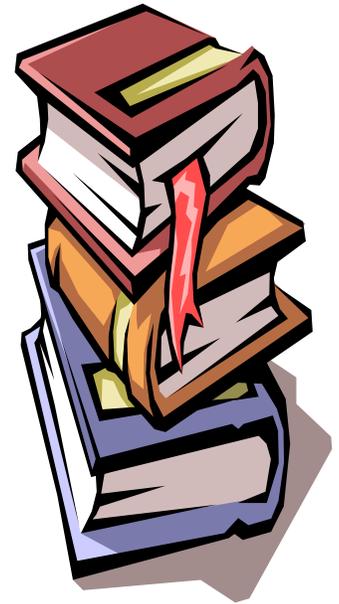


# MCSP Course Booklet *Fall 2014*



## **MCSP Fall 2014 Course Booklet**

1. **Welcome from the Directors**
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## **Welcome from the Directors:**

The Michigan Community Scholars Program believes in students. We trust our students' good will and optimism. We value our students' opinions. We depend upon our students' leadership and energy. We marvel at our students' talents and ideas. We take seriously our students' intellectual curiosity and critical analysis. And we admire our students' commitment to working in communities and helping to build a more just society.

College is a time of personal growth, exploration and independence. But growth, exploration and independence require a supportive community to give us both the safety and the challenge to move forward productively and successfully. It takes people who care about us to both help us remember the values and ideals we grew up with and to broaden our vision to see new perspectives and ideals. The Michigan Community Scholars Program, through its courses, programs, and staff, strives to be the kind of community in which you will have the opportunity to assert your independence and search for meaning and purpose in your personal life, your social relations, and your professional pursuits.

Community, however, is about more than just personal growth. Community also is about groups of people and relationships. What are the responsibilities of one person to the next – as friend, roommate, neighbor, study partner, classmate? Expanding one's comfort zone and learning to live and befriend people who come from different backgrounds is an important part of community. And while celebrations may bring communities together, learning how to manage conflict and disagreement in a constructive and just manner may have even more long lasting implications. Students in the Michigan Community Scholars Program tell us that it is the close bonds built among diverse groups of students that have been the most meaningful aspect of their college experience.

Community also is about issues of social justice. What is our responsibility as individuals, as groups, as citizens to address issues of inequality and intolerance? What should we know and how should we act when we enter someone else's community to do service? To what extent should our community service work be beneficial to the community we are serving, to our own learning and understanding, and/or to the personal satisfaction that comes from helping? Do we do the most good by serving food to the homeless, by lobbying city hall for new policies, or by being a productive member of a strong economy? These are questions and issues that students in the Michigan Community Scholars Program think and study about with leading faculty in small, discussion-based seminar classes.

And then there is the question of grades, the decision of choosing a major, and thinking about a career. Our students are advantaged in their job search precisely because of their work in the community and leadership skills. The Michigan Community Scholars Program first helps students make the transition from high school learning to college level learning. It helps students adjust to the new environment, the new independence, and the new academic demands. It also helps by setting a tone of collaboration among students, whereby our expectation is that every student will succeed and excel in their studies at Michigan. We offer outstanding faculty, small classes, academic support, and various workshops. We are here to help students think about their lives today and their lives tomorrow.

Finally, this is a fun program. With students organizing and leading activities, heading off to do community service projects, playing sports together, debating critical theories with world class research faculty, staying up late to study with a neighbor, taking a seminar with a friend, eating pizza in the hallway after midnight, going to the theatre as a group, eating dinner with a faculty member -it's what an undergraduate, scholarly community is supposed to be. We welcome you to MCSP's Fall semester and wish you a personally and intellectually fulfilling semester!

David Schoem  
Director

Wendy A. Woods  
Associate Director

## The Michigan Community Scholars Program

### ***Mission Statement\****

The Michigan Community Scholars Program (MCSP) is a residential learning community emphasizing deep learning, engaged community, meaningful civic engagement/community service learning and intercultural understanding and dialogue. Students, faculty, community partners and staff think critically about issues of community, seek to model a just, diverse, and democratic community, and wish to make a difference throughout their lives as participants and leaders involved in local, national and global communities.

### ***Goals***

#### **1. Deep Learning –**

- *Engagement with Ideas*: Critical thinking; Intellectual exploration; Active learning; Joy of learning; Long term commitment to learning; Exchange of differing viewpoints.
- *Ways of Knowing*: Learning and teaching through traditional, experiential, discovery and other innovative means; Learning across disciplinary boundaries; Learning collaboratively; Learning in the classroom and outside the classroom.
- *Transition to College*: Successful academic and social transition from high school to college and throughout their years with MCSP; academic and social support services and mentoring; providing an orientation to the resources of the wider university.
- *Academic Success*: Each student getting the most of what he/she wants from a college education; GPA performance of students equal to or better than a comparable cohort of UM students.
- *Learning about Community*: Developing complex understandings about community and social issues in society; Learning about self, social identities, and a wide range of socio-cultural groups and histories.

#### **2. Engaged Community –**

- *A Scholarly Community*: Close faculty-student-community partner-staff interaction; Respecting each community member as both educator and learner; A focus on community members coming together to teach, study, learn, understand, and engage with ideas from different disciplinary perspectives and with people from different backgrounds.
- *A Safe and Accepting Environment*: Comprised of people from diverse social backgrounds and with diverse perspectives; Intercultural understanding, interaction and dialogue across groups. A place and set of people who enjoy being with one another.
- *An Involved, Participatory Community*: High levels of commitment, short term and long term, to building community and participating within the community.
- *A Focus on the Individual and the Group*: A community that cares for each individual yet fosters a sense of responsibility to community; exploration of personal and social identities of self and others.

### **3. Meaningful Civic Engagement /Community Service Learning –**

- *High Quality Service Learning:* Providing service fitting the needs of the community; preparation of students to participate effectively in the community; participation in the community through long term and short term projects, including service learning, internships, social change efforts, political participation, volunteering, and fundraising.
- *Reflection:* Reflective learning about democratic processes, civic life, social problems and social justice, self, and society.
- *Leadership Development:* Preparing students to be active participants and leaders in civic life; training for students through courses and workshops; student leadership through peer facilitation of courses, peer advising and mentoring, peer control of student program planning and budget; leadership roles for faculty, community partners, and staff.
- *Sustainable Partnerships:* Meaningful, mutually beneficial, and long-term partnerships between university and community.
- *Long Term Commitment:* Develop long term commitment to civic engagement for the public good; broad dissemination of experience and insights from MCSP community.

