription into English), via video-conferencing and by having assignments done in small group projects with students from both nations. **Spanish proficiency is not required.***

*This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.

**3. Planet Blue Ambassadors Training and Assessment
Mike Shriberg, University Courses 227.001, Class #27773
1-3 Credits, Tuesday 3-5om, 2450 NQ**

As part of the Planet Blue Ambassadors program, this seminar provides the skills training and intellectual framework for students to be effective Planet Blue Student Leaders (PBSLs) in the residence halls. Through a series of workshops and presentations, this seminar is designed to provide PBSLs with the tools to create their own methodologies for creating behavioral change for sustainability. Faculty and staff will serve as guides for PBSLs, helping to bring appropriate resources, models and contacts to students. PBSLs will learn from each other, following the best practices in encouraging peer-to-peer knowledge building. Drawing from leading research and best practices, with a particular emphasis on the McKenzie-Mohr “Fostering Sustainability Behavior” model, this seminar also helps PBSLs explore the applications of the concept of sustainability from the perspective of behavioral change, communication and organizational change. The literature reveals that the top challenge for this type of “Eco-Rep” program is “student accountability” and the best practice is to “create solid support structures” (Erickson, 2009). This seminar is designed to provide a solid foundation for success through grounding in the academic literature and available information from other campus programs, directly linking key staff and faculty with students, ensuring accountability to peers and instructors, and creating an environment for co-learning.

*This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.

*Enrollment in this course is by permission of the instructor only. Contact Prof. Shriberg (mshriber@umich.edu).

*This is a two-part seminar open to students living in University Housing who have been accepted into the 2013-14 Planet Blue Student Leaders program. Will accept new students for Winter term even if they weren't in it during Fall term pending acceptance via application.

**4. Nonviolence: From Montgomery to the World
Scott Ellsworth, Afroamerican & African Studies 104.003, Class #29371
(3 Credits), Tuesday/Thursday 10-11:30am, 1423 EQ**

When Rosa Parks refused to leave her seat on a city bus in Montgomery, Alabama one fateful afternoon in December 1955, the stage was set for what would later become the modern Civil Rights Movement, launching the public careers of Dr. Martin Luther King, Jr., the Student Nonviolent Coordinating Committee, and other civil rights leaders and organizations. What is less widely known, however, is how black and white activists in the American South during the 1950s and 1960s have come to inspire nonviolent political and social movements, worldwide,

to the present day. Utilizing historical literature, biography, and documentary film, this course will feature both an in-depth study of the origins, structure, and development of the American Civil Rights Movement, as well as focus on the success, and failings, of a select number of nonviolent struggles worldwide.

5. Empowering Families & Communities

Rona Carter, Psychology 319.001, Class # 21064

(4 Credits), Tuesday/Thursday 11:30am-1pm, 1405 EQ

The purpose of this course is to introduce students to the principles and orienting concepts of community psychology, namely, empowerment, resilience, diversity, cultural competence, and social action, among others. To better understand how organizations develop programs based on these principles, students will choose a Detroit area field placement to reflect on how community psychology can be applied to the work done in their placements

**This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.*

** Note: this course can be used to fulfill either the seminar or civic requirement, but not both.*

6. Web-Based Mentorship: Arab-Israeli Conflict Simulation

Jeff Stanzler, Education 463.001, Class #25446

(3 credits), Tuesday/Thursday 1-2:30pm, B804 EQ

This course is made for people with an interest in world politics, mentorship, and bringing a playful spirit to learning. ED 463 is linked to a web-based simulation in which high school students portray actual political figures from the region. Students in Michigan, elsewhere in the US, and even outside the US interact with one another, and with you, over the course of the term. You and a small group of classmates will facilitate one of several concurrent simulations and will serve as gatekeepers, pushing the students to act in ways that are in keeping with the beliefs and constraints that the person they are portraying would hold and operate under. There are several country/organizational "teams," each made up of three members who are actual current leaders. There is a structure in place for these student "diplomats" to communicate with others, to use the media to express their interests and exert influence, and finally to introduce possible new actions into the simulated world. All of this work is done with your support, as you help the students with everything from structuring an argument to thinking strategically. We do not require that students have extensive coursework in the politics and history of the Middle East, so the seminar also offers a look at the recent history and politics of the conflict and of the nations of the Middle East.

