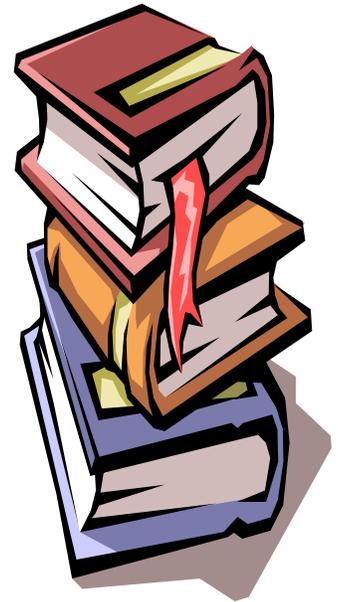


MCSP Course Booklet *Fall 2015*



MCSP Fall 2015 Course Booklet

1. **Welcome from the Directors**
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9. **Academic Support Services in MCSP**
10. **MCSP Welcome Week Activities**

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 strongly 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, Sections 200, 650 or 900 which will count as fulfilling that requirement in the fall 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 2016 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-linked Seminars (SEM)

1. **Creative Arts and Community: English 125.049 – Babcock**
2. **Debt, Obligation, and Forgiveness: English 125.069 - Christman**
3. **Nonviolence: From Montgomery to the World: African American Studies 104.004 - Ellsworth**
4. **Social Justice, Identity, Diversity and Community: University Course 151.001- Schoem**
5. **Healthcare Privilege and Community: University Course 151.005: Joiner**
6. **Environmental Literature: Environment 139.002 - Murphy**
7. **Love and Justice: Philosophy 196.003 – Krenz**
8. **Truth and Reconciliation: American Culture 103.002/History 197.003 - Hughes**
9. **Community Research: Psychology 317.001* -Gutierrez**
10. **Web-Based Mentorship: Earth Odyssey Education 363.001* - Stanzler**

Civic Engagement Courses (CIVIC)

1. **Community Research: Psychology 317.001* -Gutierrez**
2. **Web-Based Mentorship: Earth Odysseys: Education 363.001* - Stanzler**
2. **Project Community: Sociology 325, All Sections**
3. **Project Outreach: Psychology 211, Sections 001-004**
4. **Engineering 100: Sections 200, 650 & 900**
5. **Intergroup Dialogue: Psychology 122/Sociology 122**

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

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: West Quad – Various Locations

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

Creative Arts and Community

Julie Babcock

English 125.049 (College Writing/First-Year Writing Requirement)

Class # 16770

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

Debt, Obligation, and Forgiveness

Philip Christman

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

Class #11422

This class is about writing and academic inquiry. Good arguments stem from good questions, and academic essays allow writers to write their way toward answers, toward figuring out what they think. In this writing-intensive course, students focus on the creation of complex, analytic, well-supported arguments addressing questions that matter in academic contexts. In particular, students will examine, evaluate, and, over time, participate in various ongoing sociopolitical discussions regarding debt: educational, national, moral. Working closely with their peers and the instructor, students develop their essays through workshops and extensive revision and editing. Readings cover a variety of genres and often serve as models or prompts for assigned essays; the specific questions students pursue in essays are guided by their own interests.

4 Credits) College Writing/First-Year Writing Requirement

TU TH 10-11:30 2475 Mason Hall

Nonviolence: From Montgomery to the World

Scott Ellsworth

AAS 104.004

Class # 23757

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 5521 Haven Hall

Community Research

Lorraine Gutierrez

Psychology 317.001

Class # 19518

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 1068 East Hall

***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 1st Year Seminar

Truth and Reconciliation

Brandi Hughes

HIST 197.003/AMCULT 103.003

Class # 26141

This first-year seminar explores the relationships between diverse practices of history and evolving ideas about social reconciliation. The course considers the following questions: how do the stories we tell about the past matter to contemporary concerns about violence and reparations, discrimination and integration, suffering and forgiveness? When restorative justice is imagined and administered, why do we seek the authority of truth from historical experience? What forms of history have been used to evaluate the truth of harm and the legitimacy of redress? Who gets to tell these histories? And why does the relationship of history and reconciliation create a collective process of remembering and forgetting? We'll think about these questions with a range of sources. Research in history and anthropology will be paired with literature, film, and museum studies. The seminar offers an introduction to international developments that established recent truth and reconciliation commissions. Class discussion will also consider local forums for truth and reconciliation in the United States.

(3 credits) Humanities Distribution, First Year Seminar

MW 4-5:30pm G449 Mason Hall

Healthcare, Privilege, and Community

Dr. Terry Joiner

UC 151.005

Class # 16366

Healthcare Privilege and Community will engage students to think about how contemporary issues in healthcare will impact them and their communities. It will explore how communities influence the delivery of health care as well as how healthcare can influence community development. We will also discuss the roles of the different stakeholders in the sustainability of healthcare. Finally, we will explore the impact of race, ethnicity, socioeconomic class, ability, and gender in the delivery of health care..