### **4. Diverse Democracy, Intercultural Understanding and Dialogue-**

- *A Diverse Community:* A commitment to maintaining a diverse community among students, faculty, community partners and staff; a commitment to working with diverse individuals and communities outside MCSP.
- *Participation in Intergroup Dialogue:* Deep intercultural engagement; Understanding and dialogue across groups; Broadening students' social and intellectual "comfort zones" beyond their own social identity groups.
- *Commitment to Strong Democracy:* Developing a commitment to strengthening democratic practice and participating in public life and civic organizations locally and globally.
- *Reflection on Social Justice:* Linking notions of diversity with democracy; Reflection on issues of social justice and injustice, equality and inequality (including historic legacies of inequality).
- *Model Good Practice:* Developing a vision of a just, diverse democracy; Modeling diverse democratic community practices in the short term that can be replicated long term beyond college.

\* This is a Working Document of the MCSP Mission and Goals. We view it as a living document, offering us an opportunity to educate and engage one another in discussions about the values of this statement, and to make changes to the document when the community deems appropriate.

# 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. *We encourage you to take a SEM in fall term if possible.*
3. One MCSP-approved “Civic Engagement: Learning in Community” Course (CIVIC)

\*Note to MCSP Engineering Students: 1) We encourage you to fulfill all of your MCSP requirements in the fall semester because of the winter term course requirements for Engineering students. 2) For your MCSP CIVIC requirement, we suggest that you take Engineering 100, Section 200 which will count as fulfilling that requirement. In the fall term you could take Engineering 100.200 with Prof. Alfano and Prof. Hildinger or Engineering 100.650 in the Winter term.

## Fall Term –

### *Required*

1. UC 102 – offered fall term only
2. MCSP-linked Seminar (SEM) (see approved courses in the pages that follow)

\*Note: You should only select an MCSP-linked “Civic Engagement: Learning in Community” (CIVIC) course in the fall term if the MCSP-linked seminar courses are closed or do not fit your schedule.

### *Optional*

1. Math 115.011 – MCSP has reserved some spaces for MCSP students in order to facilitate study groups and learning with your MCSP peers. Note: the instructor for this section is selected by the Math Dept, not by MCSP.

## Winter Term –

### *Required*

1. Choose the option that you did not enroll in during Fall Term –
  - a. Any MCSP-linked Seminar (SEM), or
  - b. MCSP-linked “Civic Engagement: Learning in Community” course (CIVIC) (see list of courses)

### *Strongly Recommended*

1. Special MCSP Course Offerings- See Winter 2013 course guide

### *Optional*

1. Math 115.013; Math 116.035 – MCSP has reserved some spaces for MCSP students in order to facilitate study groups and learning with your MCSP peers. Note: the instructors for these sections are selected by the Math Department, not by MCSP.

# MCSP Course Descriptions

## **Required: UC 102**

### **UC 102: The Student in the University**

**Wendy A. Woods**

**University Course 102.001 and various discussion sections**

**Class #12426**

This course will provide students with an opportunity to think critically about their role in the university and as a Michigan Community Scholars Program participant. Students will develop a broad understanding of what their university experience can include and how they can shape it to realize their academic potential and intellectual development. The course will focus on the transition from high school to college, access to faculty, identity issues, critical thinking, social justice, and community service learning. The issues and challenges of living and working in a multicultural society will be examined. The large group discussions will focus on student perceptions, relevant research, and university resources. The small group discussions will focus on the readings and areas of practical concern. This course is open only to students in the Michigan Community Scholars Program.

**(1 credit) (Excluded from Distribution) Offered mandatory credit/no credit.**

**Lecture: TU 6pm-8pm, 1360 East Hall      Sections: See Time Schedule**

**Section Locations: East Quad – Various Locations**

## **Required: MCSP-Linked Seminar (SEM)** (Select from below)

### **Creative Arts and Community**

**Julie Babcock**

**English 125.049**

**Class # 16990**

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

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

**(4 credits)      College Writing/First-Year Writing Requirement**

**MW 2:30-4      1423 East Quad**

## **At Home in the University**

**Christine Modey**

**English 125.068 (College Writing/First-Year Writing Requirement)**

**Class #11490**

What does it mean to be “at home”? Is home a place or a feeling? A construct, a dream, a lie, a myth? How do we find or create communities where we can (all) be at home? How might the university, and its surrounding communities, become home for you, and for others? And how might what you experience at U of M shape the way you think about “home” after graduation?

In this first-year seminar and first-year writing requirement course, we’ll explore these and other questions related to home and homelessness as we consider our own journeys from our homes to the university, and how that experience of separation from the old and familiar and immersion in the new and strange can be an opportunity for growth and challenge as we find our way in the wider world. We’ll consider not only our own experiences, but those of others who find themselves in unfamiliar, even alienating situations: those without houses or shelter, those without a country, and those whose home culture and identity doesn’t match the dominant culture of those around them. In pursuit of a deeper understanding of home and homelessness, and development of strong writing skills, students will write three papers, complete a creative project, and contribute to a class blog.

**(4 Credits) College Writing/First-Year Writing Requirement**

**TU TH 10-11:30 1423 East Quad**

## **Environment, Religions, Spirituality, & Sustainability**

**Jim Crowfoot**

**Environment 139.003**

**Class #17149**

The focus of this seminar will be on fundamental changes occurring in the natural environment (including humans) and in human social systems and cultures, to explore the question

*"To what extent, in what ways and why are current trends in human impacts on the environment and social relations unsustainable?"* The seminar will introduce major contrasting responses being made to these questions along with their differing scenarios of the future in terms of their visions, strategies, and examples of practices to be pursued.

Assigned activities and work in this seminar will include:

- Science based readings on the natural environment and human impacts on nature
- Readings about spirituality and ultimate belief systems (religious and non-religious) based on social science as well as subjective based ways of knowing.
- Experiential, being focused, activities in nature to inquire about human relationships with the more than human nature and to deepen students’ emotional and spiritual relationships with nature.
- Practitioner and expert based readings and videos concerning reports on ultimate belief systems (both religious and non-religious), responses to nature, and change initiatives seeking greater sustainability
- Student group dialogs focused on students sharing past and present experiences of ultimate belief systems in relation to nature and the challenges of unsustainability and potentials for achieving sustainability.

- Hands on service experiences doing ecological restoration and/or gardening/farming work that exemplify sustainable practices and enable doing based interactions with nature
- Student written assignments (individual and small group) focused on creative and critical learning in relation to the 6 above areas of work.

Students will be asked to engage in interdisciplinary, seminar-based inquiry through individual critical and creative reading, thinking and reflecting on and analyzing their own values, beliefs and practices. Students in the seminar are expected to share the results of their own critical reading and self-inquiries through verbal discussions, dialogs, presentations and writing. It is also expected that students will respectfully and as openly as possible compare and contrast their own beliefs and ideas with others who have similar and different backgrounds, current values, beliefs, and future goals.

