

MCSP Course Guide: Winter 2017



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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:

- Rona Carter
- Phil Christman
- Dwight Lang
- Silvia Pedraza
- David Schoem
- 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 100.250**

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

Optional

1. **Math 115.100; Math 116.099** – 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 2017

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

1. **Writing and Academic Inquiry**-Phil Christman, English 125.005, Class #11357 3 Credits, Tuesday/Thursday 11:30 am-1 pm, West Quad G023
2. **Transforming America: Immigrants Then and Now**-Silvia Pedraza, Sociology 105.001, Class #24980, 3 Credits, Tuesday/Thursday 10:00am-11:30am, West Quad G023
3. **Animals and Society**- Luis Sfeir-Younis, Sociology 206.001, Class #29884, 3 Credits, Monday/Wednesday 4:00pm-5:30pm Mason Hall 2336

4. **Web Based Mentorship: Arab-Israeli Conflict Simulation**-Jeff Stanzler, Education 463.001, Class #22340, 3 Credits, Tuesday/Thursday 1:00PM - 2:30PM, West Quad G023
5. **Practicum in the Multicultural Community**- Rona Carter, Psychology 325.001, Class #31589 4 credits Tues./Thurs. 11:30-1pm West Quad 1005 *Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
6. **Jewish Americans: Identity and Community in a Pluralistic Society**-David Schoem, Sociology 295.001, Class #20230, 3 Credits, Monday/Wednesday 2:30pm-4:00pm, CC Little 1505
7. **The Experience of Social Class in College and the Community**- Dwight Lang, Sociology 295.002, Class #23992 3 credits, Tuesday/Thursday 11:30am-1pm, Mason Hall 2330

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

1. **Practicum in the Multicultural Community**- Rona Carter, Psychology 325.001, Class #31589 4 credits Tuesday/Thursday 11:30am-1pm West Quad 1005 *Note: this course can be used to fulfill either the seminar or civic requirement, but not both.
2. **Psychology 211: Project Outreach**
*Sections 001, 002, 003, and 004 are approved for MCSP credit, but *Section 005 is not*.
3. **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
4. **Design in the Real World**- Kenneth Alfano and Erik Hildinger, Engineering 100.200
Tuesday/Thursday 10:30am-1pm

Special Elective MCSP Course Offerings – Highly Recommended

1. **Academic Decision Making**-Wendy Woods, Applied Liberal Arts 103.001 (formerly listed under University Course 103.001), Tues. 2-4pm 1 credit
*Open to all; course expectation for next year's MCSP student leaders. **Meets Jan 24th-March 21st**
2. **Social Justice: Liberal Arts Learning and Professional Careers**
ALA 270, Section TBD 1 credit, Wednesdays 5-6:30

Math Sections

2. **Calculus I**- MATH 115.100, Mon/Wed/Thurs 4:00pm-5:30pm 4 credits
3. **Calculus II**- MATH 116.099, Mon./Wed./Thurs. 6:00pm-8:00pm 4 credits

Detailed Course Descriptions Courses Fulfilling the MCSP-linked Seminar (SEM) Requirement

1. Writing and Academic Inquiry

Phil Christman, English 125.005 Class #11357

3 Credits, Tuesday/Thursday 11:30 am-1 pm, West Quad G023

This class is about writing and academic inquiry. Good arguments stem from good questions, and academic essays allow writers to write their way toward answers, toward figuring out what they think. In this writing-intensive course, students focus on the creation of complex, analytic, well-supported arguments addressing questions that matter in academic contexts. The course also hones students' critical thinking and reading skills. Working closely with their peers and the instructor, students develop their essays through workshops and extensive revision and editing. Readings cover a variety of genres and often serve as models or prompts for assigned essays; the specific questions students pursue in essays are guided by their own interests. This particular section of 125 focuses on concepts of debt, obligation, duty, and forgiveness.

2. Transforming America: Immigrants Then and Now

Silvia Pedraza, Sociology 105.001, Class #24980

(3 Credits), Tuesday/Thursday 10:00am-11:30am, West Quad G023 (Social Science Distribution)

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-19th century; the second one, that which consisted of Southern and Eastern Europeans at the end of the 19th century and beginning of the 20th; 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.

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.

3. Animals and Society

Luis Sfeir-Younis, Sociology 206.001, Class #29884,

3 Credits, Monday/Wednesday 4:00pm-5:30pm West Quad 1005

This course is designed to examine sociologically the relationships that exist between humans and other non-human animals. Since its birth in Europe in the 19th century, sociology has focused almost exclusively on human-to-human interactions largely ignoring the nature and significance of the human-animal relationship. However, in the last decade, this relationship has received much public attention. Scholars from all disciplines are focusing on the nature, the significance, and the implications of the human-animal relationship. Animals are being placed back into the core of the sociological agenda. In an effort to fundamentally rethink the relationship between human beings and non-human animals, this course will explore some of the legal, ethical, cultural, political, ecological, and social issues that underlie the concerns for and against animal rights and protections. We will examine the use of animals for experimentation, food, entertainment, work, and their furs, and the consequences of such

practices on the well-being of animals as well as its impact on society, its industries, and institutions. Different perspective on animal rights and animal welfare will be presented and a comparative analysis of human and animal rights and abuses will be attempted so as to be able to trace whether the abuse and exploitation of animals may be inextricably related to the oppression of human groups. We will examine how the use and abuse of animals in American society may perpetuate unequal and oppressive human-to-human relationships such as racism, sexism, and class privilege. This pilot course is an effort to incorporate animals into the mainframe of sociological analysis. We will use sociological concepts and perspectives to make sense of the history of human-animal relations. Contributions from ethics, religion, philosophy, science, ecology, and the arts will also be included as part of our reflections on these issues.

