

# MCSP Course Guide: Winter 2020



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.*

## [Faculty Biographies- \(p. 16-19\)](#)

- Rona Carter
- Rebecca Christensen
- Phil Christman
- Scott Ellsworth
- Stephanie Hicks
- Dwight Lang
- Virginia Murphy
- Terence Joiner, MD
- David Schoem
- Jeff Stanzler
- Wendy Woods

# 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: sections 150, 200, 250, 310, 400 and 450**

## **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 Course List)

### **Strongly Recommended**

1. Special MCSP Course Offerings (Academic Decision Making)

# MCSP Course List: Winter 2020

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

1. **UC 151** Terence Joiner MD -- T/TH 10-11:30 WQ G027
2. **Soc 458.001** David Schoem – M/W 1-2:30 1005 WQ MPR
3. **AAS 248.001** Scott Ellsworth – T/TH 8:30- 10 3437 MH
4. **Env 390.001** Virginia Murphy – T/TH 1-2:30 B852 EQ
5. **Soc 242.001** Dwight Lang – T/TH 1-2:30 3254 LSA
6. **Eng. 125.005** Phil Christman – T/TH 4:00-5:30 WQ G023
7. **Ed 462.001** Jeff Stanzler – T/TH 1-2:30 WQ G023
8. **Psych 325.001** Rona Carter – T/TH 11:30-1 1005 WQ MPR

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

1. **Soc 225 (all sections)** Rebecca Christensen - T 1-2:30 WQ MPR plus 1 hour discussion section and community service hours
2. **Psych /Soc/ALA 122** Stephanie Hicks– W 2:30-5:30 WQ G023
3. **Ed 462.001** Jeff Stanzler – T/TH 1-2:30 WQ G023
4. **Psych 325.001** Rona Carter - T/TH 11:30-1 1005 WQ - MPR plus community service hours
5. **Psych 211 (sections 001, 002, 003, 004 only; note that section 005 does NOT fulfill the requirement)** – Tues OR Thurs 4-6, plus community service hours (check times for different sections)
6. **Engin 100 (sections 150, 200, 250, 310, 400 and 450)** - 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 28-March 17**

*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.

- ALA 103.001** Wendy Woods - T 2-4 WQ G027 - **All spaces**  
**UC 151** Terence Joiner, MD -- T/TH 10-11:30 WQ G027 — **9 spaces**  
**Soc 295.001** David Schoem – M/W 1-2:30 1005 WQ MPR – **6 spaces**  
**AAS 248.001** Scott Ellsworth – T/TH 8:30- 10 am 3437 MH - **6 spaces**  
**Env 390.001** Virginia Murphy – T/TH 1-2:30 B852 EQ – **7 spaces**  
**Soc 295.001** Dwight Lang - T/TH 1-2:30 3254 LSA– **6 spaces**

**Engl. 125.005** Phil Christman – T/TH 4:00-5:30 WQ G023 – **18 spaces**

**Ed 462.001** Jeff Stanzler – T/TH 1-2:30 G023 WQ – **All spaces**

**Psych 325.001** Rona Carter - T/TH 11:30-1 1005 WQ MPR– **7 spaces**

**Soc 225** Rebecca Christensen - T 1-2:30 WQ MPR – 14 spaces in sections (see below)

002 — Ann Arbor Public Schools– **5 spaces**

006 — Mentor2Youth – **1 space**

008 — Dawn Farm-Spera Recovery Center — **1 space**

009 — Avalon Housing – **1 space**

011 — Peace Neighborhood Center – **2 spaces**

012 — 826Michigan –**2 spaces**

015 — Shelter Association of Washtenaw/Food Gatherers — **2 spaces**

# Detailed Course Descriptions

## MCSP Special Electives

### 1. ALA 103 - Michigan Community Scholars Program: Academic Decision Making

Wendy Woods

1 credit- CR/NC, Tuesdays 2-4pm, West Quad G027, ( January 28th-March 17th)

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

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

### 1. UC 151 - Healthcare, Privilege, and Community

Terence Joiner, MD — T/TH 10-11:30, WQ G027

This course will incorporate several types of media –print, video, and audio-- to engage students in discussions of a variety of social and political issues which relate to healthcare.

