



**FALL 2018**

**MCSP**



# **MCSP Fall 2018 Course Booklet**

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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. We embrace our students' diverse backgrounds. And we admire our students' commitment to working in communities and helping to build a more just society.

College is a time of personal and social 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, 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? Understanding and awareness of social identities (your own and others) and issues of power and privilege in society are key components of an educated person. 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, dialogic, and just manner will 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. Can we build a model for a diverse and dialogic democratic society during this year in the MCSP community? 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? How can we balance our community service work so it benefits the community we are serving as well as our own learning and growth? 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 experience living in a diverse community, their work in the community and their 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, attending cultural events, participating in a dialogue about "hot topics", 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, 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, socially, 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. ALA 102 (offered fall term only)
2. One MCSP-linked Seminar (SEM) – Note: SEM courses may also count toward fulfillment of First-Year Writing, Distribution, Race and Ethnicity, or other school or college course requirements. See the course descriptions for more information. **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 150, 450, 500 or 650-which will count as fulfilling that requirement in the fall term.

### Fall Term –

#### *Required*

1. ALA 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.

### 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)

## **MCSP Program Expectations**

In addition to MCSP Course Requirements, all MCSP students are expected to participate actively and take leadership roles in the MCSP Community and Program Activities as indicated below.

Admission to MCSP is voluntary and highly selective. Every MCSP student has applied to be a part of the program and has written a compelling application essay based on their commitment and experiences that are aligned with the MCSP mission and goals. Because of the limited size of the MCSP community, many outstanding students were not invited to join the program.

We have intentionally chosen not to mandate anything beyond the course requirements. However, we do fully expect every student's active participation. No one in the MCSP or broader community benefits from having students do community service or "make a difference in the world" simply because it is a requirement. We believe that every student in the program fully intends to contribute to building a vibrant multicultural community, making a difference in the world through high quality community service and engagement, engaging in intergroup dialogue and considering different perspectives, broadening their awareness and understanding of social identities, and thinking critically about social justice.

Expectations:

- Participate each semester in at least 2 activities sponsored by the MCSP Programming Board (PBU).
- Participate each semester in at least 2 community service activities sponsored by the Peer Advisors for Community Service (PACs) or MCSP-affiliated service groups.
- Participate each semester in at least 2 programs/dialogues sponsored by the Intergroup Relations Council (IRC).
- Meet at least twice with your Peer Mentor and peer mentor group.
- Model and contribute to building a strong, engaged, diverse community among your peers in the program.
- Provide high quality, respectful, and beneficial service to the community.
- Participate with honesty, openness, and respect in intergroup dialogues, hot topic discussions, and everyday interactions with members of the MCSP community.
- Act with respect, sensitivity, and appreciation for every member of the UM community, including all students, staff, and faculty in MCSP, Housing, and throughout campus.
- Make progress toward your academic success and professional goals, take full advantage of UM's academic and counseling resources, and actively seek advice and support as needed.
- Support the academic success and emotional well-being of every member of the MCSP community and contribute to the vibrant intellectual environment within MCSP.



# **Fall 2018 Course List**

## **ALA 102**

- 1. The Student in the University: ALA 102.001 – Wendy Woods**

### **MCSP-linked Seminars (SEM)**

- 1. Social Justice, Identity, Diversity and Community: Sociology 105.002/UC 151.001- David Schoem**
- 2. Nonviolence: From Montgomery to the World: Afroamerican & African Studies 104.004- Scott Ellsworth**
- 3. Understanding Social Issues of Our Time: Social Work 200-Joseph Galura**
- 4. Amsterdam: Tolerance in the Triple X City: Dutch 160.001- AnneMarie Toebosch**
- 5. Environment, Religions, Spirituality and Sustainability: Environment 139.005- Rolf Bouma**
- 6. Academic Argumentation: English 125.049- Phil Christman**
- 7. Academic Argumentation: English 125.089- Phil Christman**
- 8. Sociology of Multiculturalism: Sociology 203.001- Luis Sfeir-Younis**
- 9. Practicum in the Multicultural Community: Psychology 325.001- Rona Carter\***
- 10. Web Based Mentorship: Earth Odysseys: Education 461.001- Jeff Stanzler\***

### **Civic Engagement Courses (CIVIC)**

- 1. Practicum in the Multicultural Community: Psychology 325.001-Rona Carter\***
- 2. Web Based Mentorship: Earth Odysseys: Education 461.001- Jeff Stanzler\***
- 3. Project Community: Sociology 225, All Sections – Rebecca Christensen**
- 4. Project Outreach: Psychology 211, Sections 001-004**
- 5. Intergroup Dialogue: Psychology 122/Sociology 122**
- 6. Engineering 100: Sections 150, 450, 500 & 650**

