

# MCSP Course Guide: Winter 2016



# Table of Contents

## **MCSP Course List & Descriptions:**

- MCSP-linked Seminar (SEM)- *Required*
- Civic Engagement: Learning in Community Courses (CIVIC)- *Required*
- Special Electives- *Highly Recommended*
- Math Courses- *Highly Recommended*

*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
- Silvia Pedraza
- Stephanie Rowley
- David Schoem
- Tyran Steward
- Luis Sfeir-Younis
- 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, 100.550 or 100.950*

### **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 116.032 – 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. **Education and Inequality** – Stephanie Rowley – PSYCH 120.003 Mon/Wed 2:30-4pm 3 Credits
3. **Crossing the Color Line** – Tyran Steward – HIST 197.004 Tues 12-3pm
4. **Web-Based Mentorship: Arab-Israeli Conflict Simulation** - Jeff Stanzler – EDUC 463.001, Tues/Thurs 1-2:30pm, 3 Credits
5. **Sociology of Suffering**– Luis Sfeir-Younis – SOC 207.001, Mon/Wed. 10-11:30am, 3 Credits
6. **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.
7. **Transforming America** – Silvia Pedraza - SOC 105.001, Tues/Thurs 10-11:30am 3 Credits
8. **The Experience of Social Class in College and Community** - Dwight Lang SOC 295.002 Tues/Thurs 11:30am-1pm, 3 Credits
9. **Sociology Of Education** - David Schoem- Sociology 458.001, Mon/Wed. 2:30-4pm 3 credits

### 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 \*Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
2. **Web-Based Mentorship: Arab-Israeli Conflict Simulation** - Jeff Stanzler – EDUC 463.001, Tues/Thurs 1-2:30pm, 3 Credits
3. **Children Learning in Mathematics and Beyond (CLiMB) Service Learning in Mathematics** – TBA – Tues/Thurs 1-2:30p, 3 credits
4. **Sociology 225: Project Community**  
\*All sections are approved for MCSP credit, but sections 111, 112 113, 210 are highly recommended.
5. **Psychology 211: Project Outreach**  
\*Sections 001, 002, 003, and 004 are approved for MCSP credit, but *Section 005 is not*.
6. **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](http://www.igr.umich.edu), Wed 3-6pm 3 credits
7. **Intro Engineering: Solar Cells Renewable Energy from the Sun** - Fred Terry - ENGN 100.400, Tues/Thurs 11:30am-1pm, 4 credits
8. **Intro Engineering: Green Engineering- Harnessing the Wind**- Roger DeRoo- ENGN 100.450, Tues/Thurs 12-1:30pm 4 credits
9. **Intro Engineering: Biologging - Persistent Monitoring of Daily Life** - Kenneth Shorter- ENGN 100.550, Mon/Wed 11:30am-1pm, 4 credits
10. **Intro Engineering: The Living Building Challenge** – Victor Li- ENGN 100.950, Mon/Wed 1-2:30pm, 4 credits

### Special Elective MCSP Course Offering – 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.

### Math Sections

1. **Calculus I**- MATH 115.013, Mon/Wed/Thurs 4-5:30pm 4 credits
2. **Calculus II**- MATH 116.032, Tues/Thurs. 6-8pm 4 credits

## **Detailed Course Descriptions**

### **Courses Fulfilling the MCSP-linked Seminar (SEM) Requirement**

#### **1. Creative Arts and Community**

**Julie Babcock, English 125.005, Class #11411**

**(4 Credits), Tuesday/Thursday 11:30am-1pm, G023 WQ, (First Year Writing Requirement)**

In the past decade, there have been substantial changes in the ways we think about and articulate the impact creative arts have on our communities. The creative arts field encompasses a diverse grouping of populations that can include architects, environmentalists, urban planners, filmmakers, performers, and writers, as well as visual artists who work in a variety of media. This course gives you the opportunity to explore the ways a local creative arts organization of your choice works in terms of communities. What communities does the organization target or affect? What is made possible through these connections? What are the challenges the organization faces? What is your own response to what you discover?

This is a writing-based course. You will be doing extensive field work and reading and then shaping this into reviews, responses, and synthesized arguments. Writing assignments will give you practice in critical thinking, academic argumentation, audience consideration, and self-reflection.