Among the topics to be discussed:

- Flint water crisis
- National opioid crisis
- How the U. S. Supreme Court impacts healthcare
- Women's' health
- Ethics of research in minority populations
- Government influence on health care
- Health and immigration
- Affordable Care Act
- Gun violence
- Ebola outbreak in West Africa
- Zika outbreak in Central America and Mexico
- Health disparities
- Obesity
- Climate change
- Women's' Health

In assignments, students will be asked to reflect in health issues in their own communities. Some of the shared by students in the past have included their experiences with air pollution in Port Huron Michigan and southeast Michigan, the opioid crisis in a southern New Jersey suburb, and the dioxane plume in Ann Arbor.

The use of various media will allow for discussion, debate and dissent; students will be encouraged to test their own beliefs and value systems against others. Within our society, such dissent occurs daily as patients, concerned family members, health care providers and public policy makers must routinely confront and skillfully negotiate ethical dilemmas within modern medicine. Students will be challenged to consider how they will navigate the present and future challenges to the delivery of equitable health care.

In addition to active class participation, students will be expected to complete 2 to 3 written assignments. Final grades will be based upon consideration of written assignments [80 %] and participation in-class discussions [20 %].

## **2. SOC 458 - Sociology of Education**

**David Schoem – M/W 1-2:30 pm 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 formal and hidden curriculums. We will also give particular focus to issues of schooling in a democratic society and reforms conceived of as “democratic education.” We also will explore the role and experience of various participants in schooling. Finally, we will examine contemporary issues in schools and the possibilities for change in school and change in society. The class format is structured for active participation and engaged learning and all students in this seminar class are expected to be active participants in class discussions, learn and exercise good dialogic skills, and make presentations on class readings, topics, and papers.

## **3. AAS 248.001 - Crime, Race, and the Law**

**Scott Ellsworth – T/TH 8:30- 10 am 3437 MH**

This course will focus on the historical origins and ongoing impact of the racial crisis in the present-day American criminal justice system and its momentous public policy implications for U.S. society in the 21st century. The readings will grapple with a variety of germane issues, including criminal investigation procedures, racial profiling, sentencing disparities, drug trafficking, the War on Drugs, and mass incarceration.

## **4. Env 390.001- Environmental Activism: Citizenship in a Republic**

**Virginia Murphy – T/TH 1-2:30 B852 East Quad**

There is a rich history of American environmental activism that accelerated in the 1960's and became widespread in the 1970's, spurred by an increasing awareness of the harmful effects of pollution on public health and the destructive effect of industrial activity on the planet. The Santa Barbara oil spill off the coast of California and the widely-disseminated photos of the Cuyahoga River on fire near downtown Cleveland, Ohio had a profound effect on the American public. These jarring events and others led to an unprecedented wave of environmental lawmaking, spurred, in part, by the actions of the public. At this time in our environmental policy-making and regulations, when so much seems dire, this course may offer a more pragmatic perspective on the battles of environmentalism.

Environmental Activism will provide an understanding of the history of environmental activism in the United States, the social and cultural context of the environmental movement, and the tools for effective environmental activism. Students will be exposed to a range of advocacy tools that have shaped the movement, as well as the organizations and individuals who have been leading proponents of meaningful environmental change. Students will actively participate in the discussion of assigned readings and current environmental challenges and complete independent writing assignments, as well as an end-of-semester project that builds on the themes of the course and advocates on behalf of an issue or perspective using the tools identified throughout the semester.