It is expected that students enrolling in this seminar will have differing backgrounds of knowledge and experience in relation to the natural environment, science, religions, spirituality, and unsustainability. Both students with religious commitments are welcome as well as students who are agnostics, atheists or who would describe themselves as secular humanists, skeptics, and “undecided” or by some other name for their highest values and related belief systems and practices. This opportunity for participatory inquiry will require enrolled students to engage in respectful dialogue along with acceptance of people with backgrounds and present commitments and beliefs that are different from their own.

**(3 credits) Interdisciplinary Distribution**  
**TU TH 1-2:30 1423 East Quad**

## **Nonviolence: From Montgomery to the World**

**Scott Ellsworth**

**AAS 104.004**

**Class # 24773**

When Rosa Parks refused to leave her seat on a city bus in Montgomery, Alabama one fateful afternoon in December 1955, the stage was set for what would later become the modern Civil Rights Movement, launching the public careers of Dr. Martin Luther King, Jr., the Student Nonviolent Coordinating Committee, and other civil rights leaders and organizations. What is less widely known, however, is how black and white activists in the American South during the 1950s and 1960s have come to inspire nonviolent political and social movements, worldwide, to the present day. Utilizing historical literature, biography, and documentary film, this course will feature both an in-depth study of the origins, structure, and development of the American Civil Rights Movement, as well as focus on the success, and failings, of a select number of nonviolent struggles worldwide.

**(3 Credits) (First-Year Seminar, Humanities Distribution)**  
**MW 8:30-10am 1423EQ**

## **Community Research**

**Lorraine Gutierrez**

**Psychology 317.001**

**Class # 19921**

This course will cover research methodologies useful in understanding communities. These include community needs and asset assessment, analysis of census and other statistical information on communities, assessment of community programs, and ethnography. Through readings, lectures, and discussion, the class will consider what is involved in each of these methods and when each is appropriate. Each student will participate in a weekly internship with a community based organization in Detroit where they will complete a team based research paper focused on that organization and community.

Students will complete six 3-4 page reflection papers, an in class presentation, and a community based research paper. The class presentation and community based reflection paper will be carried out in groups of 4-6 students. Students will be graded on the basis of their written work, class presentation, class participation, and participation in a community internship.

This class requires readings, a weekly 4 hour internship (this includes travel time) in Detroit, class attendance, and participation in class discussions and activities. Transportation in University vehicles will be provided.

**(4 credits) (Excluded from distribution)**

**MW 1:00pm-2:30pm 1405 East Quad**

**\*Note: This course fulfills *either* the MCSP-linked Seminar Requirement (SEM) *or* the “Civic Engagement: Learning in Community” (CIVIC) requirement.**

**Note: this course is not an LSA 1<sup>st</sup> Year Seminar**

## **Race, Faith, and Migration**

**Brandi Hughes**

**HIST 197.003/AMCULT 103.003**

**Class # 23835**

This seminar offers a broad introduction to the historical intersections of religion, race, and migration. The course studies a range of “traveling” narratives; travelogues, historical fiction, anthropology, film and memoir; to consider how migration across the boundaries of homelands and the borders of nation-states has set historical concepts of race and religion in continued, and often vexed, dialogue. The seminar will explore the meanings of race and religion as mobile and evolving categories of analysis that have developed alongside the migrations and resettlements of enslaved, displaced and emigrant/immigrant communities. Across its three units, the course aims to think comparatively about historical context and racialized experience; from the rise of the trans-Atlantic slave trade through contemporary discourse on illegal immigration. The seminar’s reading, listening and viewing assignments travel within and across the borders of the U.S., but class discussion will remain attuned to the course assignments’ emphasis on matters that are both broader and more intimate than the bounds of the U.S. nation.

**(3 credits) Humanities Distribution, First Year Seminar**

**MW 4-5:30pm 1423 EQ**

## **The Meaning of Life and Death**

**Richard Mann**

**PSYCH 120.007**

**Class # 29445**

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

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

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

**(3 Credits) Social Science Distribution, First-Year Seminar**

**MW 11:30am-1pm 1423 EQ**

## **Environmental Literature**

**Virginia Murphy**

**ENVIRON 139.002**

**Class # 20999**

This seminar is designed to help students reflect on their connection to the environment through American literature and film. The class will also consider the evolution of American attitudes toward the natural world as reflected in environmental literature. We will examine our relationship with nature in various works of fiction, nonfiction, poetry, and spoken word. In addition to exploring environmental literature, we will view several films from the Environmental Film Festival in Washington, DC. As available, we will also attend environmental events on campus and locally that may include film screenings and lectures at the Michigan Theater, speakers from national environmental organizations, and travel to Detroit to experience the farmer's market at Eastern Market. Students will write reading responses and short essays.

**(3 credits) Interdisciplinary Distribution, First-Year Seminar**

**TTH 11:30am-1pm 1423 East Quad**

## **Social Justice, Identity, Diversity and Community**

**David Schoem**

**UC 151.001**

**Class # 22109**

This seminar will explore a wide range of issues on social justice, social identity and intergroup relations, community, and everyday politics and democracy. It will examine the possibilities for building community across race, gender, class, sexual orientation and religion as students explore their own racial and other social group identities.

- How do we have constructive conversations and dialogue about our different perspectives, beliefs, experiences, and backgrounds?
- How do we develop the practice of civic engagement along with the skills of boundary-crossing to build vibrant communities and a strong democracy in our schools, neighborhoods, cities, and governments?
- To what extent do the American ideals and its democratic principles continue to provide a bond for our society in the face of growing social divisions and inequalities?

All students are expected to participate actively in class discussions, read carefully, and write extensively. Students will observe and participate in a number of engaging intergroup dialogue exercises and community-based activities. Students from diverse backgrounds are encouraged to enroll in this seminar, bringing personal experience and perspective to enrich the discussion of theoretical readings.

**(3 credits) Social Science Distribution, Race & Ethnicity Distribution, First-Year Seminar**

**MW 10-11:30am 1423 East Quad**

## **Free to Read: Women, Stories, and Empowerment**

**Ruth Tsoffar**

**COMPLIT 140.001**

**Class # 21745**

This first-year seminar aims to introduce you to the rich, diverse and complex ways in which women write and perform their difference. The main question is: how do we read difference? Or what kinds of reading — and watching, and listening — help us best understand women's work? We will discuss issues of intimacy, body, family, beauty and sexuality in works by authors or artists such as Zora Neale Hurston, Eve Ensler, Nawal El Saadawi, Mira Nair, Bernice Reagon, Ronit Matalon, and Frida Kalo. We will make connections to wider themes such as subjective narratives, literary voice, femininity and feminism. Overall, you will improve your skills of asking questions about the unique interaction of sexuality, gender, ethnicity, and class in each historical context and geographical zone, and the way it eventually helps to diversify, complicate, theorize and celebrate the so-called "female experience."