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

#### **2. Education and Inequality**

**Stephanie Rowley – Psychology 120.003, Class #31006**

**(3 Credits) Monday, Wednesday 2:30-4pm G027 WQ**

This course will explore the connection between education/learning and issues of social justice. We will consider the ways in which the structure of American education systematically discriminates against racial, gender, religious, and social class groups. The class will also examine the impact of this discrimination on social, academic, and psychological development.

#### **3. Crossing the Color Line**

**Tyran Steward – History 197.004, Class #29211**

**(3 Credits) Tuesday 12:-3pm, G027 WQ**

In June 2015, Rachel Dolezal emerged as a media spectacle and the subject of national scrutiny after her white parents stated publicly that Dolezal is a white woman passing as black. Their insistence that Dolezal is white came in the wake of her reports to local news media and police that she had been the victim of several hate crimes. To critics, Dolezal is a fraud who has committed cultural appropriation. Yet, for her supporters, Dolezal's racial identification as a black woman is authentic and indisputable, since race is not based on biology but rather is a social construction. For both groups as well as impartial observers, many wondered curiously why a white woman had chosen to pass as black, especially given that historically it has been African Americans who opted to become white. Narratives of racial passing have long

captivated public attention for the way in which these accounts provocatively raise questions about the construction, reinforcement, and subversion of racial categories and identities. This seminar explores narratives of impersonation and racial passing, featuring black and white persons who crossed social boundaries of race, ethnicity, class, or gender, disguising or abandoning their original identity often—but not always—in search of a better life. American self-fashioning has often been celebrated as evidence of a society defined by freedom and opportunity, open to enterprising individuals who make their own way in the world, pursuing self-interest. But the democratic and meritocratic promise of social mobility embodied in the self-made American is shadowed by more negatively valued ideas about self-identification and self-invention, involving supposedly cunning persons who refuse to stay in their proper place or who flout established racial conventions by succeeding through charm, deception, or guile. By examining the stories of artful men and women who chose to pass, we will consider why some forms of social mobility are devalued, even stigmatized, while others are privileged as fundamentally American. We will also interrogate the fluidity of racial identity and the legitimacy of race. Lastly, we will read both fictional and historical accounts of boundary-crossers, as well as watch several films that engage the theme of racial passing.

#### **4. Web-Based Mentorship: Arab-Israeli Conflict Simulation**

**Jeff Stanzler, Education 463.001, Class #23014**

**(3 credits), Tuesday/Thursday 2-4:30pm, G023 WQ**

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*

## **5. Sociology of Suffering**

**Luis Sfeir-Younis, Sociology 295.003, Class #26369**

**(3 Credits), Monday/Wednesday 10am – 11:30am, 1005 WQ, (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.

## **6. Empowering Families & Communities**

**Rona Carter, Psychology 319.001, Class # 19730**

**(4 Credits), Tuesday/Thursday 11:30am-1pm, 1005 WQ**

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.

## **7. Transforming America**

**Silvia Pedraza, Sociology 105.001, Class # 26369**

**(3 Credits), Tuesday/Thursday 10am-11:30am, TBA**

That America is a nation of immigrants is one of the most common, yet truest, statements. In this course we will survey a vast range of the American immigrant experiences: that of the Irish, Germans, Jews, Italians, Blacks, Puerto Ricans, Mexicans, Cubans, Koreans, and Japanese. Immigration to America can be broadly understood as consisting of four major waves: the first one, that which consisted of Northwest Europeans who immigrated up to the mid-19<sup>th</sup> century; the second one, that which consisted of Southern and Eastern Europeans at the end of the 19<sup>th</sup> century and beginning of the 20<sup>th</sup>; the third one, the movement from the South to the North of Black Americans and Mexicans precipitated by two World Wars; and the fourth one, from 1965 on, is still ongoing in the present, of immigrants mostly from Latin America and Asia. At all times, our effort will be to understand the immigrant past of these ethnic groups, both for what it tells us about the past as well as their present and possible future.

### **Course Requirements:**

The written requirements for this class consist of two written, in-class exams (one essay and some short answers) plus a book review (about 8 pages long) of a social science book on an immigrant/ethnic/racial group of the student's choice.