5. **Soc 242.001 - The Experience of Social Class in College and the Community**  
**Dwight Lang – T/TH 1-2:30 3254 LSA**

The course examines how social class inequality is created and encountered in America – mainly as students study in higher education and work in wider communities. We consider the structural bases of social class stratification, including persistent family, educational, occupational, and income inequalities, as well as the role of choice in shaping social class position. We examine the intersectionality of class with other key social factors (gender, race, sexuality, etc.) that shape life outcomes. Close attention is paid to how individuals experience social class in a country publicly committed to equality of opportunity for all. Both evident and hidden contradictions for children, students, and adults from various social class backgrounds are reviewed and explored. Special consideration is given to matters relating to ethics and social justice.

Distribution: *Social Science*

6. **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*

**7. Ed 462.001/ MENAS 462.001 - Web-based mentorship: Learning through character play**  
**Jeff Stanzler – T/Th 1-2:30 G023 WQ**

This seminar revolves around Place Out Of Time (POOT), a web-based character-playing simulation involving college, high school, and middle school students. You will have a dual role in the simulation: you will play a character yourself, and you will also act as a project leader and mentor to the younger participants.

POOT is run in cooperation with the Center for Middle Eastern and North African Studies and the School of Education at UM-Flint. The core of the simulation is anchored in the years 711 through 1492 and the cultures in and around what was known as Muslim Spain, or “al-andalus.” However, the simulation draws from all periods of history and all world cultures. The simulation revolves around a trial - different each time the simulation is run -- based on events and people from history. While the details are ever-changing, timeless and universal themes, such as "identity," "freedom," and "security," are the backdrop for POOT.

This class is different because you are responsible not just for your own learning, but for the learning of younger peers who are depending on you. In order to fulfill that responsibility, though, you will (collectively) need to understand and articulate a variety of cultural and historical perspectives, as filtered through the personalities that appear in the simulation. We have chosen to utilize character-playing simulation for two reasons. First, we see great value in character playing as an exercise of the imagination. Being forced to “walk in the shoes” of another, and to consider the ideas and the perspective of someone from another time or place, can be a powerful catalyst to learning. Secondly, both you and the student participants will be asked to do this character playing in a task-oriented way. Mentors and students will learn about their character’s lives, their points of view, and the societal contexts in which their characters lived. You will then be presented with a contemporary problem, which you will consider from

the perspective of your character. The idea is to help the students to construct a bridge between historical times and the present day, to gain a heightened appreciation for other worldviews, and to wrestle with some (hopefully) interesting questions in a way that will deepen our learning about history...and about ourselves.

It is often said that the best way to learn something is to teach it. To that, one might add that the next best way to learn something is to play a game with it. This class tries to combine both of those methods.

**8. Psych 325.001 Empowering Families and Communities  
Rona Carter – T/TH 11:30-1 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.

**REQUIRED:**

**BACKGROUND CHECKS:** Many site placements interact with minors and the University of Michigan requires that all students enrolled in these sections pass a background check BEFORE they will be allowed to interact with minors at the site. Most sites perform the background checks during the orientation process, including a Department of Human Services (DHS) clearance required by the sites.

**TB TEST:** Many site placements require students to obtain a TB test with negative results prior to attending site. Most sites will accept results less than one year old and which covers the entire time the student will be at the site. Plan to bring a copy of the letter with you the first time you go to the site. NOTE: The TB test fees are not covered by the course or the University. You may have them done through your own health care provider. TB tests range in price depending on provider. See Testing Sites for more information:  
<https://sites.lsa.umich.edu/projectoutreach/tb-testing-sites/>.

# Courses Fulfilling the MCSP-linked CIVIC Requirement

## **1. Soc 225 (all sections)- Project Community: Sociology in Action** **Rebecca Christensen – T 1-2:30 1005WQ (MPR) plus 1 Hour Discussion section / 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. All Students MUST carefully review the class times (listed below), site responsibilities, and volunteer times and locations prior to registering for a SOC 225 Project Community section. Site descriptions, volunteer commitment information, enrollment processes, FAQs, the override request form, and all other details can be found at: <https://sites.lsa.umich.edu/projectcommunity/>

Focus Areas and Community Sites for Winter 2020:

### Education

002 — ED: Ann Arbor Public Schools— Work with elementary school students in the classroom