**This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.*

**LSA students can receive credit for this course, but it counts as non-LSA credit. Students in other schools & colleges should check with their academic advisors about receiving credit.*

7. Sociology of Education

David Schoem, Sociology 458.001, Class #22631

(3 credits), Monday/Wednesday 2:30-4pm, B852 EQ

This course will examine the purposes and roles of schooling in society. We will examine issues of inequality, race, class and gender, cultural transmission and social change in K-12 and higher education. We will explore issues of socialization, stratification, the social organization of schools and classrooms, and the uses of both formal and hidden curriculums. We also will explore the role and experience of participants in schooling. Finally, we will examine contemporary issues in schools and possibilities for change in schools and change in society. Students are expected to be active participants in discussions and presentation of class readings and topics.

*This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.

*Prof. Schoem recommends you contact him regarding enrollment if course is closed

Courses Fulfilling the MCSP Civic Engagement (CIVIC) Requirement

1. Empowering Families & Communities

Rona Carter, Psychology 319.001, Class #21064

(4 Credits), Tuesday/Thursday 11:30am-1pm, 1405 EQ

The goal of this course is to teach students the process of family and community empowerment with didactic and experiential coursework as well as practical community fieldwork. Students will meet as a class, one day a week. Students will choose a Detroit area field placement. The class is structured as follows: the first half of the class period will be devoted to class discussion of specific topics augmented by readings, experiential exercises, guest speakers, and videos; the second half of the class period will be devoted to discussions related to fieldwork. Students will be expected to discuss issues specific to their placement and to incorporate ideas from didactic materials with their field experiences. The grade for PSYCH 319 is based on three components; the midterm paper, the final project, and class attendance and participation.

*This course does fulfill the MCSP seminar requirement, but it is not an LSA first-year seminar.

* Note: this course can be used to fulfill either the seminar or civic requirement, but not both.

2. Sociology 389: Project Community

Students combine up to six hours of weekly service in community settings with weekly student-led seminars. Seminars are interactive, focus on readings about related sociological issues, and provide a time for mutual support, planning, and problem solving about the community sites. Students can choose sites focused on education, public health, gender & sexuality or criminal justice. Those who have valid driver's licenses can reserve vehicles through the Ginsberg Center to transport themselves to the sites and carpooling is encouraged. Students will complete reflective journal assignments, a short midterm written

assignment, and a final paper/project. Up to four credits of 389 may be included in a concentration plan in sociology.

*SOC 389, is a service-learning course. Prior to registering, all students must view the web for site time requirements at: <http://ginsberg.umich.edu/projectcommunity/sociology-389-course-information>

*MCSP students may enroll in any section, but the following sections are highly recommended. They have a long history of MCSP participation and MCSP students often enroll together.

111: AAPS Elementary After-School Tutoring, Northside Elementary

112: Peace Neighborhood Center, Mentoring Elementary & Middle School Students

113: Tutoring in Middle School Classrooms, Clague School

210: University Living, Senior Assisted Living

3. Psychology 211: Project Outreach

The purpose of Project Outreach is to allow students to learn about themselves and psychology by becoming involved in community settings. As an Outreach student, you may choose a setting that focuses on youth development, criminal justice or health care. A graduate student and faculty member will guide you and your peers through the learning cycle and make your experience educational and enjoyable. Readings, a mid-term project, and a final exam will be assigned. The Graduate Student Instructor for each section may state additional section requirements in class. All sections of Outreach count as an experiential lab for the Psychology concentration; they do not count as a lab for the Biopsychology and Cognitive Sciences concentration. If you have questions, please stop by the Project Outreach office in 1343 East Hall or call the office at 764-2580.

*MCSP students may enroll in any section of Psych 211 *with the exception of Section 005*.