## **8. The Experience of Social Class in College and in the Community**

**Dwight Lang, Sociology 295.002 Class #24987**

**(3 Credits), Tuesday/Thursday 11:30am-1pm, 2330 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?



## **9. Sociology Of Education**

**David Schoem, Sociology 295. 001, Class #21040**

**(3 credits), Monday/Wednesday 2:30-4pm, 1448 MH, (Social Science Distribution)**

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, learning and community, and the uses of both the formal and hidden curriculum. We also will explore the role and experience of the various 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. Please see David if you are interested in taking this class

## **Courses Fulfilling the MCSP Civic Engagement (CIVIC) Requirement**

### **1. Empowering Families & Communities**

**Rona Carter, Psychology 319.001, Class # 19730**

**(4 Credits), Tuesday/Thursday 11:30am-1pm, 1005 WQ**

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.*

### **2. Web-Based Mentorship: Arab-Israeli Conflict Simulation**

**Jeff Stanzler, Education 463.001, Class #23014**

**(3 credits), Tuesday/Thursday 2-4:30pm, G023 WQ**

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*

### **3. Children Learning in Mathematics and Beyond (CLiMB)-Service-learning in Mathematics Tutoring**

**Professor TBA, Education 120**

**(4 Credits), Tuesday/Thursday 1pm – 2:30pm, School Of Education**

This course is a service-learning course that provides opportunities for Michigan students to develop skills as effective mathematics tutors and support the mathematics development of children and youth in the Ann Arbor area. The course has two components. One component includes a discussion-based format, where Michigan students will learn about children's cognition, the development of key ideas from school mathematics, and about tutoring and diagnostic practices. Students will also develop skills in cultural competence for relating to children and youth. The first component will initially include watching videos of children's work, discussing written solutions of problems from actual children, learning about questioning, and the relational work of tutoring. As the semester progresses, the first component will shift from the discussion-based format to a lab, where students will work with one another and the instructor to reflect and prepare for the second component. The second component of the course will be the staffing of a tutoring clinic, where Michigan students will work with children in a variety of settings, including at school, after school, in community organizations, and possibly online in the evenings. Michigan students will be expected to work the tutoring clinic at least one day a week. Michigan students may be asked to help children and youth with their homework or provide enrichment activities that they have selected or developed. The tutoring sessions may involve Michigan students working with small groups or individual children, depending on the needs of the children and the site. This course is designed to provide Michigan students with rich learning experience about mathematics thinking and doing, as well as an opportunity to engage with the children and youth in the broader Ann Arbor community.

*\*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*

### **4. 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**

### **5. 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*.

### **6. 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. Different term-long sections of this course focus on different identity groups (for example, past dialogues include: Multiracial, Gender, Race and Ethnicity, Socioeconomic Status, White Racial Identity, Students of Color Intragroup, Religion, Arab/Jewish, International/US, Sexual Orientation, and Ableism).

\*Interested students must fill out an online override request at [www.igr.umich.edu](http://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](mailto:igr.info@umich.edu).

**7. Introduction to Engineering: Solar Cells Renewable Energy from the Sun**  
**Fred Terry, Engineering 100.400,**  
**4 credits, Tuesday/Thursday 11:30am-1pm**

In this section of Engineering 100, students will learn about solar energy collection and storage, and more generally, about electrical circuits, microcontrollers, wireless technology, and energy/power. The first half of the class will teach concepts in each of these areas, where electrical systems provide information collection, processing, and networking for all engineering fields. Laboratory sessions incorporate hands-on experiments to work with electrical circuits, solar cells, energy storage, microcontrollers, and wireless technology. In the second part of the class, students will work in teams to design, build, and test a wirelessly networked product that is self-powered by solar cells. The specific emphasis or challenge for the design project will change according to semester of offering.

**8. Introduction to Engineering: Green Engineering - Harnessing the Wind**  
**Roger Dean DeRoo, Engineering 100.450**  
**4 credits, Tuesday/Thursday 12-1:30pm**

An unavoidable consequence of using fossil fuel (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.

**9. Introduction to Engineering: Biologging - Persistent Monitoring of Daily Life**

**Kenneth Shorter, Engineering 100.550**

**(4 credits), Monday/Wednesday 33:30-1pm**

In this section of Engineering 100, students will learn about biomechanics and persistent monitoring. This knowledge will be applied to design and test a prototype of a new product to monitor human activity during daily life. Students will begin their team experience by designing and fabricating new packaging for an archival motion sensing device. This will give students initial hands-on experience with movement sensors and how best to secure the sensors to an individual to capture specific human motion. Students will then conduct more advanced laboratory experiments to measure and analyze specific movement. In the final phase of the project, covering the second half of the semester, teams will propose a new product application for their sensor packages. This will be the primary course project and will have an entrepreneurial feel, where teams will consider the economic and societal impacts of the new product application they are proposing. Teams will then conduct a series of tests to demonstrate the viability of the proposed product application.