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

## MCSP Course Descriptions

### Required: ALA 102

#### *The Student in the University*

Wendy A. Woods

#### **Applied Liberal Arts 102.001 and various discussion sections**

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: Tuesday 6pm-8pm, 1360 East Hall**

**Section Locations: West Quad – Various Locations**

#### **Sections:**

T 4-5 pm	WQ	1005	102.002
T 4-5 pm	WQ	1005	102.003
T 8-9 pm	WQ	1005	102.004
T 8-9 pm	WQ	G027	102.005
TH 3-4 pm	WQ	G027	102.006
W 3-4 pm	WQ	1005	102.007
W 4-5 pm	WQ	1005	102.008
TH 4-5 pm	WQ	1005	102.009
TH 8-9 pm	WQ	G027	102.010
F 11am-12am	WQ	G023	102.011

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

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

David Schoem

#### **Sociology 105.002, Class #28873/ UC 151.001, Class #20124**

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 and Ethnicity Requirement**

**Monday/Wednesday 10:00AM - 11:30AM**

**West Quad G023**

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

**Scott Ellsworth**

**Afroamerican & African Studies 104.004, Class #21829**

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, Humanities Distribution**

**Monday/Wednesday 8:30 am - 10:00AM**

**West Quad G027**

### ***Understanding Social Issues of Our Time***

**Joseph Galura**

**Social Work 200.001, Class #19738**

This first-year seminar feature a close reading and discussion of up to five contemporary bestsellers, with students choosing from a list including *\$2 a Day*, *Hillbilly Elegy*, *March*, *Hidden Figures*, *American Born Chinese*, *Persepolis*, *The Absolutely True Diary of a Part-Time Indian*, *Tuesdays with Morrie*, and *Just Mercy*.

\* How does the content of these books inform the public discourse on social issues such as poverty, rural America, civil rights, diversity, loss and grief, and the death penalty?

\* Can the values, theories, and practices of Social Work broaden and deepen our understanding of these social issues, and if so, in what specific ways?

Students will also be introduced to the concept of integrative learning and develop an ePortfolio over the course of the semester.

**3 Credits**

**Tuesday/Thursday 10:00 am - 11:30 am**

**School of Social Work, Room B798**

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

## ***Amsterdam: Tolerance in the Triple X City***

**Annemarie Toebosch**

**Dutch 160.001, Class #23015**

*Amsterdam: Tolerance in the Triple X City* tells the story of the Dutch capital's diversity and multiculturalism through its social, political, and religious history. It is the only course taught with this emphasis in the U.S.

**Intended Audience:** The seminar will be interesting to students who want to learn about a major European city, who want to carefully examine stereotypes of Dutch tolerance (*e.g.*, sex education, prostitution and drug policies, gay rights, end of life rights), and who want to become familiar with important race and ethnicity questions outside of the U.S. The course is taught in English.

**3 credits Humanities Distribution, Race and Ethnicity Requirement**

**Tuesday/ Thursday 1:00 pm- 2:30 pm**

**West Quad G023**

## ***Environment, Religions, Spirituality and Sustainability***

**Rolf Bouma**

**Environment 139.005, Class #27963**

The present age in geological history is now referred to as the Anthropocene in recognition of the overwhelming impact of human society on the natural world. This course will examine current trends in human impacts on the environment and identify which social, cultural, economic, and technological activities are sustainable/unsustainable.

We will examine these questions through various frameworks of knowledge. We will avail ourselves of the best scientific information regarding the status and likely future of the biosphere. We will also systematically encounter aspects of the natural world, ensuring a shared experiential basis of encounter with the biotic world. The seminar will also explore various ways of being-in-the-world, especially as these have been envisioned through traditional and contemporary religions and spirituality.

Religions to be considered include world religions, both eastern and Abrahamic, as well as those of Native Americans, other indigenous peoples, and contemporary "dark green" religions. The consideration of spirituality is based on individuals' experiences and recognition of "sacred" or "ultimate" realities that are variously understood and characterized.

Students enrolling in this seminar will have varying backgrounds of knowledge and experience in relation to the environment, science, religion / spirituality, and unsustainability / sustainability. This course welcomes:

- Students with religious commitments in traditional faith communities;
- Students who identify themselves as agnostics, atheists, secular humanists, skeptics, or 'undecideds';
- Students who have formulated their own system of values and related belief systems and practices.

