

MCSP Course Guide: Winter 2015



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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 encouraged to enroll in an MCSP 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
- Dwight Lang
- Richard Mann
- 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: For your MCSP CIVIC requirement, we suggest that you take *Engineering 100.400, 100.450, or 100.650*

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 2015

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. **Empowering Families & Communities**- Rona Carter – PSYCH/AMCULT 319.001, Tues./Thurs. 11:30-1pm 4 credits *Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
3. **The Experience of Social Class in College and Community** - Dwight Lang SOC 295.002 Mon/Wed 11:30 – 1pm, 3 Credits
4. **The Meaning of Life and Death** - Richard Mann - PYSCH 120.001 Mon/Wed 11:30 am – 1pm, 3 Credits
5. **Jewish Americans: Identity and Community in a Pluralist Society** - David Schoem- Sociology 295.001, Mon./Wed. 2:30-4pm 3 credits
6. **Sociology of Suffering**– Luis Sfeir-Younis – SOC 295.003, Tues/Thurs 4:00 – 5:30pm, 3 Credits
7. **Sustainability on Campus** - Mike Shriberg Environ 391.001 – Tues/Thurs 2:30 pm – 4pm, 4 Credits
8. **Web-Based Mentorship: Arab-Israeli Conflict Simulation** - Jeff Stanzler – EDUC 463.001, Tues/Thurs 1-2:30pm, 3 Credits

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

1. **Planet Blue Ambassadors Training and Assessment** – Mike Shriberg – UC 227.001, Tues 3-5pm, 1-3 Credits *Note: By permission of Instructor only
2. **Empowering Families & Communities**- Rona Carter – PSYCH/AMCULT 319.001, Tues./Thurs. 11:30-1pm 4 credits *Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
3. **Sociology 225: Project Community**
*All sections are approved for MCSP credit, but sections 111, 112 113, 210 are highly recommended.
4. **Psychology 211: Project Outreach**
*Sections 001, 002, 003, and 004 are approved for MCSP credit, but *Section 005 is not*.
5. **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 3-6pm 3 credits
6. **The Portfolio Project (PCAP Course)** – William Alexander – ENG 326.001, Tues/Thurs 1-3pm, 3 credits
7. **Intro Engineering: Solar Cells Renewable Energy from the Sun** - Theodore Norris 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: Gaming for Good** - 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 20-March 17**

Math Sections

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 #11496

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

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. 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.

3. The Experience of Social Class in College and in the Community

Dwight Lang, Sociology 298.002 Class #27490

(3 Credits), Monday/Wednesday 11:30 – 1pm, 1469 MH, (Social Science Distribution)

The course examines how social class inequality is created/encountered in America — particularly as students study in higher education and work in the wider community. We will consider the structural bases of social class stratification including persistent family, educational, occupational and income inequalities.

Close attention will be paid to how individuals experience social class in a country theoretically committed to equality of opportunity for all. Both obvious and hidden contradictions for

children/students/adults from various social class backgrounds will be reviewed and explored. Central questions to be answered include:

Why do Americans allow social class inequality to exist and persist over time, while simultaneously claiming all have equal social opportunities?
What are important moral and social justice implications of on-going social class inequalities?
Why are we unable to achieve all our meritocratic ideals?

4. The Meaning of Life and Death

Richard Mann, Psychology 120.001, Class # 25233

(3 Credits) Monday/Wednesday 11:30am-1pm 1423 EQ, (Social Science Distribution)

Two questions will guide our explorations: Who am I, right now? and What's the deal? In response, surface answers will emerge and then be joined by the deepest and most penetrating answers, the ones that guide our lives. It is toward understanding our core identity, the basis of who we know ourselves to be, even as so much changes throughout our development, that the Who am I? question leads us. And as we contemplate lives lived with integrity and joy and purpose, perhaps we will grasp how this whole drama of life and death can unfold to our own highest good.

We will look at the development of mature, fulfilled lives of all sorts. But we will also consider several radically different understandings of What's the deal? Near-death experiences suggest the enduring presence of consciousness after physical death, and this view can be contrasted to the materialist doctrine that "This is all there is." Our life purpose and our highest goals are shaped by the answers we choose as we explore such questions as these.