**10. Introduction to Engineering: The Living Building Challenge**

**Victor Li, Engineering 100.950**

**(4 credits), Monday/Wednesday 33:30-1pm**

What if a building operated using only the solar, wind, and water resources which fell directly upon its site? In this section, students will explore a broad array of engineering skills involved in designing a self-sustaining classroom building in accordance with Living Building Challenge guidelines. Concepts from site ecology, structural design, optimal material selection, the energy-water nexus, and life cycle analysis will contribute equally to the integrated design process. Students will pick up hands-on skills in evaluating the pre-development and anthropogenic characteristics of their site through hands-on climate and soil analysis techniques. Participants will draw upon their findings as they delve into systems-focused building design in teams. Communication of the design process includes presentations, technical reports, and a 3-D rendering of the building.

## **MCS**P Special Electives

### **1. Michigan Community Scholars Program: Academic Decision Making**

**Wendy Woods, UC 103.001, Class #18409**

**1 credit- CR/NC, Tuesdays 2-4pm, G1005 WQ, (Start Date -January 26th)**

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 MCS

student leaders. Open to all; course expectation for next year's MCS

### **2. Calculus I:**

**Math 115.013, #11721**

**4 credits (BS, MSA, QR/1), Mondays/Wednesday/Thursday 1pm -4:30pm 2455 MH**

\*This section is not taught by an MCS

### **3. Calculus II:**

**Math 116.032, #11751**

**4 credits (BS, MSA, QR/1), Tuesday/Thursday 6-8pm, 2449 MH**

\*This section is not taught by an MCS

## 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.

### **Dwight Lang**

Dwight Lang is a sociologist who has studied social class inequality since the early 1980's. He has taught at several colleges over a 35 year period and has been Lecturer in Michigan's sociology department since 2007. Since 2008 he has been Faculty Adviser to an undergraduate group for students who are first in their families to attend college here at the U of M: First Generation College Students@Michigan. Dwight asks questions as he studies/teaches and asks students to engage in important issues of the day. One important question he continues to ask is: Why do Americans allow social class inequality to persist over time, while claiming all have equal opportunity? He also asks students to seriously explore: What is to be done?

### **Silvia Pedraza**

Professor Silvia Pedraza was born and raised in Cuba and came to the US when she was 12. As faculty both in the Department of Sociology and the Department of American Culture, her teaching and research interests lie in the history of immigration to the US from the late 18th century until contemporary issues today, focusing on many ethnic groups, such as German, Irish, Jewish, Italian, Black, Mexican, Puerto Rican, Cuban, Korean, Japanese, and Chinese immigrants.



**Stephanie Rowley**

Dr. Rowley is Professor of Psychology, Professor of Education, and Chair of the Combined Program in Education and Psychology. Dr. Rowley received a BA in Psychology and African American studies and a PhD in Developmental Psychology from the University of Michigan. Her research is focused on the influence of race and gender on academic self-concept and achievement. Rowley is particularly interested in how institutional and individual racism, disparities in school resources, and the impact of federal policies relate to achievement disparities. She also studies the development of achievement motivation and academic self-views, particularly as they change across major school transitions and as they relate to race and gender. Finally, Dr. Rowley also examines predictors of parent socialization and the effects of that socialization on children's motivation and identity.

**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. Forthcoming book is *Teaching Matters: Engaging the Whole Student with Heart, Mind, and Spirit*.

**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.

**Tyran Stewart**

Tyran Stewart is a historian of African American and modern U.S. history, with a particular interest in American political and social history. He completed his PhD at Ohio State University under the generous support of several fellowships and grants, including the Presidential Fellowship. His first book, tentatively titled "The Benching of Willis Ward: The Making of a Black Conservative in the Jim Crow North," is a study of black conservatism and race relations through the lens of sport. It uses the 1934 benching of Willis Ward to analyze the racialized social order maintained in the North during the 20th century. In addition to examining sport as a contested site, this book reveals the limits of northern racial liberalism. This study also explores how Ward's benching shaped his career and conservative politics, specifically during his tenure as a personnel director for the Ford Motor Company.

**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 14<sup>th</sup> (more information TBA)**

**Interviews: January 10<sup>th</sup> –Be sure to save the date**

## **MCSP Winter Retreat**

**Jan 30-31**

**More information next semester!**