**(3 Credits) Humanities Distribution, First-Year Seminar, World Literature**

**TU TH 10-11:30am B814 EQ**

## **Required: “Civic Engagement: Learning in the Community” Course (CIVIC)**

*Note: These courses include an experiential component, involving either community service-learning work in the community or engaging in an intergroup dialogue*

### **Fall Term Options (see descriptions below)**

- 1. Planet Blue Ambassadors UC 227.001**
- 2. Community Research: Psychology 317.001**
- 3. Project Community: Sociology 389, All Sections**
- 4. Project Outreach: Psychology 211, Sections 001-004**
- 5. Engineering 100.200**
- 6. Intergroup Dialogue: Psychology 122/Sociology 122**

#### **1. Planet Blue Ambassadors Training and Assessment**

**Mike Shriberg**

**UC 227.001**

**Class # 25495**

As part of the Planet Blue Ambassadors program, this seminar provides the skills training and intellectual framework for students to be effective Planet Blue Student Leaders (PBSLs) in the residence halls. Through a series of workshops and presentations, this seminar is designed to provide PBSLs with the tools to create their own methodologies for creating behavioral change for sustainability. Faculty and staff will serve as guides for PBSLs, helping to bring appropriate resources, models and contacts to students. PBSLs will learn from each other, following the best practices in encouraging peer-to-peer knowledge building. Drawing from leading research and best practices, with a particular emphasis on the McKenzie-Mohr “Fostering Sustainability Behavior” model, this seminar also helps PBSLs explore the applications of the concept of sustainability from the perspective of behavioral change, communication and organizational change. The literature reveals that the top challenge for this type of “Eco-Rep” program is “student accountability” and the best practice is to “create solid support structures” (Erickson, 2009). This seminar is designed to provide a solid foundation for success through grounding in the academic literature and available information from other campus programs, directly linking key staff and faculty with students, ensuring accountability to peers and instructors, and creating an environment for co-learning. **This course is open to students living in University Housing who have been accepted into the 2014-15 Planet Blue Student Leaders program. To apply to join the Planet Blue Student Leaders program, follow this link -**

**<http://sustainability.umich.edu/pbsl> Prof. Shriberg encourages MCSP students to apply!!**

**(1 Credit) Mandatory credit/no credit**

**Mon 3-5 2175 North Quad**

## 2. Community Research

Lorraine Gutierrez

Psychology 317.001

Class #19921

*\*Note: This course fulfills either the MCSP-linked Seminar (SEM) requirement or the “Civic Engagement: Learning in Community” (CIVIC) requirement.*

This course will cover research methodologies useful in understanding communities. These include community needs and asset assessment, analysis of census and other statistical information on communities, evaluation of programs offered by community organizations, and surveys of community residents. Through readings, lectures, and discussion, the class will consider what is involved in each of these methods and when each is appropriate. Students will complete six 3-4 page reflection papers, an in class presentation, and a community based research paper. The class presentation and community based reflection paper will be carried out in groups of 4-6 students. Students will be graded on the basis of their written work, class presentation, class participation, and participation in a community internship. This class requires readings, a weekly four hour internship in Detroit, attendance at lectures, and participation in class discussions and activities. Transportation in University vehicles will be provided.

**(4 credits) (Excluded from distribution)**

**MW 1-2:30pm**

**1405 East Quad**

## 3. Project Community: Sociology 389, All Sections

MCSP students *may enroll in any section* of Sociology 389 although we have recommended a few sections below which MCSP students have historically selected– see Course Guide for descriptions of each section and community site in areas of education, public health, gender and sexuality, and criminal justice. Course Homepage: <http://ginsberg.umich.edu/projectcommunity/> Students generally combine 3-4 hours of weekly service in community settings with weekly 90-minute student-led seminars. Seminars are interactive, focus on readings on related sociological issues, and provide a time for mutual support, planning, and problem solving about the community sites. Students enrolled in Sociology 389 are responsible for regular attendance in the weekly seminar **as well as regular participation at the designated community service site.** Students will complete reflective journal assignments, a short midterm written assignment, and a final paper/project. Up to four credits of 389 may be included in a concentration plan in sociology. A combined total of eight credits of Sociology 321, 324, 389, 394, 395, and 396 may be counted toward a concentration in sociology. May be repeated four times, for a total of eight credits.

### **\*Recommended Sections**

#### **Section 111: Ann Arbor Public School Elementary After School Program**

Participants in this section will work with elementary school students at one of several schools in Ann Arbor. Students will primarily assist in facilitating after-school games, art activities and other recreational programs with the children. Students will also assist in the after-school homework club with reading, arithmetic, and other assignments. The Ann Arbor Public Schools afterschool child care operates from 3:15pm – 6:00pm (Ann Arbor Open @ Mack 2:30pm - 6:00pm) Monday-Friday. Students are responsible for volunteering once per week. Additionally, they will be expected to spend some time outside of their regularly scheduled shift planning an activity for the children, under the supervision of the site staff. This may include science

projects, non-competitive gym games, and character-building activities. Students should allow for driving time, beginning at 3:00pm (2:15 Ann Arbor Open @ Mack) on the days they volunteer. Students enrolled in Project Community who have valid driver's licenses are able to check out vehicles through the Ginsberg Center in order to transport themselves to site. Carpooling among students in the same section is encouraged. Transportation is coordinated through the section facilitator and the Ginsberg Transportation Coordinator. Students in this section must pass a State of Michigan background check run by Ann Arbor Public Schools. Any student who thinks he or she may not be eligible to participate should choose another section.

### **Section 112: Peace Neighborhood Center**

Students in this section will work with K-5 students as Afterschool Program Assistants for the Peace Neighborhood Center REACH Afterschool Tutoring Program located at the Maple Meadows Community Center in Ann Arbor. Peace Neighborhood Center ([www.peaceneighborhoodcenter.org](http://www.peaceneighborhoodcenter.org)) is a local non-profit whose mission is to provide programs for children, families, and individuals who are affected by social and economic problems. Students will assist with tutoring and with other activities as determined by the Peace Center staff. Students are responsible for volunteering on Mondays and Wednesdays from 4:00pm-6:30 pm. Students should allow for driving time, beginning at 3:30pm on the days they volunteer. Students enrolled in Project Community who have valid driver's licenses are able to check out vehicles through the Ginsberg Center in order to transport themselves to site. Carpooling among students in the same section is encouraged. Transportation is coordinated through the section facilitator and the Ginsberg Transportation Coordinator.

### **Section 113: Clague Middle School**

Students in this section will be placed at Clague Middle School to work with students in Reading, as well as Language Arts, Science, American History, Social Studies, and Math. They will be in the classroom at the same time as a classroom teacher and will be under her/his supervision. Site times occur during school hours, 8am-3pm, and will be arranged with the liaison from Clague Middle School. Students should plan to be at site for two, 2-hour shifts each week, in addition to travel time. Students enrolled in Project Community who have valid driver's licenses are able to check out vehicles through the Ginsberg Center in order to transport themselves to site. Carpooling among students in the same section is encouraged. Transportation is coordinated through the section facilitator and the Ginsberg Transportation Coordinator.