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

TTH 2:30pm-4:00pm G025 West Quad

Love and Justice

Gary Krenz

PHIL 196.003

Class # 29533

I love you....I demand justice....Have I treated you fairly?....Can we be friends?....You have no right to do that....It is the just thing to do....All you need is love....All is fair in love....Justice is blind....Love is blind....

The philosopher Aristotle in his *Nicomachean Ethics* (ca. 335 BCE) contended that there are two great virtues of human relationship: love and justice. Love and justice, in his view, are the forces that hold any society together — from the binary societies of lovers or friends to the multivalent societies of communities and nations. But they can also be in tension with each other. In this course we will undertake a philosophical inquiry into love and justice — in themselves and in relation to each other. Drawing upon philosophical texts as well as explorations of love and justice in film, literature, journalism, science, music, drama, and art, we will endeavor to think through love and justice in our own lives, our public and personal situations, our own societies, our own bondings. And we will ask: can life be worth living without love or justice or both?

Syllabus: <https://loveandjusticeclass.wordpress.com/>

(3 Credits) Humanities Distribution, First-Year Seminar

MW 1:00pm-2:30pm 1460 Mason Hall

Environmental Literature

Virginia Murphy

ENVIRON 139.002

Class # 27785

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 # 21461

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 471 Lorch Hall

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. Community Research: Psychology 317.001**
- 2. Web-Based Mentorship: Arab-Israeli Conflict Simulation: Education 463.001**
- 2. Project Community: Sociology 325, All Sections**
- 3. Project Outreach: Psychology 211, Sections 001-004**
- 4. Engineering 100.200**
- 5. Intergroup Dialogue: Psychology 122/Sociology 122**

1. Community Research

Lorraine Gutierrez

Psychology 317.001

Class #19518

**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

1068 East Hall

2. Jeff Stanzler

Web-Based Mentorship: Earth Odyssey

Education 363.001

Class #22110

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

This course is based around a social and cultural issues forum for middle school, high school, and college students around the world, linked to an in-depth exploration of Morocco, as framed by a series of "reports" written by a U of M Alumna who is currently living and teaching there. Our reporter writes about what she sees of gender issues, the place of religion in society, social mores, and more. The student participants read these reports and post their comments and questions. As a mentor, you respond to student comments, trying to probe and honor student thinking, and to support a thoughtful orientation to the world. In class, we divide our time between learning about the cultural and historical issues referenced by their reports, so that you can interact with the students in an informed way, and thinking about and practicing the mentoring and discussion facilitation work, much of which involves helping students to frame thoughtful questions about their own lives

(3 credits) (Non-LSA credit)

W 2-5pm 2310 SEB

3. **Project Community: Sociology 325, All Sections**

MCSP students *may enroll in any section* of Sociology 325 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://www.lsa.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 325 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 325 may be included in a concentration plan in sociology. A combined total of eight credits of Sociology 321, 324, 325, 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) 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.

- 5. Engineering 100: Section 200, Section 650 & Section 900** MCSP Engineering students may enroll in any of these sections to fulfill the MCSP “Civic Engagement: Learning in Community” course requirement.

Section 200: Design in the Real World (TTH 9:00-10:30am) – Ken Alfano

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.

Sec. 650: Gaming for the Greater Good (MW 1:30-3:00) – Dave Chesney

During the first part of the course, each student will learn fundamental programming skills, such as language syntax, sequential and concurrent execution, iterative and alternative commands, and event-driven execution. These lessons will be taught in the context of 1-2 Object-Oriented languages. In the second part of the course, each team of students will create a computer game using their newly acquired programming skills. The game, however, must have some form of social relevance. As examples, the game might help a child with a cognitive or physical disability such as Cerebral Palsy or Autism Spectrum Disorder. The overall goal of the course is to integrate the games that are developed into the therapy and assessment laboratories at C.S. Mott Children’s Hospital.

Sec. 900: Urban Mobility (MW 11:30-1:00pm) – Amy Hortop

On a college campus, mobility is typically achieved by public transportation, bicycle, personal automobile, or by human power. When you leave your dorm and head off to class with books, bags, and possibly a coffee, how do you get yourself and your belongings from one end of campus to the other? Will it work as well when the snow and sleet hits campus? Is your current mode of transportation sustainable?

In this section of ENGR 100, we will use the design process to make improvements in urban transportation within the context of global engineering and socially responsible engineering.

For your final project, your team will propose ideas for a new product or improved design of an existing product that would improve mobility on campus. You will talk to potential customers to find out what issue students have with transportation on campus and identify opportunities for socially responsible product or infrastructure improvements. We will also look at global influences on the development process and their effect on design decisions.

