

# MCSP Course Guide: Winter 2018



Winter!



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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) ALA 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 special elective course. On the following pages are the descriptions for all of these courses.*

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# MCSP Course Requirements

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

## Requirements

1. ALA 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, you can take **Engineering 100, 200, 201, 202, 203, 204, or 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

## MCSP Course List: Winter 2017\*

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

1. **Am Cult 103.005/History 197.003** Brandi Hughes – M/W 4-5:30 WQ G023
2. **Eng. 125.005** Phil Christman – T/TH 4:00-5:30 WQ G023
3. **Soc 458.001** David Schoem – M/W 2:30-4 1005 WQ MPR
4. **Ed 463.001** Jeff Stanzler – T/TH 1-2:30 G023 WQ
5. **Soc 207.001** Luis Sfeir-Younis – M/W 4-5:30 1005 WQ MPR
6. **Psych 325.001** Rona Carter – T/TH 10-11:30 1005 WQ MPR
7. **Soc 295.001** Dwight Lang - T/TH 11:30-1 2330 Mason Hall

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

1. **Soc 225 (all sections)** Rebecca Christensen - Th 10-11:30 Lecture plus 1 hour discussion section and community service hours
2. **Psych /Soc/UC 122** Alice Mishkin - Wed 2:30-5:30
3. **Ed 463.001** Jeff Stanzler - T/TH 1-2:30 – G023 WQ
4. **Psych 325.001** Rona Carter - T/TH 10-11:30 1005 WQ - MPR plus community service hours – 1005 WQ MPR
5. **Psych 211 (sections 001, 002, 003, 004 only)** Jerome Miller – Tues OR Thurs 4-6 plus community service hours (check times for different sections)
6. **Engin 100 (200, 201, 202, 203, 204, 250)** - various times

### **Special Elective MCSP Course Offerings – Highly Recommended**

1. **Academic Decision Making**-Wendy Woods, ALA 103.001, Tues. 2-4pm WQ G027  
**Meets January 23-March 20**  
*1 credit* \*Open to all; course expectation for next year’s MCSP student leaders.

**\*While the MCSP Course Guide is accurate at the time of printing, please be sure to check the UM and LSA Course Guide for the most up-to-date information regarding course times, instructors, room information, course descriptions and requirements, etc.**

### ***\*Spaces reserved for MCSP students\****

All courses have spaces open to all students. However, spaces have been reserved exclusively for MCSP students in the following courses/sections.

1. **Am Cult 103.005/History 197.003** Brandi Hughes – M/W 4-5:30 WQ G023 - 8 spaces
2. **Eng. 125.005** Phil Christman – T/TH 4:00-5:30 WQ G023 – 18 spaces
3. **Soc 458.001** David Schoem – M/W 2:30-4 1005 WQ MPR – 6 spaces
5. **Soc 207.001** Luis Sfeir-Younis – M/W 4-5:30 1005 WQ MPR – 7 spaces
6. **Psych 325.001** Rona Carter - T/TH 10-11:30 1005 WQ MPR– 7 spaces
7. **Soc 295.001** Dwight Lang - T/TH 11:30-1 2330 Mason Hall – 6 spaces
8. **Soc 225** Rebecca Christensen - Th 10-11:30 - 10 spaces in lecture  
(see below for sections)  
002 — ED: Ann Arbor Public Schools (2 spaces)  
011 — ED: Peace Neighborhood Center (3 spaces)  
012 — ED: 826Michigan (3 spaces)  
015 — PH: Shelter Association of Washtenaw County (2 spaces)

# Detailed Course Descriptions

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

### 1. American Culture 103.005/History 197.003- *Truth and Reconciliation*

Brandi Hughes – M/W 4-5:30 WQ G023

This first-year seminar explores relationships between diverse practices of history and evolving ideas about social reconciliation. The course considers the following questions:

- How do the stories we tell about the past matter to contemporary concerns about violence and reparations, discrimination and integration, suffering and forgiveness?
- When restorative justice is imagined and administered, why do we seek the authority of truth from historical experience?
- What forms of history have been used to evaluate the truth of harm and the legitimacy of redress?
- Who gets to tell these histories?
- And how does the relationship of history and reconciliation create a collective process of remembering and forgetting?

We'll think about these questions with a range of sources. Research in history and anthropology will be paired with literature, film, and museum studies.

The seminar offers an introduction to international developments that established recent truth and reconciliation commissions. Class discussion will also consider local forums for truth and reconciliation in the United States.