4. Psychology/Sociology/UC 122: Program on Intergroup Relations (IGR) (2 credits), Wednesdays 3-5pm

In a multicultural society, discussion about group conflict, commonalities, and differences can facilitate understanding and interaction between social groups. In this course, students will participate in structured meetings of at least two different social identity groups, discuss readings, and explore each group's experiences in social and institutional contexts. Students will examine psychological, historical, and sociological materials which address each group's experiences, and learn about issues facing the groups in contemporary society. The goal is to create a setting in which students will engage in open and constructive dialogue, learning, and exploration. The second goal is to actively identify alternative resolutions of intergroup conflicts. Past dialogues have focused on gender, white racial identity, multiracial identity, sexual orientation, socioeconomic class, and religion.

*Interested students must fill out an online override request at www.igr.umich.edu. Due to high demand, students who do not attend the mass meeting on the first day of class will be dropped from the course. Questions regarding this course should be directed to the Intergroup Relations Program, 936-1875 or igr.info@umich.edu.

5. The Portfolio Project

William Alexander, English 326.001, Class #22708

3 Credits, Tuesday/Thursday 1-3pm, 1303 MH

In ENGLISH 326, students work one on one with incarcerated youth, helping them create a portfolio of their writing and art to present to their judges, employers, teachers, and family members. Students go each week to one of four or five youth facilities.

6. The Atonement Project

Ashley Lucas, RC Core 334.001, Class #18466

3 Credits, Tuesday/ Thursday 3:30-5pm, 1435 WDC

The Atonement Project seeks to begin community dialogues around issues of reconciliation, atonement, and healing after suffering the harm caused by crime and incarceration by offering an undergraduate course in which students will facilitate arts workshops with prisoners and crime victims. The Atonement Project Class will offer arts workshops facilitated by students that focus on the themes of acknowledgement, apology, and atonement — the rubric for the process of restorative justice. Sixteen students will enroll in the class, pairing off into eight facilitation teams. Most of the teams will hold workshops in prisons, and some will conduct workshops with victims' advocacy groups. All participants in the workshops will have the option of sharing their art on the Atonement Project website, but no one will be required to share their creative work online. By using art as a starting point, we hope to open up inter-community dialogue amongst groups who do not often communicate with one another.

7. Introduction to Engineering: Solar Cells Renewable Energy from the Sun

Jamie Phillips and Thomas Bowden, Engineering 100.400, Class #27551

4 credits, Tuesday/Thursday 11:30am-1pm, 1013 DOW

In this section of Engineering 100, students will learn about photovoltaics and apply their knowledge to design, build, and test a prototype of a lantern powered by solar energy. Students will begin their team experience by building a solar-powered model car to race against other teams in the class. This will provide students with initial hands-on experience with solar cells and building a working device. Students will then conduct more advanced laboratory experiments to measure and analyze energy conversion in polycrystalline silicon solar cells, charging and discharging of Ni-Hydridebatteries, and conversion of electricity to light in high-brightness light emitting diodes. In the third phase, covering the second half of the semester, teams will propose a newly designed and culturally appropriate solar lantern for use in the village of Samox San Lucas, Guatemala - the community partner of Sa Nima Collaborative. This will be the primary course project and will consider the economic, environmental, and societal impacts of the product they are proposing. Teams will design, build, and test a prototype of their proposed lantern and present at an expo at the end of the semester.

8. Introduction to Engineering: Green Engineering - Harnessing the Wind

Roger Dean De Roo and Rod Johnson, Engineering 100.450, Class #10790

4 credits, Tuesday/Thursday 12-1:30pm, 1012 FXB

An unavoidable consequence of using fossil fuels (usually coal) for electric power production is the creation of carbon dioxide, the greenhouse gas primarily responsible for climate change. There is much public discussion of the need to migrate from fossil fuels to renewable energy sources. But how? That's where engineers come in. This section introduces students to the engineering profession by exploring the engineering challenges to using renewable energy as a "green" alternative to fossil fuels. Students learn concepts of renewable energy, culminating in a team-based term project to produce a device that scavenges wind energy to perform a task. In producing a complex device, which requires some knowledge of atmospheric science aerodynamics, mechanics, and electrical engineering, the students are exposed to an interdisciplinary approach to engineering projects.

*Department consent required.