6. **Intergroup Dialogue: UC 122/Psychology 122/Sociology 122 #19591**

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 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, 1214 South University. Due to high demand, students who do not attend the mass meeting on the first day of class will be dropped from the course.

Susan King and Peer Facilitators

W 2-5pm Dent G005 (3 credits)

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

Math 115.011

Calculus 1

Class #11755

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 8:30am-10:00am 2437 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— Devon Degraffenreed

Coordinator of Community-Building and Programming— Shannon Van Gundy

Coordinator of Community Engagement— Sheri Samaha

Coordinator for Diversity Initiatives— Dan Green

Program Associate for Dialogue Conversations— Becky Christensen

Program Associate for the Environmental Community Program – Emily Canosa

Webmaster—Andrew Mei

Engineering Liaisons— Jeanne Murabito and Stacie Edington

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

Research on Retention—Lumas Helaire

MCSP Faculty

Julie Babcock: English, Sweetland Writing Center

Philip Christman: English

Scott Ellsworth: Afroamerican & African Studies

Lorraine Guterrez: Psychology, Social Work

Brandi Hughes: History, American Culture

Terry Joiner: School of Medicine

Gary Krenz: Philosophy

Virginia Murphy: Program in the Environment, Residential College

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

Jeff Stanzler: Education

Wendy Woods: University Courses, MCSP

Faculty and Staff Biographies – Fall 2015

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 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!

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.

Devon Degraffenreed

Devon Degraffenreed is the Administrative Assistant for the Michigan Community Scholars Program. Devon earned his Bachelor of Arts in Psychology & Urban Studies from the University of Michigan in 2011. During undergrad Devon served as a Peer Advisor and Resident Advisor for MCSP as well as doing community work in his native Detroit. He hopes to use his wealth of experiences at Michigan to enable the students in MCSP have the best experience here at Michigan.

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.

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 sixth 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.

Stacie Edington

Stacie Edington is the Honors and Engagement Program Officer within the College of Engineering where she manages the Honors Program and strategic initiatives for undergraduate education, related to leadership education. Stacie completed her Bachelor's degree in Sociology from the University of Michigan, followed by a Master of Science in Executive Leadership from the School of Business Administration at the University of San Diego. She has worked as an International Academic Programs Coordinator within the College of Engineering and as a Development Assistant at Cornell University. Stacie has been named the College of Engineering Outstanding Student Group Advisor twice within the past five years for her work with the Engineering Global Leadership Honors Program and has served as a cluster facilitator for LeaderShape. She is actively involved in the National Academic Advising Association and her work has been published in the Journal of Appreciative Education.

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.

Terry Joiner

Dr. Terence Joiner is MCSP's "Doctor in the House." Dr. Joiner is a clinical assistant professor of pediatrics at the University of Michigan Medical School. Throughout his career, he has had an interest in serving underserved children. Dr. Joiner started his career at a community health clinic with the Wayne County Health Department. In 1987, he moved to the Henry Ford Health System, where he worked in Ann Arbor and Detroit. In 1993, he founded the Pediatric Free Clinic at the University of Michigan. In 1993, this clinic was renamed the Marshall H. Becker Memorial Clinic. In 1994, Dr. Joiner helped establish Ypsilanti Pediatrics. This was a collaborative program with the Washtenaw County Health Department. The primary goal was to serve underserved children in south Ypsilanti. Dr. Joiner has previously taught in the Michigan Community Scholars Program, mentored MCSP students, guest lectured at the UC 102 class and MCSP Social Justice Film Series. He also has been a guest lecturer for classes in the Health Sciences Scholars Program.

Gary Krenz

Gary Krenz is an administrator and instructor at the University of Michigan. He is currently Executive Director of the University's Bicentennial, which will take place in 2017, and he lectures in the Philosophy Department. For the Bicentennial, he is developing an overall plan for the many activities that will take place leading up to and during the bicentennial celebration, including academic programs, artistic events, a University history initiative, outreach to various constituencies, and of course celebratory events. (Please see <http://bicentennial.umich.edu>.) Before becoming the Bicentennial Executive Director in August 2013, Gary served for 17 years as Special Counsel to the President of the University of Michigan.

Gary's philosophical interests include metaphysics and ethics in pragmatism, process philosophy, and the Continental European traditions of philosophy, as well as the philosophy of higher education. He received his Ph.D. from Stony Brook University in 1987. Most semesters he teaches one of two courses: *The University of Michigan: A Moral Institution?* or *Love and Justice*.