**Requirements & Distribution: - *Humanities***

### 2. Eng. 125.005- *Writing and Academic Inquiry*

Phil Christman – T/TH 4-5:30 WQ G023

This writing course focuses on the creation of complex, analytic, well-supported arguments that matter in academic contexts. Students work closely with their peers and the instructor to develop their written prose. Readings cover a variety of different genres and academic disciplines.

Whether you have written argumentative essays for college admission, zealously magic-markered a protest poster for a march or rally, or attempted to charm a family member into letting you break curfew or borrow the (or buy you a) car, you were responding to a rhetorical situation—and your success or failure at persuading your audience was directly related to the amount of rhetorical awareness you had. English 125: College Writing is designed to be an

introduction to the rhetorical practices most common in college-level academic writing. You will develop your rhetorical awareness by engaging in critical inquiry, which will require you to read critically, write extensively, and revise thoroughly. By focusing not just on *what* but *how* the authors argue, we will learn about more than swear words in Jill McCorkle's "Cuss Time" and lobsters in David Foster Wallace's "Consider the Lobster."

While close reading is indispensable to better writing, we will also focus on *writing as a process*. For each major writing assignment, you will utilize a customized process that will include generative and organizational pre-writing, drafting (yes, you will, in fact, write more than one draft!), peer- and self-revision, proofreading (yes, proofreading is, in fact, different from revision!), and preparing a final draft.

**Distribution: *First Year Writing Requirement***

### **3. Soc 458.001- Sociology of Education**

**David Schoem – M/W 2:30-4 1005 WQ MPR**

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.

### **4. Ed 463.001 - Web Based Mentorship: Arab-Israeli Conflict Simulation**

**Jeff Stanzler - T/TH 1-2:30 – G023 WQ**

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.

#### **4. Soc 207.001 -Social Suffering**

**Luis Sfeir-Younis – M/W 4-5:30 1005 WQ MPR**

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.

**Distribution: *Social Sciences***

**6. Psych 325.001 – Detroit Initiative: Empowering Families and Communities**

**Rona Carter - T/TH 10-11:30 1005 WQ MPR**

This course is an experiential field course involving one visit per week to an African-American, Arab-American or Latino community in Detroit. Students are assigned to work with community-based organizations on projects to improve the well-being of children and families. Projects involve such activities as tutoring, developing outreach activities, assisting in child care settings, and working in community education projects.

Internships are supervised by the instructor and program staff.

**7. Soc 295.001 - The Experience of Social Class in College and the Community**

**Dwight Lang - T/TH 11:30-1 2330 Mason Hall**

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 ongoing social class inequalities?

**Distribution: *Social Sciences***



# Courses Fulfilling the MCSP-linked Seminar (CIVIC) Requirement

1. **Soc 225 (all sections)-**
2. **Rebecca Christensen – Th 10-11:30 (110 Weiser) Plus 1 Hour Discussion section and service hours**

SOC 225 is an experiential course that is designed to help students participate in and reflect on community-engaged learning experiences through a sociological lens. Students are able to gain new perspectives on social inequalities through their experiences at a variety of sites, including elementary schools, afterschool programs, hospitals, health clinics, correctional facilities, social services agencies, advocacy centers, and a variety of other community organizations in Southeast Michigan.

Access to transportation for off-campus community sites is available through the CEAL Ride Program. A \$50 lab fee is charged to all SOC 225 students for program costs.

## **Focus Areas and Community Sites for Winter 2018:**

### **Education**

- 002 — ED: Ann Arbor Public Schools—Work with elementary school students
- 005 — ED: Latino Family Services— Help youth build social and academic skills in Southwest Detroit
- 006 — ED: Mentor2Youth— Positively impact the futures of disadvantaged youth in Ypsilanti
- 009 — ED: Avalon Housing — Assist with afterschool programming for youth who have experienced homelessness
- 011 — ED: Peace Neighborhood Center — Engage in afterschool programs designed to promote education, health, and well-being
- 012 — ED: 826Michigan — Inspire students to write confidently and provide homework help