003 — ED: Brilliant Detroit— Provide literacy and educational programs in Detroit neighborhoods

004 — ED: ED: Downtown Boxing Gym Youth Program —Tutor students in Detroit, and engage in enrichment activities that include boxing, other physical activities, music, cooking, science, technology, and the arts

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 (Counts for the SHM Subplan & Minor)

007 — PH: Jewish Family Services— Provide medical appointment accompaniment for older adults

008 — PH: Dawn Farm-Spera Recovery Center — Assist individuals recovering from addiction and substance abuse

010 — PH: U-M Psychiatry Clinic-Zero to Thrive – Engage children ages 0-6 in interactive play while families participate in mental health treatment (Override required)  
014 — PH: Unified HIV Health & Beyond– Support HIV prevention, education, & advocacy  
015 — PH: Shelter Association of Washtenaw County/Food Gatherers– Provide compassionate support at the Delonis Center for individuals experiencing homelessness and/or address food insecurity with the Food Gatherers  
016 — PH: Project Healthy Schools– Present nutrition & healthy choices workshops to youth  
017 — PH: Hope Clinic– Participate in project-based work to support medical, dental, mental health, food, and other public health programs for local residents (Override required)  
021 — PH: Alternatives for Girls–Serve as an afterschool program assistant for girls who are at risk of early pregnancy, substance abuse, or school truancy

Criminal Justice (Counts for the LJSC Subplan & Minor)

018 — CJ: Gus Harrison Prison (Men)– Plan and lead creative writing workshops (override required)  
019 — CJ: Washtenaw County Jail (Men &Women)– Plan and lead creative writing workshops (override required)  
020 — CJ: Washtenaw County Jail (Men &Women)– Plan and lead art workshops (override required)

For more information, visit the Project Community website or email [pcinfo@umich.edu](mailto:pcinfo@umich.edu)

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:

Time in class is interactive, and is focused on creating dialogue and discussion about related sociological issues. Students engage in approximately 3-4 hours (time varies by 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.

## **2. Psych /Soc/ALA 122- Intergroup Dialogues - Wed 2:30-5:30** **Stephanie Hicks – W 2:30-5:30 WQ G023**

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 that 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).

The textbook, "Intergroup Dialogues" edited by Stephanie Hicks, is required for the course and can be purchased online through this link. All additional 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.

Course Requirements: The final course grade is based on attendance and participation, weekly journal assignments and readings, a group project, and a final paper.

Intended Audience: Students must obtain an electronic override from our department in order to enroll in this course. To obtain an override, please submit an override request form by visiting [igr.umich.edu](http://igr.umich.edu). **MCSP students: Section 002 is being held in West Quad for MCSP students. Be sure to indicate that you are an MCSP student on the form when you apply for an override request.**

Meets one of the Intergroup Relations Education Minor requirements and the Diversity Cluster requirement for the School of Social Work (SSW) Community Action and Social Change (CASC) Minor.

**Requirements & Distribution: Race and Ethnicity**

**3. Ed 462.001/ MENAS 462.001 - Web-based mentorship: Learning through character play**  
**Jeff Stanzler – T/Th 1-2:30 G023 WQ**

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#### **4. Psych 325.001 Empowering Families and Communities**

**Rona Carter – T/TH 11:30-1 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.

REQUIRED:

BACKGROUND CHECKS: Many site placements interact with minors and the University of Michigan requires that all students enrolled in these sections pass a background check BEFORE they will be allowed to interact with minors at the site. Most sites perform the background checks during the orientation process, including a Department of Human Services (DHS) clearance required by the sites.

TB TEST: Many site placements require students to obtain a TB test with negative results prior to attending site. Most sites will accept results less than one year old and which covers the entire time the student will be at the site. Plan to bring a copy of the letter with you the first time you go to the site. NOTE: The TB test fees are not covered by the course or the University. You may have them done through your own health care provider. TB tests range in price depending on provider. See Testing Sites for more information:

<https://sites.lsa.umich.edu/projectoutreach/tb-testing-sites/>.