#### **4. Project Outreach: Psychology 211, Sections 001-004**

MCSP students *may enroll in Sections 001-, 002, 003, or 004 of Psych 211* – see LSA Course Guide for descriptions of each section and community site in areas of working with pre-school children; big sibs: community and opportunity; juvenile and criminal justice; health, illness and society; exploring careers. **Section 005 does not fulfill the MCSP requirement.**

The purpose of Project Outreach is to have students learn about themselves and about psychology by becoming involved in community settings. As all sections of Project Outreach - Psychology 211 are for **3 credits** (on a credit/no credit basis and include four hours of fieldwork placement, one hour of discussion section, and one hour of lecture each week.

Attendance at your section is mandatory. Readings, a mid-term project, and a final exam will be assigned. The Graduate Student Instructor may state additional section requirements in class.

As an Outreach student you will be engaged in real work in the community, designed to meet community needs. You will have a chance to explore careers and significant social issues. You will be involved with a small group of students, led by an undergraduate under the supervision of a graduate student, and faculty member who will guide you through the learning cycle and make your experience educational and enjoyable. If you have questions, please stop by the Project Outreach office in 1343 East Hall or call the office at 764-2580, Monday through Friday 8:00 a.m. to 5:00 p.m.

**\*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: Youth and Education: Mentoring Future Leaders**

This section provides students with opportunities to explore issues facing children and adolescents in the community. Students work with children in a number of ways, including mentoring and tutoring. Some of the service opportunities include: Big Sibs, Neurokids and 826 Michigan Tutoring. These are all great ways to directly impact a student’s life!

**\*Section 003: Juvenile and Criminal Justice**

This section is 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**

Students can 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. Students enrolled in this section are asked to undergo a criminal background check. If you have any concerns about this, please contact [project.outreach@umich.edu](mailto:project.outreach@umich.edu).

- 5. Engineering 100: Section 200** MCSP Engineering students may enroll in Section 200 with Professor Alfano to fulfill the MCSP “Civic Engagement: Learning in Community” course requirement.

**\*Section 200: Engineering in the Real World (Class #27352)**

Engineers across all disciplines view – and change – the world. In this section of ENGR 100, you will find out that engineers bring much of their life and learning to bear on problem solving. It's not just math. It's not just science. The best of engineering often embraces one's life and passion to create things, to share talents, to help others, and to encourage our exploration of the unknown. This course teaches all steps of the engineering design process, with a broad emphasis on systems as well as the human element. It also covers considerations relevant to entrepreneurship – defined to encompass conventional start-ups, social ventures, and “intrapreneurial” innovation. The course project provides a team-based experience in applying the design principles for understanding and solving problems – with a focus on improving people's quality of life in meaningful ways. Student teams are given wide flexibility to define their own projects, which span a variety of disciplines and interests.

**Professors Kenneth Alfano and Erik Hildinger**

**Lectures: TU TH 9-10:30 in 2246 SRB (4 Non-LSA Credits)**

**Discussions: TU TH 10:30-11:30, 11:30-12:30 or 12:30-1:30**

#### **6. Intergroup Dialogue: Psychology 122/Sociology 122**

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, recent dialogues have considered white people/people of color; Blacks/Jews; lesbians, gay men, bisexuals, and heterosexuals; white women/women of color; Blacks/Latinos/as; men/women; *etc.*). Once registered, please go to [www.igr.umich.edu](http://www.igr.umich.edu) to fill out a dialogue placement form. Two course packs are also required. Questions regarding this course should be directed to the Intergroup Relations Program, 936-1875, 3000 Michigan Union. Due to high demand, students who do not attend the mass meeting on the first day of class will be dropped from the course.

**Timothy Corvidae and Peer Facilitators**

**W 3-6pm Auditorium B Angell Hall**

**(2 credits)**

### **Optional: MCSP-Linked Math 115 (Reserved Seats for MCSP Students)**

**Math 115.011**

**Calculus 1**

**Class #11863**

The advantage of registering for this section is that you will be in the same class with other MCSP students, so it will be convenient for you to study with others. The instructor for this math section is selected by the math department, not MCSP, unlike all other MCSP courses. **(5 spaces reserved for MCSP students)**

**(4 credits)**

**MWF 10-11:30 3302 Mason Hall**

**\*NOTE FOR ALL COURSES:** The course list above is preliminary. Courses and instructors may change by the time of fall registration. Some courses taught by MCSP-linked faculty have limited spaces reserved for MCSP students. **All students should check the LSA Course Guide and the Time Schedule for official and updated information on course times, course descriptions, classroom locations, information on grading, credit hours, prerequisites, and LSA graduation requirements.**

## **Faculty and Staff: Roles and Biographies**

**Director**—David Schoem

**Associate Director**—Wendy Woods

**Administrative Assistant**—

**Coordinator of Community-Building and Programming**— Terra Molengraff

**Coordinator of Community Engagement**— Ari Weinberg

**Coordinator for Diversity Initiatives**— Dan Green

**Program Associate for Dialogue Conversations**— Becky Christensen

**Program Associate for the Environmental Community Program** – Emily Canosa

**Webmaster**—Eric Lytle

**Engineering Liaison**—Lorelle Meadows

**“Doctor in the House”** – Terry Joiner, M.D.

**Research on Retention**—Lumas Helaire

### **MCSP Faculty**

Kenneth Alfano: Engineering

Julie Babcock: English, Sweetland Writing Center

Jim Crowfoot: Program in the Environment, Natural Resources and the Environment

Scott Ellsworth: Afroamerican & African Studies

Lorraine Guterrez: Psychology, Social Work

Brandi Hughes: History, American Culture

Richard Mann: Psychology

Lorelle Meadows: Engineering

Christine Modey: English, Sweetland Writing Center

Virginia Murphy: Program in the Environment, Residential College

David Schoem: Sociology, Judaic Studies, MCSP, University Courses

Mike Shriberg: Graham Institute, Program in the Environment

Ruth Tsoffar: Comparative Literature, Women’s Studies, Judaic Studies

Wendy Woods: University Courses, MCSP

## **Faculty and Staff Biographies – Fall 2014**

### **Kenneth Alfano**

Kenneth Alfano is a Lecturer in the U-M College of Engineering’s programs in Undergraduate Education and Technical Communication, prior to which he was a Research Engineer in the Chemical Engineering department. His primary expertise is in designing microfluidic devices

for biomedical applications, which has often been in the context of large interdisciplinary teams spanning various U-M departments. He has published and presented original research on the topics of lab-on-a-chip genotyping and red blood cell fragility testing (with several patents for the latter), and is co-founder and Chief Technology Officer of Ann Arbor start-up company Blaze Medical Devices which develops novel blood analysis instruments. He is licensed both as a Professional Engineer and an attorney, and has also published on the intellectual property topics of digital information ownership and human gene patenting. Email [kalfano@umich.edu](mailto:kalfano@umich.edu).