This seminar's 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**

**Tuesday/Thursday 4:00 pm - 5:30 pm**

**West Quad G027**

## *Academic Argumentation*

**Phil Christman**

### **English 125.049, Class #16168**

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

In the English Department Writing Program, our overall learning goals for students in English 125 (College Writing) and English 124 (Writing and Literature) are as follows:

1. To produce complex, analytic, well-supported arguments that matter in academic contexts.
2. To read, summarize, analyze, and synthesize complex texts purposefully in order to generate and support writing.
3. To demonstrate an awareness of the strategies that writers use in different rhetorical situations.
4. To develop flexible strategies for organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression.
5. To collaborate with peers and the instructor to define revision strategies for particular pieces of writing, to set goals for improving writing, and to devise effective plans for achieving those goals.

**4 Credits, Monday/Wednesday 2:30 pm-4:00 pm, *Fulfills First-Year Writing Requirement*  
West Quad G023**

## *Academic Argumentation*

**Phil Christman**

### **English 125.089, Class #17132**

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

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1. To produce complex, analytic, well-supported arguments that matter in academic contexts.
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3. To demonstrate an awareness of the strategies that writers use in different rhetorical situations.
4. To develop flexible strategies for organizing, revising, editing, and proofreading writing of varying lengths to improve development of ideas and appropriateness of expression.
5. To collaborate with peers and the instructor to define revision strategies for particular pieces of writing, to set goals for improving writing, and to devise effective plans for achieving those goals.

**4 Credits, Monday/Wednesday 4:00 pm-5:30 pm, *Fulfills First-Year Writing Requirement*  
West Quad G023**

## ***Sociology of Multiculturalism***

**Luis Sfeir-Younis**

**Sociology 203.001, Class #30771**

The purpose of the course is to provide students with specific multicultural communication and conflict-management resolution skills useful in identifying, understanding, and solving conflicts in more just, peaceful, sustainable, structural, and ethical ways, particularly among individuals with membership in groups of diverse class, race/ethnic, gender, sexual orientation, citizenship, and other identity backgrounds. Our goal is to create a teaching/learning environment that would promote a deeper understanding of the changing, complex, and conflictive nature of inter-group relations, as well as to promote dialogue, cooperation, learning, and transformation. That is, we will explore mechanisms and strategies that could turn stratified, dominant, and unjust differences into differences that could enrich our personal life, our social relationships, our society, and our world. The course's pedagogy involves students and teachers as partners in learning. It fosters diversity, teamwork, and encourages more profound thinking on our own social and personal values. It is based on the principle that learning and teaching is a cooperative and dialogic process that incorporates the valuable contributions from all. Hopefully, the substance of this course and how it's taught will inspire all of us to further examine our own lives and the workings of the surrounding society by means of perspectives and insights gained from this introductory course.

**3 Credits, Social Science Distribution**

**Monday/Wednesday 11:30 am - 1:00 pm**

**West Quad 1005**

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

## ***Practicum in the Multicultural Community***

**Rona Carter**

**Psychology 325.001, Class # 28166**

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

The **University of Michigan** requires that all students enrolled in this section pass a background check BEFORE they will be allowed to go to their site.

Students will receive an email from: U-M\_Human\_Resources@geninfo.com requesting information. The request is only valid for 7 days, after which it expires. Please check your junk folder -- the initial email may go there.

**4 credits, Tuesday/Thursday 11:30 am-1:00 pm, plus weekly visit to Detroit Community**

**West Quad 1005**

**\*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**

## ***Web-Based Mentorship: Earth Odysseys***

**Jeff Stanzler**

**Education 461.001, Class #20576**

Students serve as mentors to a worldwide network of middle school and high school student participants in a cultural issues forum linked to vicarious travel. As the forum participants respond to reports from various settings in the Middle East and North Africa, mentors seek to deepen, challenge and honor student thinking, and to help forum participants make connections to their own lives. Mentors learn about the country being explored, develop curriculum for use by network teachers, and participate in ongoing reflection on the teaching and learning dimensions of their mentoring work.

**3 credits, Wednesday 2 pm-5 pm**

**School of Education 2310**

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

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

## **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*

## ***Practicum in the Multicultural Community***

**Rona Carter**

**Psychology 325.001, Class #28166**

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

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Students will receive an email from: U-M\_Human\_Resources@geninfo.com requesting information. The request is only valid for 7 days, after which it expires. Please check your junk folder -- the initial email may go there.