#### **5. Psych 211 - Project Outreach (sections 001, 002, 003, 004 only; note that section 005 does NOT fulfill the MCSP CIVIC requirement)**

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

**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.

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

# 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. He is working on a book about the Midwest for Belt Publishing.

### **Scott Ellsworth**

Dr. Scott Ellsworth teaches courses on African American history, Southern literature, and crime and justice in contemporary U.S. society, in the Department of Afroamerican and African Studies. Formerly a historian at the Smithsonian Institution, he has written about American history for the New York Times, the Washington Post, and the Los Angeles Times, and has appeared on National Public Radio, the Today Show, The American Experience, and the BBC. The author of Death in a Promised Land, the first-ever comprehensive history of the horrific Tulsa Race Riot of 1921, his new book, The Secret Game, uncovers a long buried civil rights milestone—a clandestine, racially integrated college basketball game, held in North Carolina during World War II.

### **Stephanie Hicks**

Stephanie is a Lecturer at The Program on Intergroup Relations and a faculty affiliate of the Institute for Research on Women and Gender at U-M. Her teaching and research foci include diversity, equity and inclusion policy in higher education, intergroup dialogue and social justice education. As a Lecturer, Stephanie teaches courses for the Program and coordinates the Race & Ethnicity Engagement efforts between IGR and the College of Literature, Science and the Arts. A Chicago native, Stephanie received a dissertation grant from the Institute for Research on Race and Public Policy at the University of Illinois at Chicago and was named a Diversifying Higher Education Faculty Fellow by the Illinois Board of Higher Education. Her work has been published in the National Political Science Review and the Black History Bulletin. She is also a yoga teacher and, in 2016, began Yoga for Black Lives, a series of donation-based yoga classes to support Chicago organizations resisting state violence against Black people.

### **Terence Joiner, MD**

Dr. Terence Joiner is Assistant Professor of Pediatrics at the UM Medical School. He is also a pediatric primary care physician at Michigan Medicine's Ypsilanti Health Clinic. He is a proud graduate of Notre Dame University and received his medical degree from Saint Louis University School of Medicine. He has been practicing medicine for more than twenty years. Dr. Joiner is very pleased to again have the opportunity to teach his first year seminar in MCSP

### **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?

### **Virginia Murphy**

Virginia Murphy is the Faculty Director of East Quad Garden; Faculty Associate, Program in the Environment; Faculty Affiliate, Sustainable Food Systems; and Affiliated Faculty, Michigan Community Scholars Program.

Professor Murphy teaches and writes about environmental literature, environmental justice, and sustainable food systems. Her research interests focus on how we express our relationship with the environment in literature, narrative, and activism, as well as the myriad ways that our environmental problems present intergenerational challenges that are visited most acutely on poor and minority communities.

Professor Murphy also has a long-standing interest in how we promote sustainable food systems through the local food movement, community gardens, and more holistic approaches to agriculture. Her recent courses include American Writers and the Environment, The Literature of Environmental Justice & Social Justice; Corn in East Quad!; American Environmentalism and the Frontier West; and Environmental Activism: Citizenship in a Republic.

Professor Murphy has acted as thesis advisor in areas of environmental sustainability, permaculture design and implementation, environmental justice, urban farming, and food security. She helped create and oversees the East Quad Garden at the Residential College and has served on the Residential College Executive Committee, the Program in the Environment Advisory Committee, and the East Quad Garden Committee.

In 2013, the Program in the Environment honored Professor Murphy with its annual Outstanding Instructor award. She is jointly appointed in the Residential College (Social Theory and Practice Faculty) and in the Program in the Environment.

### **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.

### **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. Jeff runs three projects (all linked to university courses that provide UM students with mentoring opportunities) 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 a faculty affiliate with the Center for Middle Eastern and North African Studies, and is also on the faculty of the Master of Arts with Secondary Certification (MAC) Program, where he is both a faculty advisor and also 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!