### **Julie Babcock**

Julie Babcock is a Lecturer with a joint appointment in the Department of English and Sweetland Center for Writing. She holds an MFA from Purdue University and a Ph.D. from University of Illinois Chicago. She has taught a wide variety of writing courses that include freshman composition, women and literature, academic argumentation, and creative writing. Her poetry, fiction, essays, and reviews appear in numerous journals including Bateau, The Iowa Review, Hayden's Ferry Review, Fifth Wednesday Journal, and Rain Taxi. She is committed to writing that explores and lessens the gap between our lived and academic experiences. She blogs about literature and life at Literature and Transformation: <http://babcockj.wordpress.com/>

### **Emily Canosa**

Emily Canosa works with both the Environmental Community Program at MCSP and the University of Michigan Sustainable Food Program (UMSFP). She graduated from the Residential College at U of M before moving to Japan, where she taught English and lived at a permaculture Ecovillage. Upon her return to Michigan, Emily began working with food alongside residents of Avalon Housing, a permanent supportive low-income housing nonprofit in Ann Arbor. There she built on existing community gardening efforts to develop both K-5 and teen leadership gardening programs.

Emily also pursued her M.A. in Japanese Studies at the University of Michigan, which led her to study sustainable food movements in the areas surrounding Tokyo. After completion she taught at the College for Creative Studies and farmed with Singing Tree Garden, a worker cooperative farm in Detroit. During this time she also served as an editor with the independent Detroit-based newspaper collective, *Critical Moment*. Emily is also co-founder of The Hive sustainable living co-operative, a member of the Yellow Barn community center organizing collective, and a board member for The Agrarian Adventure, a local nonprofit that aims to enrich K-12 student connections between food, the environment, communities and personal health. She loves learning from people, plants, insects and all living things about ways to thrive together in creative, just and sustainable communities.

### **Rebecca Christensen**

Becky Christensen is currently a doctoral candidate in the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Her research and professional interests are focused on equity, diversity, and social justice issues in higher education. Prior to starting her doctoral studies, she worked as a career counselor at UC Berkeley. Becky obtained her B.A. in Psychology and Social Behavior from UC Irvine, and Ed.M. in Psychological Counseling from Teachers College, Columbia University. She worked as a GSI for the Program on Intergroup Relations (IGR) this past year, and has also been a dialogue facilitator for the IGR CommonGround program and the Understanding Race Project. She has spent the last two years coordinating intergroup dialogues for MCSP. She looks forward to seeing incoming and returning students at future MCSP dialogues!

**Jim Crowfoot**

Jim Crowfoot is an emeritus professor of natural resources and environment. He is former dean of the School of Natural Resources and the Environment at UM and former President of Antioch College. Jim's current living and work focuses on contributing to environmental and social sustainability. His past teaching and research has been in the areas of environmental advocacy and dispute resolution, organizational theory and management and strategies and processes for reducing sexism and racism.

**Scott Ellsworth**

Dr. Scott Ellsworth, who joined the DAAS faculty in 2007, teaches courses on African American history, Southern literature, and crime and justice in contemporary U.S. society. Trained as a historian, he received his Ph.D from Duke University in 1982, where he was a member of the Duke Oral History Program. The author of "Death in a Promised Land" (LSU Press), the first-ever comprehensive history of the horrific Tulsa Race Riot of 1921, Dr. Ellsworth served, with Dr. John Hope Franklin, as the lead scholars for the Tulsa Race Riot Commission, and has been involved in the ongoing legal efforts to win compensation for riot survivors. Formerly a historian with the Smithsonian Institution, he has written about American history for the New York Times, the Washington Post, and other publications, and has appeared on National Public Radio, the Today Show, PBS's The American Experience, the History Channel and in both film and broadcast documentaries. He is currently writing a new book concerning race and basketball during the 1940s.

**Dan Green**

Dan Green is the Coordinator of Diversity Initiatives for the Michigan Community Scholars Program. He is currently a Master's Degree student at the School of Social Work at UM and is entering his fifth year of being a part of MCSP. He received his BA in Organizational Studies in May 2014. Hailing from Detroit, he has a passion for diversity, The Detroit Pistons and video games.

**Lorraine Gutierrez**

Lorraine Gutierrez is the Area Chair of the Personality and Social Contexts Psychology Program, Arthur F Thurnau Professor of Psychology, Professor of Social Work, and Director of the Center for Community Learning.

My research is focused on empowerment theory and practice, the experiences of women of color, and multicultural organizational and community change strategies. I coordinate the Detroit Initiative in Psychology: a program of scholarship, teaching and service with community based organizations in Detroit. My work includes qualitative, quantitative, and community based research.

**Brandi Hughes**

Brandi Hughes is Assistant Professor of History and American Culture. She received her PhD from Yale University in the fall of 2009. Her research concerns African American religious and intellectual history across the turn of the twentieth century, and 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. Hughes was also a post-doctoral fellow in the Department of Religious Studies at Stanford.

### **Richard Mann**

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

### **Lorelle Meadows**

Dr. Meadows received her Ph.D. from the Atmospheric Oceanic and Space Sciences Department of the College of Engineering and has worked as a researcher at the Great Lakes Environmental Research Laboratory as well as the College's Department of Naval Architecture and Marine Engineering. Her main research interests lie in the development of understanding of the influence of physical processes on the nearshore zone. Most of this work has focused on the Great Lakes and associated larger inland water bodies, with some work on ocean coastal regions as well. Many of the research projects in which she has been involved host an interdisciplinary approach with an overall objective of improving ecosystem understanding, health and management, and provide a mechanism by which to bring research expertise into the classroom. She has taught upper level environmental ocean dynamics courses as well as the college's Introduction to Engineering course which combines a team project with technical communication, professional responsibility and sustainable design. Her most recent contribution to this course has been the development and implementation of a service-learning curriculum and the inception of an engineering education research program to explore teamwork dynamics and student motivation. In her current role as Assistant Dean of Academic Programs, she is responsible for the managing the first year program for engineering students, and actively participates in the development of curricular change in the college to enhance cross-disciplinary and cross-cultural learning experiences and opportunities.

### **Christine Modey**

Christine Modey is a lecturer in the Department of English Language and Literature and in the Sweetland Writing Center, where she teaches Transition to College Writing, Writing Workshop, and New Media Writing. She holds a B.A. in chemistry and English from Hope College, in Holland, Michigan, and an M.A. and Ph.D. from the University of Delaware. She has taught first-year writing courses on the themes of art and technology; suffering, justice, and community; physicians and their patients; and the history of the book. Her current research, conducted with colleagues at Sweetland and two students from the UROP Program, concerns the interactions between students and teachers in Sweetland's Writing Workshop. She lives, gardens, reads, and cooks in Ann Arbor with her husband, children, Labrador retriever, and two cats.