We will read the works of Erik Erikson, The Dalai Lama, contemporary neuroscientists and psychologists of all persuasion, philosophers, and spiritual and religious teachers, for starters. We will undoubtedly come to unique and incomparable conclusions, and the notion that there are right and wrong answers to these questions may need to be set aside so we can learn from each other and join the human quest for a good life and a good death.

5. Jewish Americans: Identity and Community in a Pluralist Society

David Schoem, Sociology 295. 001, Class #21689

(3 credits), Monday/Wednesday 2:30-4pm, B856 EQ, (Social Science Distribution)

How do American Jews identify as Jews and how do they participate in and conceptualize the American Jewish Community? This course will explore the social scientific literature on the American Jewish Community as Jews strive to maintain themselves and thrive in a pluralistic society. In addition to identity and community, students will explore topics such as intergroup and intragroup relations, concerns related to anti-Semitism and group survival, attachments to Israel, and understandings of diaspora. Students will look at the broader context of American society, including issues of democratic values, religious freedom, social stratification, race, power and privilege. The course will be conducted seminar style with an expectation of active student participation, including discussions, dialogue, and presentations. Written work will include two papers, one longer and one shorter, and a take-home exam.

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

6. Sociology of Suffering

Luis Sfeir-Younis, Sociology 295.003, Class #29758

(3 Credits), Tuesday/Thursday 4pm – 5:30pm, 1432 EQ, (Social Science Distribution)

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.

7. Sustainability and the Campus - Michael Shriberg & Kathryn Harris, ENVIRON 391.001, Class # 2321

(3 credits), Tuesday/Thursday, B856 EQ, (Interdisciplinary Distribution)

This interdisciplinary course explores the dimensions of ecological (and, to a lesser degree, social and economic) sustainability in higher education generally and at the University of Michigan specifically in a dynamic, interactive way. The course draws upon theory and practice in sustainability, environmental management, organizational change and social advocacy. Students conduct a substantial, hands-on group project in conjunction with a university sponsor. Through site visits, guest lectures, discussions, lectures and this project, this course aims to address the real life challenges of campus environmental sustainability. Thus, this course focuses on active, participation-based learning, and students should leave the course with an understanding of the campus as a lever for environmental change and with the personal tools to act as change agents.

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

*This course is targeted towards sophomores, but is open to very ambitious and talented first-year students.

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

Jeff Stanzler, Education 463.001, Class #24508

(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*

Courses Fulfilling the MCSP Civic Engagement (CIVIC) Requirement

1. Planet Blue Ambassadors Training and Assessment

Mike Shriberg, University Courses 227.001, Class #25937

1-3 Credits, Tuesday 3-5pm, B852 EQ

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).

2. Empowering Families & Communities

Rona Carter, Psychology 319.001, Class #20676

(4 Credits), Tuesday/Thursday 11:30am-1pm, 1327 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.

3. Sociology 225: 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

4. 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*.

5. Psychology/Sociology/UC 122: Program on Intergroup Relations (IGR) **(3 credits), Wednesdays 3-6pm,**

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.

6. The Portfolio Project

William Alexander, English 326.001, Class #22213

3 Credits, Tuesday/Thursday 1-3pm, G228 AH

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.

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-Hydrdebatteries, 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; Gaming for Good

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 #18409

1 credit- CR/NC, Tuesdays 2-4pm, 1423 EQ, (January 20st- March 17th)

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, #11974

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, #11828

4 credits (BS, MSA, QR/1), Monday/Wednesday/Thursday 1-2:30pm, 2436 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.

Richard Mann

Dick Mann is Professor Emeritus of Psychology and Religious Studies. He played an important role in organizing the Ann Arbor and National teach-ins on the Vietnam War during the spring of 1965. He continued his activist attempts to make education timely and relevant by designing courses to examine the dynamics of student protest at Columbia and during the Black Action Movement at the University of Michigan. He also participated in efforts to open university courses to members of the local community through the short-lived Program for Educational and Social Change in 1972. In the 1980s, he introduced a new set of courses on Peace Studies.

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 books include *Ethnic Survival In America: An Ethnography of a Jewish Afternoon School*, *Inside Separate Worlds: Life Stories of Young Blacks, Jews, and Latinos*, and *College Knowledge for the Jewish Student*.

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.

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.

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 12th (more information TBA)

Interviews: January 11th

MCSP Winter Retreat

February 13-14

More information next semester!