4. Web Based Mentorship: Arab-Israeli Conflict Simulation

Jeff Stanzler, Education 463.001, Class #22340

3 Credits, Tuesday/Thursday 1:00PM - 2:30PM, West Quad G023

This class is based on a computer-mediated simulation that engages middle school and high school students in exploring the Arab-Israeli Conflict through participating in it themselves. Students in high schools in Michigan, elsewhere in the US, and even outside the U.S. could be interacting with one another, and with you, over the course of the term. University student "mentors" (that's you) facilitate this diplomatic simulation (in which we create a scenario that becomes the "reality" of our world) and serve as gatekeepers, pushing the students to act in ways that are in keeping with the beliefs/constraints that the person they are portraying would hold and operate under. There is a complex structure in place for them to communicate with others, to issue press releases and otherwise express their interests and trade influence, and finally to introduce possible new actions into the simulated world. All of this is done with the support and with the assistance of the mentors.

Fundamentally, the exercise is an attempt to give students a tangible window into the diplomatic process, with its slow, thorny inner-workings. This course, and the Arab-Israeli Conflict (AIC) simulation itself, are based on the idea that the most meaningful learning often happens when one is actively engaged in a purposeful activity. By participating in AIC as a mentor, we hope that you will get a chance to think deeply about (among other things) how people learn to take diverse perspectives, what it takes to foster thoughtful discourse, and the nature of diplomacy itself.

AIC is also a project in the School of Education, and part of its purpose is to develop new ways that technology can support meaningful learning experiences with high school students. Within the context of the seminar, then, we start with a basic grounding in the history of the conflict, and then move on to figuring out how to let that grounding inform your ongoing efforts to both support and challenge the student participants.

5. Practicum in the Multicultural Community

Rona Carter, Psychology 325.001, Class #31589

4 credits Tuesday/Thursday 11:30-1pm West Quad 1005

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. Jewish Americans: Identity and Community in a Pluralistic Society

David Schoem, Sociology 295.001, Class #20230,

3 Credits, Monday/Wednesday 2:30pm-4:00pm West Quad 1005

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 the Jewish people strive to live 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 and Israel. Students will look at the broader context of American society, including issues of democratic values, religious freedom, social stratification, race, power and privilege.

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

Dwight Lang, Sociology 295.002, Class #23992

(3 credits), Tuesday/Thursday 11:30am-1pm, Mason Hall 2330

The course examines how social class inequality is created and encountered in America, particularly as students study in higher education and work in communities. 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 explored.

Central questions include: 1) Why do Americans allow social class inequality to exist and persist over time, while simultaneously claiming all have equal social opportunities? 2) What are important moral, social justice and policy implications of on-going social class inequalities?

The course is part of the University of Michigan's Bicentennial Celebration. We will also be examining how the university has addressed social class inequality from 1817 to 2017. For example, in 1887 Michigan's third president – James Angell (1871-1909) - identified this relatively new college in "the west" as the University of the Poor. We will consider how and why Michigan's social class composition changed over our 200 history.

Courses Fulfilling the MCSP-linked Seminar (CIVIC) Requirement

1. Practicum in the Multicultural Community

Rona Carter, Psychology 325.001, Class #31589

4 credits Tuesday/Thursday 11:30am-1pm West Quad 1005

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. Psychology 211: Project Outreach

Psychology 211.004, Class #11919

3 Credits Thursday 4:00pm-6:00pm Weiser Hall 296

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.

3. Psychology/Sociology/UC 122: Intergroup Dialogues

PSY 122.001/SOC 122.001/UC 122.001 Class #19521

3 credits, Wednesdays 2-5pm

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.**

MCSP Special Electives

1. Academic Decision Making

**Wendy Woods, Applied Liberal Arts 103.001 (Formerly listed under UC 103.001), Class #18409
1 credit- CR/NC, Tuesdays 2-4pm, 1005 West Quad, (January 24th- March 21st)**

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. Social Justice: Liberal Arts Learning and Professional Careers

ALA 270, Section & Instructor TBD

1 credit, Wednesdays 5-6:30

Many students strengthen their interest and commitment to social justice through their liberal arts education and professional school studies as undergraduates. In this course, students will explore how to maintain and strengthen their commitments to social justice as they pursue their professional interests and careers. In addition to classroom discussions and assigned readings, students will engage with UM alumni (in-person and via video conference) who will discuss the challenges and opportunities to maintain social justice values in a variety of professional fields. They will also receive hands-on advice on applying for internships, global experiences, resume writing and interviewing from staff in the LSA Opportunity Hub.

3. Calculus I:

Math 115.100, #11650

4 credits (BS, MSA, QR/1), Monday/Wednesday/Thursday 4:00pm-5:30pm Mason Hall 2455

*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.

4. Calculus II:

Math 116.099, #11679

4 credits (BS, MSA, QR/1), Tuesday/Thursday 6:00pm-8:00pm Mason Hall 2449

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

Faculty Biographies

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.

Philip Christman

Philip Christman is an English Department Writing Program instructor at U of M. He holds an MA in English Literature from Marquette University and an MFA in fiction writing from University of South Carolina-Columbia. Before coming to Michigan, he taught English composition at North Carolina Central University, and served as Writing Coordinator at MURAP, a summer program that prepares outstanding minority undergrads for graduate school in the humanities. He is currently editor of the yearly Michigan Review of Prisoner Creative Writing. His own work has appeared or is forthcoming in Paste, Annalemma, Feminist Formations, Books & Culture, The Periphery, and other places.

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.

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.

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!