### **Public Health**

- 007 — PH: Jewish Family Services —Provide medical appointment accompaniment for older adults and/or assist families in the food pantry
- 013 — PH: UM Hospital — Volunteer in various medical departments
- 014 — PH: Unified HIV Health & Beyond — Support HIV prevention, education, & advocacy
- 015 — PH: Shelter Association of Washtenaw County— Provide compassionate support at the Delonis Center for individuals experiencing homelessness
- 016 — PH: Project Healthy Schools — Present nutrition & healthy choices workshops to youth
- 017 — PH: Planned Parenthood — Become involved in community organizing to promote

reproductive justice

### **Criminal Justice**

018 — CJ: Gus Harrison Prison (Men) – Plan and lead creative writing workshops

019 — CJ: Washtenaw County Jail (Men & Women) – Plan and lead creative writing workshops

020 — CJ: Washtenaw County Jail (Men & Women) – Plan and lead art workshops

<https://lsa.umich.edu/soc/undergraduates/project-community.html>

### **Course Requirements:**

Students enrolled in SOC 225 are responsible for regular attendance in the weekly lecture and discussion sections, as well as consistent participation at the designated community service site. Students will be asked to complete weekly readings and reflective journal assignments, along with midterm and final papers.

### **Class Format:**

Project Community's unique design provides opportunities for interconnected and simultaneous learning in the classroom and community. In addition to attending a weekly lecture, students will participate in a discussion section in one of three focus areas:

- Education
- Public Health
- Criminal Justice

Time in class is interactive, and is focused on creating dialogue and discussion about related sociological issues. Students engage in approximately 2-4 hours (time varies by community site) of service in community settings each week. By engaging in ongoing reflection and active learning, students assess personal values, come to better understand themselves, and grow in social responsibility. Students are primarily involved with individuals in the community who experience social inequalities, and learn with, from, and about them.

## **2. Psych /Soc/ALA 122- Intergroup Dialogues**

**Alice Mishkin - Wed 2:30-5:30**

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).

\*\*This semester IGR will be offering a special Bicentennial Dialogue section, Exploring Educational Equity: Justice for the 21st Century, in addition to the sections above.

In this course, students will participate in structured dialogues around the topic of Educational Justice. This course introduces individuals to the research, theoretical, and practical issues surrounding equity within educational institutions, especially drawing upon the lived experiences of those in the room. Students will discuss their own narratives, explore readings on the K-16 schooling system, and engage in a semester-long project to work toward addressing an educational inequity. Experiential exercises will be utilized to explore educational inequality vis-a-vis identity, representation, power, and oppression. Major themes may include: school choice, affirmative action, standardized testing, school to prison pipeline, and college access/retention.\*\*

All course materials and readings will be available on canvas.

Questions regarding this course should be directed to the Intergroup Relations Program, 734-936-1875, [igrcourses@umich.edu](mailto:igrcourses@umich.edu), 1214 South University.

To apply, please go to: <https://webapps.lsa.umich.edu/igr/SelectTerm.aspx>

### **Requirements & Distribution: *Race and Ethnicity***

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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.

#### **4. Psych 325.001 - Detroit Initiative: Empowering Families and Communities**

**Rona Carter - T/TH 10-11:30 1005 WQ MPR**

This course is an experiential field course involving one visit per week to an African-American, Arab-American or Latino community in Detroit. Students are assigned to work with community-based organizations on projects to improve the well-being of children and families. Projects involve such activities as tutoring, developing outreach activities, assisting in child care settings, and working in community education projects.

Internships are supervised by the instructor and program staff.

#### **5. Psych 211 (sections 001, 002, 003, 004 only)- Jerome Miller – T or Th 4-6 and service hours**

The purpose of Project Outreach is to allow students to learn about themselves and psychology by becoming involved in community settings. Outreach students engage in real work in the community, designed to meet community needs. Because all sections of Project Outreach — PSYCH 211 are for 3 credits (on a credit/no credit basis), the academic requirements for the course are uniform across all sections (except Exploring Careers, Section 005) and include four hours of fieldwork placement, one hour of discussion section, and one hour of lecture each week; in the Careers section, students learn about themselves in relationship to future potential careers, and explore the social-psychological contexts in which work occurs. Attendance at your section is mandatory. 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. (Course website is: [sitemaker.umich.edu/projectoutreach/home](http://sitemaker.umich.edu/projectoutreach/home)).

Students need to check the *University Online Schedule of Classes* for lecture/discussion times and meeting places per section. 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.

**Section 001** — *Working with Preschool Children*. Students will work with children ages 2-5 in community preschools and daycare centers. These placements offer hands-on experiences with a diverse group of children and the lecture series explores a variety of topics that influence child development. The placement sites vary in terms of the populations they serve, including “at-risk” children, children with special needs, and children of international families with English as a second language.