9. Introduction to Engineering

David Chesney and Erik Hildinger, Engineering 100.650, Class #28862

(4 credits), Tuesday/Thursday 12-1:30pm, 1690 BEYSTER

During the first part of the course, each student will learn fundamental programming skills, such as language syntax, sequential and concurrent execution, iterative and alternative commands, and event-driven execution. These lessons will be taught in the context of 1-2 Object-Oriented languages. In the second part of the course, each team of students will create a computer game using their newly acquired programming skills. The game, however, must have some form of social relevance. As examples, the game might help a child with a cognitive or physical disability such as Cerebral Palsy or Autism Spectrum Disorder. The overall goal of the course is to integrate the games that are developed into the therapy and assessment laboratories at C.S. Mott Children's Hospital.

MCSP Special Electives

1. Michigan Community Scholars Program: Academic Decision Making

Wendy Woods, UC 103.001, Class #18625

1 credit- CR/NC, Tuesdays 2-4pm, 1423 EQ, (January 21st- March 18th)

This course will provide students with an opportunity to critically review the roles of leadership and decision-making as they relate to academic, student leadership positions, and professional careers. It will allow students to consider various frameworks of decision-making and leadership through various theoretical perspectives and link them to civic responsibility, social justice and making change. It is hoped that students will develop a sense of application of one or more of these perspectives and consider how they might shape their own academic, professional, and community leadership careers. The issues and challenges of living and leading in a diverse and multicultural society will be examined. The class discussions will focus on relevant research, student perceptions, and university resources. This course is open only to

participants in the Michigan Community Scholars Program and encouraged for all MCSP student leaders. Open to all; course expectation for next year's MCSP student leaders.

2. Calculus I:

Math 115.013, #11876

4 credits (BS, MSA, QR/1), Mondays 11:30am-1pm (3448 MH) & Wednesday/Thursday 11:30am-1pm (3427 MH)

*This section is not taught by an MCSP professor, but it has spaces reserved for MCSP students.

* Section 013 has multiple meeting times and/or multiple meeting locations.

3. Calculus II:

Math 116.035, #11910

4 credits (BS, MSA, QR/1), Monday/Wednesday/Thursday 1-2:30pm, 2437 MH

*This section is not taught by an MCSP professor, but it has spaces reserved for MCSP students

Faculty Biographies

Julie Babcock

Julie Babcock is a Lecturer with a joint appointment in the Department of English and Sweetland Center for Writing. She holds an MFA from Purdue University and a Ph.D. from University of Illinois Chicago. She has taught a wide variety of writing courses that include freshman composition, women and literature, academic argumentation, and creative writing. Her poetry, fiction, essays, and reviews appear in numerous journals including Bateau, The Iowa Review, Hayden's Ferry Review, Fifth Wednesday Journal, and Rain Taxi. She is committed to writing that explores and lessens the gap between our lived and academic experiences. She blogs about literature and life at Literature and Transformation: <http://babcockj.wordpress.com/>

Rona Carter

Rona Carter studies associations between pubertal development and patterns of adjustment (psychological, behavioral, and health), with particular attention to how pubertal processes, social-cultural contextual factors (family, peers, teachers, romantic partners), and wider social systems (culture, ethnicity) interact to contribute to girls' adjustment problems from late childhood to young adulthood. Within the above context, her work focuses on three interrelated lines of research: (1) racial and cultural contextual factors that influence pubertal processes; (2) social-cultural contextual factors and wider social systems that promote or hinder adjustment; and (3) measurement development and evaluation as it relates to race, ethnicity, and gender. I draw upon both secondary data analysis and original data collection. Her research has importance for understanding the relational and social contexts of girls' development and health outcomes such as how girls negotiate aspects of their interpersonal relationships (family, peers, teachers, and romantic partners) when making their sexual decisions. Guiding her research are the central tenets of social development theory which emphasize that individual development occurs within a social and cultural context, which itself develops, and furthermore, perpetually interacts with the developing individual.