Jeanne Murabito

Jeanne Murabito is Executive Director for Student Affairs in the College of Engineering. She received her B.A. in Humanistic Studies from St. Mary's College, Notre Dame; studied in Rome, Italy through Loyola University, received her M.A. in Educational Leadership from Eastern Michigan University, and completed all Ph.D. coursework in Higher Education Administration from St. Louis University. Ms. Murabito has 30 years of experience in Higher Education Administration and prior to joining the University of Michigan she served as Dean of Academic Services at Lindenwood University in St. Charles, MO. Ms. Murabito directs the units that comprise Student Affairs; the Engineering Advising Center, the Engineering Career Resource Center, Recruitment and Admissions, the Engineering Learning Resource center, the Scholarship efforts in the College, Records and Assessment, and all student organizations and activities within the College. She founded the Michigan Engineering Zone (MEZ), an outreach site in Detroit providing exposure for Detroit High School students to STEM fields. The centerpiece of the MEZ is the FIRST Robotics Program, engaging 270+ students in a collective build site in Detroit's Midtown. Jeanne is a member of the Dean's Cabinet and serves as the point person in the College for all that we do involving students. She has received various recognitions for her service to students through Tau Beta Pi, Epeians, and Society of Women Engineers and has been awarded the Spirit of Detroit Award by the City Council of Detroit.

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

Sheri Samaha

Sheri Samaha is the MCSP Coordinator of Community Engagement. She attended Western Michigan University in Kalamazoo, Michigan. She has a Bachelor of Science in Sociology. She also holds a Master of Arts degree in Guidance and Counseling from Eastern Michigan University. Sheri has a long professional history at the University of Michigan in the Office of Undergraduate Admissions. In her position as Assistant Director, she has experience developing and managing programs as well as working with student groups to ensure they become ambassadors for the University. In addition, her professional career includes experience in an urban high school setting as Student Affairs Coordinator. In that role, she worked closely with diverse student populations to improve academic, personal, social and career development. Her passion is assisting students with their personal and academic endeavors.

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 “Teaching Matters: Engaging 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.). I am a First Generation college student.

Jeff Stanzler

Jeff Stanzler is a faculty member at the University of Michigan School of Education, working in teacher education and digital media, and directing the Interactive Communications and Simulations (ICS) group, which facilitates simulations and writing projects for secondary students worldwide. The ICS projects, mentored by U of M students, include the Earth Odyssey and Arab-Israeli Conflict Simulation activities. In addition to his work with MCSP, Jeff is also on the faculty of the Center for Middle Eastern and North African Studies and the Teach for America program.

Shannon Van Gundy

Shannon Van Gundy is the Coordinator of Community Building and Programming for the Michigan Community Scholars Program. She is currently a first year Master's Degree student in the Center for the Study of Higher and Postsecondary Education at the University of Michigan and has a concentration in Diversity and Social Justice. Shannon earned her Bachelor of Arts in History and Secondary Education from the University of Miami in 2014. She is looking forward to getting to know Ann Arbor, the University of Michigan, and the MCSP students this year!

Wendy A. Woods

Wendy Woods is the Associate Director of the Michigan Community Scholars Program and teaches UC 102: The Student and the University as well as UC 103: Leadership and Academic Decision-Making. She was born in Cleveland, Ohio attended Wittenberg University in Springfield, Ohio. She has a Bachelor of Science in Forestry Management 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. Currently she serves as Chair of the City of Ann Arbor Planning Commission. She is also a serves on the Environmental Commission. She is a member of the Ann Arbor (MI) Chapter of The Links, Inc.; the University Musical Society (UMS) and the Ann Arbor Alumnae Chapter of Delta Sigma Theta Sorority, 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. She is an avid botanist and loves growing house plants particularly scented ones. 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, Chloe Henderson, Kiven Lewis, 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): **Francesca Bennett, Daniel Distler, Selena Joarder, Caitlin Harrell, Aditi Rajadhyaksha**

Community Service (PACS): **Luke Higgins, Elizabeth Ladwig, Melissa Ramirez, Meghan Rowley, Raina Srivastava**

Intergroup Relations Council (IRC): **Sydney Bartell, Sharae Franklin, Candice Miller, Alexis West, Kevin Yang**

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.

Rachel Atkinson, Adam Brodnax, Tierra Christian, Melissa Diaz, Sheng Dong, Emma Doud, Jacob Edelman, Claire Erwin, Katherine Forche, Madeleine Glew, Logan Light, Andrew Mei, Rebecca Meron, Tamar Meron, Jonathan Moon, Nicholas Olesko, Donovan Park, Jeremy Parks, Jacob Pearlman, Frank Scola, Julia Snider, Tahmeed Tureen, Katie Warbel, Eddie Williams, Corinne Wong

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 tentatively 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.

Environmental and Sustainability Action Team - students interested in sustainability issues will work on projects with groups such as Neighbors Building Brightmoor in Detroit, Natural Area Preservation in Ann Arbor, and various projects on campus and in West Quad such as 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