**Section 002** — *Women and Children in the Community*. Students will have the opportunity to explore women's and children's issues in a community context. For their field experience, students may choose to work with individual women, women-headed families, or individual children in various community settings. The lecture series will explore topics related to gender

expectations, particular issues related to women and children in our society, and child development.

**Section 003 — Juvenile and Criminal Justice.** Designed to provide students with experience in and knowledge of the criminal justice system. The field placements match students with juveniles or adults in a number of placement settings in the criminal justice system. The lecture series is intended to expose students to a wide variety of issues relevant to juvenile delinquency and criminality. It is our hope that you will not only learn about the system but also have the opportunity to reach out to juveniles and adult offenders and have a positive impact on their lives.

**Section 004 — Health, Illness, and Society.** Help patients and families in medical facilities, community health clinics, elderly residential settings and community crisis centers. Opportunities include offering empathy, emotional and practical support, in the context of supervised care, and education. Work with a wide range of populations including children, adults, and the elderly. Learn about a variety of contemporary topics related to the field of health care and health promotion.

More information about Project Outreach can be found at: [www.sitemaker.umich.edu/projectoutreach](http://www.sitemaker.umich.edu/projectoutreach)

## **6. Engin 100 (200, 201, 202, 203, 204, 250) - various times**

# MCSP Special Electives

## **1. Academic Decision Making**

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

**1 credit- CR/NC, Tuesdays 2-4pm, West Quad G027, ( January 23rd-March 20th)**

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.

# 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.

## **Rebecca Christensen**

*MCSP is a special community to Rebecca, as she has worked closely with MCSP students for several years and is one of the founders of the MCSP's Intergroup Relations Council. Her dissertation was a study of social justice identity development, focusing on MCSP students.*

Rebecca Christensen is the Department of Sociology's Director of Engaged Learning. She teaches the department's Project Community and Intergroup Relations courses and actively identifies opportunities for Sociology students to work and learn in the Southeast Michigan community.

Prior to joining Michigan Sociology, Christensen was the Director of Diversity, Intercultural, and Sponsored Programs for the University of Detroit Mercy School of Dentistry. She also worked as a Career Counselor at the University of California-Berkeley, for four years.

While doing her doctoral work at the University of Michigan, she was involved in the Michigan Community Scholars Program (MCSP), Program on Intergroup Relations (IGR), the Center for Global and Intercultural Studies (CGIS), the Center for Engaged Academic Learning (CEAL), and the Center for Research on Learning and Teaching (CRLT).

## **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.

### **Brandi Hughes**

Brandi Hughes comes to Ann Arbor having completed a post-doctoral fellowship in the Department of Religious Studies at Stanford. She is completing a manuscript project that studies the entanglements of evangelical nationalism and diaspora in African American missions to colonial Africa. Her dissertation, *Middle Passages: African America and the Missionary Movement in West Africa*, was supported by fellowships and grants from the Carter G. Woodson Institute (UVA), the Gilder Lehrman Institute of American History, and the MacMillan Center for International and Areas Studies at Yale.

### **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?

### **Jerome Miller**

Jerry Miller, Ph.D., Licensed Psychologist (LP), began his career as a middle school teacher for gifted children. Finding that he most wanted to help those children struggling in his classroom, he entered the University of Michigan to earn his Ph.D. in Clinical Psychology. Since graduation, he has been on the faculty of the University of Michigan, teaching courses on adult, child and marital difficulties. In addition, he has been the Faculty Coordinator of a very large undergraduate service learning course at the University, [Project Outreach](#), since 1988 (for which he received the Rosalie Ginsberg Outstanding Faculty Member award), and was the Director of UM's [University Center for the Child and the Family](#) for 16 years. While there, he trained hundreds of graduate students in contemporary child and family mental health practices. He has worked with a very wide range of clients: children, teens, adults, couples, families.

### **David Schoem**

David has served as the Director of the Michigan Community Scholars Program since 1999 and also teaches in the Sociology Department. David teaches the MCSP-linked First-Year Seminar, "Social Justice, Identity, Diversity and Community" and upper level sociology courses on intergroup relations, education, and the American Jewish Community. He has served in the past as LSA Assistant Dean for Undergraduate Education and UM Assistant Vice President for

Academic and Student Affairs. His most recent book is **Teaching the Whole Student: Engaged Learning With Heart, Mind, and Spirit** from Stylus Publ. and AACU.

### **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 ALA 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!