Scott Ellsworth

Dr. Scott Ellsworth, who joined the DAAS faculty in 2007, teaches courses on African American history, Southern literature, and crime and justice in contemporary U.S. society. Trained as a historian, he received his Ph.D from Duke University in 1982, where he was a member of the Duke Oral History Program. The author of "Death in a Promised Land" (LSU Press), the first-ever comprehensive history of the horrific Tulsa Race Riot of 1921, Dr. Ellsworth served, with Dr. John Hope Franklin, as the lead scholars for the Tulsa Race Riot Commission, and has been involved in the ongoing legal efforts to win compensation for riot survivors. Formerly a historian with the Smithsonian Institution, he has written about American history for the New York Times, the Washington Post, and other publications, and has appeared on National Public Radio, the Today Show, PBS's The American Experience, the History Channel and in both film and broadcast documentaries. He is currently writing a new book concerning race and basketball during the 1940s.

David Schoem

David has served as the Director of the Michigan Community Scholars Program since 1999 and also teaches in the Sociology Department. David teaches the MCSP-linked First-Year Seminar, "Social Justice, Identity, Diversity and Community" and upper level sociology courses on intergroup relations, education, and the American Jewish Community. He has served in the past as LSA Assistant Dean for Undergraduate Education and UM Assistant Vice President for Academic and Student Affairs. His most recent book is *College Knowledge for the Student Athlete*. He also edited with Sylvia Hurtado, *Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace*.

Michael Shriberg

Mike Shriberg, Ph.D., is Education Director at the Graham Environmental Sustainability Institute and Lecturer in the Program in the Environment at the University of Michigan. In addition to teaching courses such as "Sustainability & the Campus" and "Sustainability Leadership Development", he leads the Graham Undergraduate Sustainability Scholars Program, Graham Sustainability Doctoral Fellows Program, the Planet Blue Ambassadors Program and efforts to integrate sustainability across the curriculum at the University of Michigan. Dr. Shriberg is the North American Editor of the International Journal of Sustainability in Higher Education. He recently returned to academia after serving as Director of Environment Michigan and Policy Director at Ecology Center, leading policy efforts on Great Lakes protection, climate and energy, and as well as environmental health and toxics. Previously, he served as Program Director and Assistant Professor of Environmental Studies and Interim Director of the Rachel Carson Institute at Chatham University in Pittsburgh, PA, as well as an adjunct Lecturer at Carnegie Mellon University. Dr. Shriberg earned an M.S. and Ph.D. in Resource Policy & Behavior from the University of Michigan's School of Natural Resources and Environment and a B.S. in Biology & Society from Cornell University. His research and practice focuses on organizational change and sustainability leadership, with an emphasis on higher education institutions.

Luis Sfeir-Younis

Luis Sfeir-Younis is a lecturer in sociology and he has taught a 200-level sociology course for MCSP students for many years. He is a very popular professor, much-loved by his students and colleagues.

Jeff Stanzler

Jeff Stanzler is a lecturer at the University of Michigan School of Education and is the Director of the Interactive Communications and Simulations (ICS) group, which facilitates several web-based writing projects linking elementary, middle and high school students with peers worldwide, and with university

student mentors. Besides "Michigan Matters," Jeff runs three other projects, including the "Arab-Israeli Conflict Simulation," "Earth Odyssey," a social/cultural issues forum linked to vicarious travel, and "Place out of Time," a trans-historical simulation project. He is also on the faculty of the Master of Arts with Secondary Certification (MAC) Program where he teaches a course on teaching with technology.

Wendy A. Woods

Wendy Woods is the Associate Director of the Michigan Community Scholars Program and teaches UC 102 and UC 103. She is a former member of the Ann Arbor City Council and represented the Fifth Ward on the west side of the city. On City Council she served on the Planning Commission, Downtown Marketing Task Force, and the Environmental Commission. She is a member of the University's Women of Color Task Force, the Negro Business and Professional Women's Clubs, the Ecology Center, the Sierra Club, and The Links, Inc. Each of these groups is involved in addressing social ills, engaging the community in participation, and making Ann Arbor a more livable and vibrant community. She warmly encourages each student to get to know and to enjoy Ann Arbor. Her door is always open!

SAVE THE DATE!

Student Leader Applications

DUE December 13th (more information TBA)

Interviews: January 12th

MCSP Winter Retreat

February 8-9

More information next semester!