### **Terra Molengraff**

Terra Molengraff is the Coordinator of Community Programming. She earned a bachelor's degree in Organizational Studies from the University of Michigan and is pursuing a Master's Degree in Higher Education at the University of Michigan. She is currently a research assistant for a project examining perceptions of inclusion on campus and is committed to creating an inclusive environment for all social identities.

## **Virginia Murphy**

Virginia Murphy is an accomplished teacher and writer focusing on the intersection between environment and literature. Her interests include environmental literature, eco-criticism, late nineteenth and twentieth century American literature, Native American literature, and poetry. Her research addresses American environmentalism in the frontier west, environmental activism, the history of the environmental movement in the US, and working-class women's autobiographies at the turn of the twentieth century, particularly the role writing played in the change of class status during this time. Professor Murphy has acted as thesis advisor in areas of environmental sustainability, permaculture design and implementation, environmental justice, urban farming, and food security. Her new course, Environmental Activism: Citizenship in a Republic offers students the opportunity to create eco-documentary films, work with national environmental non-profits, and learn the skills of advocacy. Professor Murphy serves on the Residential College Executive Committee, 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.

### *Current courses*

*Advanced Issues in Science, Technology, Medicine, and Society: Environmental Literature and Social Justice*

*American Environmentalism and the Frontier West*

*Environmental Activism: Citizenship in a Republic*

*First-Year Seminar in the Environment*

*RC Core: American Writers and the Environment*

*The Literature of Environmental and Social Justice*

## **David Schoem**

As the Director of MCSP, I am looking forward to getting to know each MCSP student. Please stop by to say hello whether you see me in my office, in the classroom, or on campus! I have served as the Director of the Michigan Community Scholars Program since 1999, and I also teach courses in the Sociology Department, Judaic Studies Department, and University Courses division.

I teach 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. I have served in the past as LSA Assistant Dean for Undergraduate Education and UM Assistant Vice President for Academic and Student Affairs and have had a role in the creation of many of UM's most significant undergraduate initiatives, including the founding of the Program on Intergroup Relations. I am currently collaborating as a co-editor of a new book "Integrative Pedagogy: Teaching the Whole Student with Heart, Mind, and Spirit." My most recent books are the College Knowledge Series, including *College Knowledge: 101 Tips*, *College Knowledge for the Jewish Student*, *College Knowledge for Student Athletes*, and *College Knowledge for the Community College Student*. I am also co-editor with Joe Galura, Penny Pasque and Jeff Howard of *Engaging the Whole of Service-Learning, Diversity and Learning Communities*, a book co-authored in large part by MCSP's faculty, students, staff and community partners. I also edited with Sylvia Hurtado, *Intergroup Dialogue: Deliberative Democracy in School, College, Community and Workplace*. I did my undergraduate studies at the University of Michigan and completed my graduate studies at Harvard University (M.Ed.) and the University of California at Berkeley (Ph.D.)

### **Mike Shriberg**

Mike Shriberg oversees educational programs of the Graham Institute, such as our Doctoral Fellowship Program and Undergraduate Scholars Program. He also teaches U-M's *ENV/RC 391: Sustainability and the Campus* course, which is co-sponsored by the Graham Institute. Before joining the Graham Institute, Mike served as Policy Director for the Ecology Center, Michigan's largest environmental organization, and as an adjunct Lecturer at U-M. He also worked as Director of Environment Michigan/PIRGIM (Public Interest Research Group in Michigan) from 2004-2007. Prior to joining PIRGIM, Mike served as Program Director and Assistant Professor of Environmental Studies at Chatham College in Pittsburgh, PA, as well as an adjunct Lecturer at Carnegie Mellon University.

Mike has authored over 20 articles and reports, including *Energizing Michigan's Economy, Is the Maize and Blue Really Green?*, *Sewage Warning! What the Public Doesn't Know about Sewage Dumping in the Great Lakes*, and *Environmental Leadership for the 21st Century*. He regularly testifies before the state legislature and has been featured in articles in *The New York Times* and *Washington Post* as well as on *National Public Radio*. Mike earned an M.S. and Ph.D. in Resource Policy & Behavior from U-M's School of Natural Resources and Environment and a B.S. in Biology & Society from Cornell University. His research and practice focuses on organizational change, environmental management and leadership as well as environmental policy, with a particular emphasis on the role of higher education in the sustainability transformation. He currently serves as the North American Editor for the *International Journal of Sustainability in Higher Education*.

### **Ruth Tsoffar**

Ruth Tsoffar is an Associate Professor Comparative Literature and Women's Studies and Faculty Associate in the Frankel Institute for advanced Jewish Studies. Ruth received her PhD in the Near Eastern Studies Department from The University of California, Berkeley, and has been teaching at the University of Michigan after a short teaching position at Utah University. She is the author of *The Stains of Culture: An Ethno-Reading of Karaite Jewish Women*, (Wayne State University Press, 2006) Part of the Raphael Patai Series in Jewish Folklore and Anthropology, the book was awarded the Elli Kongas Miranda Prize & the National Jewish Book Award finalist.

Tsoffar's earlier work on Israeli ethnicity focused on the intersection of body, gender and poetry and was published at Hagar in two complimentary studies, "'The Body that Crumbled': Mizrahi Men Writing Poetic Anatomy, Part I". And "Dissected Identity: Mizrahi Women, Space and Body, Part II" Other works on poetry include her study of Yona Wallach and specifically on issues of sexuality and theatricality in the poem Tefillin. Ongoing projects include the book, "Cannibal ideology: The Violence of Texts and Bodies in Hebrew Cultures," A second project includes an ethnographic memoir on Jamusin, a Palestinian neighborhood in Northern Tel Aviv that was resettled in the early fifties by Jews of Middle Eastern origin and has now been replaced by the real estate "Akirov towers" in Tel Aviv.

Her scholarly interests include feminism, sexuality and gender in multicultural society; colonialism, ethnicity, and nationalism, poetry and poetics, theories of reading, Israeli, Jewish and Palestinian literatures, Biblical narratives, ethnography and folklore. Her teaching interests include courses such as "The Alternative Jewish Bookshelf," and "Home, Homeland and Homelessness: Israel and Palestine," "Women, Bible, Reading," and graduate seminars on Diversity.

**Ari Weinberg** - Ari is a recent graduate from the University of Michigan with a B.A. in American Culture. As an undergraduate, Ari wrote a thesis analyzing nineteenth century popular music as a cultural object demonstrating working class men's perspectives on race, class, gender and national identity. In addition, Ari worked closely with the Program on Intergroup Relations, TransForm, and the Glee Club. Their interests include sustainability, identity politics, cultural history, music, crafting and animals. An MCSP alum, they absolutely cannot wait to work with everyone! Ari encourages anyone to come visit and chat in their office. They will be available for questions, concerns and just general chatting- so please stop on by!

### **Wendy A. Woods**

Wendy Woods is the Associate Director of the Michigan Community Scholars Program and teaches UC 102 and UC 103. She attended Wittenberg University in Springfield, Ohio. She has a Bachelor of Science from the School of Natural Resources and Environment. She also holds a Master of Science degree from the University of Michigan. Her graduate focus was international environmental policy and management. 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!

## **MCSP Student Staff Positions**

### **Resident Advisors**

The Resident Advisors (RAs) for the Michigan Community Scholars Program are juniors and seniors at UM. These students live on the floors with the residents and serve as a resource, community builder, crisis manager, listener, and friend. The RAs also facilitate small discussion sections of the 1-credit UC 102 seminar in order to help encourage communication between first-year students. If you have a question or concern, please seek out one of the Resident Advisors.

**Tony Bae, Meredith Burke, Amanda Champagne, Somalia Jones, Cullen O'Keefe, Connor Wilkinson**

### **Peer Advisors**

The Peer Advisors (PAs) for the Michigan Community Scholars Program are sophomores and juniors at UM. These students live on the floors with residents; serve as a peer mentor, role model, listener, and friend. They will be seeking out residents to help coordinate community service events and programs for MCSP. If you have an idea for a program, see a Peer Advisor for the Programming Board. Another group of the PAs acts as community service site leaders for the sections of the 1-credit seminar. These PAs will be coordinating the community service activities throughout the year for MCSP.

**Programming Board (PB&U): Joe Ambrose, Cooper DePriest, Mark Haidar, Shelby Moored, Ayotomiwa Ojo, Desiree Sanii**

**Community Service (PACS): Allison Arnold, Hannah Boyle, Jeam Emily DuBose, Margaret O'Neill, Charlie Ruiz, Joshua Sherrick**

***Intergroup Relations Council (IRC): Adelia Davis, Andrew Hausman, Chloe Henderson, Barrett Olson, Kendall Poindexter, Radhika Santhanagopalan***

### **Peer Mentors**

The Peer Mentors for the Michigan Community Scholars Program help our first-year students with the transition from high school to college. These students contact our first-year students over the summer and live near them in MCSP hallways.

**Nida Ali, Javonne Barrett, Aaron Cahen, Gabrielle Ezell, Rachel Forche, Wyatt Frank, Elizabeth Gazley, Lello Fuluma, Vinnie Gupta, Nicole Kubera, Kin Hew-Low, Rahul Jain, Anna Leemon, Tiffany Luong, Christopher McClendon, Lauren McCree, Lauren Murray, Shannon Palmer, Theo Sanyal, Samkit Rakesh Shah, G.S. Suri, Matt Terwiliger**

### **MCSP Intergroup Relations Council (IRC)**

MCSP's Intergroup Relations Council is a student organization sponsored by MCSP to encourage intentional efforts to build upon its proven track record in serving a community that embraces the diversity and engagement of its students, staff, and faculty and gives strong support to its underrepresented students.

The Intergroup Relations Council (IRC) organizes dialogue-style conversations with students on a range of topics both within MCSP and in collaboration with other campus units, educates and supports students from various social identity groups within MCSP, and works to build a strong positive, climate for diversity and learning in East Quad.

The IRC also develops programs for MCSP and campus community that focus and educate on diversity, including issues of power and privilege, collaborates in planning such programs with a variety of units on campus, assists in training students for community service and civic engagement by emphasizing boundary-crossing and bridging in order to work effectively and constructively with populations across diverse backgrounds, and helps in planning for MCSP's MLK Day events (Circle of Unity and others), MCSP's social justice film series, and coordinating outside speakers.

### **MCSP Programming Board (PB&U)**

The Michigan Community Scholars Programming Board (PB&U) is a student organization sponsored by MCSP to encourage academic, arts, intergroup, social and service activities of student interest. PB&U meets on a weekly basis throughout the year and is open to any member of MCSP. The board has peer advisors who specialize in planning arts, culture, social, community service and educational events that involve first-years, faculty and alumni. The board is also open to any member of MCSP who would like to initiate special projects with the help of the program's resources.

The MCSP Programming Board has sponsored social events such as MCSProm, service trips including an annual Canoe Trip & River Clean-up, and subsidized trips to musical and theatrical performances both on and off campus.

The Programming Board is a rewarding experience with only a minimal time commitment—meetings last no longer than an hour and every MCSP member can vote on every issue. Come interact with future

campus leaders, share in memorable experiences, have fun and make a difference with one of the most diverse, exciting and active student organizations on campus!

*\*The MCSP Programming Board was recognized as a 2001-2002 Outstanding Student Organization of the Year by the University Department of Student Activities and Leadership.*

### **MCSP Peer Advisors for Community Service (PACS) and Action & Reflection Teams**

The Peer Advisors for Community Service (PACS) are student leaders who strive to create a tight-knit MCSP community by exposing first year students to social issues through service learning opportunities on campus and in community. They lead the effort of coordinating MCSP service engagement and Action Teams.

The MCSP Action Teams are ways to empower first-year students through service initiatives, and to provide opportunities for first-year students to make a difference in MCSP, UM, and their community. They give first-year students leadership opportunities in MCSP and help build community among MCSPers right from the beginning. There are Action and Reflection Teams based on various issues including: **Gender and Sexuality, Borders and Immigration, Rural and Urban Poverty (Including issues surrounding Homelessness), Human Rights, and Environmental & Sustainability.** Action and Reflection Teams work to develop long term partnerships with community organizations. Each of the Action and Reflection Teams plan and participate in service, education, and reflection centered around social justice issues.

This year MCSP is initiating the Environmental Community Program, a project of the Environmental and Sustainability Action and Reflection Team. Students interested in sustainability issues will work on projects with groups such as Neighbors Building Brightmoor in Detroit, Growing Hope in Ypsilanti, Natural Area Preservation in Ann Arbor, and various projects on campus and in East Quad such as the new East Quad Garden, dining services and food sustainability, recycling, etc.

## **MCSP Academic Support Services**

Now that you are a student in MCSP, we want to make sure you succeed academically here at the University of Michigan. MCSP's Coordinators will facilitate support services just for you. Our Coordinators will point you to campus-wide resources such as:

1. Sweetland Writing Center
2. Math Lab
3. Science Resource Center
4. Language Resource Center
5. Academic Advising Offices
6. Counseling and Psychological Services

In addition, we offer the following services within MCSP:

- ❖ Programs on study skills, test taking, stress management, etc.
- ❖ Flyers navigating the academic support services on campus.
- ❖ Office Hours with time to help you think through your academic support options on campus