**4 credits, Tuesday/Thursday 11:30am-1:00pm plus weekly visit to Detroit Community**

**West Quad 1005**

***\*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**

## ***Web-Based Mentorship: Earth Odysseys***

**Jeff Stanzler**

**Education 461.001, Class #20576**

Students serve as mentors to a worldwide network of middle school and high school student participants in a cultural issues forum linked to vicarious travel. As the forum participants respond to reports from various settings in the Middle East and North Africa, mentors seek to deepen, challenge and honor student thinking, and to help forum participants make connections to their own lives. Mentors learn about the country being explored, develop curriculum for use by network teachers, and participate in ongoing reflection on the teaching and learning dimensions of their mentoring work.

**3 credits, Wednesday 2:00 pm-5:00 pm**

**School of Education 2310**

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

## **Project Community: Sociology 225, Class #13741**

**All Students MUST carefully review the class times (listed below), site responsibilities, and volunteer times and locations prior to registering for a SOC 225 Project Community section. Site descriptions, volunteer commitment information, enrollment processes, FAQs, the override request form, and all other details can be found at: <https://sites.lsa.umich.edu/projectcommunity/>**

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

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

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

#### **Education**

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

#### **Public Health**

- 007 — PH: Jewish Family Services– Provide medical appointment accompaniment for older adults (override required)
- 013 — PH: The Farm at St. Joseph Mercy Hospital– Harvest crops and prepare CSA shares in Ypsilanti
- 014 — PH: Unified HIV Health & Beyond– Support HIV prevention, education, & advocacy



- 015 — PH: Shelter Association of Washtenaw County/Food Gatherers– Provide compassionate support at the Delonis Center for individuals experiencing homelessness and/or address food insecurity with the Food Gatherers
- 016 — PH: Project Healthy Schools– Present nutrition & healthy choices workshops to youth
- 017 — PH: Planned Parenthood– Become involved in community organizing to promote reproductive justice

### **Criminal Justice**

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

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

### **Course Requirements:**

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

### **Class Format:**

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

**3 credits, Tuesday 11:30am-1:00 pm**

**Different discussion sections meet Friday at either 11am-12pm or 12pm-1pm, location TBA**

**Students also spend Approximately 2-4 hours weekly in community settings**

**Chemistry Building 1200**

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

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. 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 and one hour of lecture each week. Attendance 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.

**Tuesday, 4pm-6pm**  
**Weiser Hall 260**

**\*Section 002: Mind, Music & Community**

This section gives students with musical talent the opportunity to share their passion for performance by volunteering in the community, while learning about the psychology of music. Students who are enthusiastic about singing or playing a musical instrument are encouraged to enroll. Accommodations may be made for interested students without musical abilities, but they must notify the instructor prior to enrolling. Performances will be done for residents of memory care units in local senior living communities. Lectures and readings explore the broad range of psychological and neuropsychological issues related to music and musical performance, including a focus on music as therapy. It is expected that all students who register for this section will have some background in vocal music or instrumentation, and possess a desire to share their creative spirit with others. No auditions are required.

**Tuesday, 4pm-6pm**  
**Weiser Hall 296**

**\*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.

**Thursday, 4pm-6pm**  
**Weiser Hall 260**

**\*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).

**Thursday, 4pm-6pm**  
**Weiser Hall 296**

## **Intergroup Dialogue: UC 122/Psychology 122/Sociology 122 #19210**

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, 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.

**Wednesday, 2:30-5:30, 170 Weiser**

**Engineering 100: Section 150, 450, 500, & 650-** MCSP Engineering students may enroll in any of these sections to fulfill the MCSP “Civic Engagement: Learning in Community” course requirement.

### **Section 150:** Drinking Water Quality: Contaminants, Health Risks, and Water Purification

**Project:** Research and measure contaminants in drinking water sources, and choose an effective device for removal - When you turn on the faucet at home, use a drinking fountain, or buy bottled water, you expect the water to be free of harmful chemical or microbial contaminants. But recent water quality disasters such as the Flint Water crisis indicate that even in the 21st century, drinking water sources may not always meet water quality standards if not engineered properly from source to user. Our goals in this section are to gain a fundamental understanding of drinking water quality issues including contaminants of concern, their detection and health risks, and effective engineering approaches for removing them from water. The section is divided among lectures, field activities, and laboratory activities. First, you will pick a contaminant of interest, quantify its health risks, and learn simple field-test methods for its detection and quantification. Secondly, you will collect a water sample from a source of your choosing (e.g., tap water, river water, or lake water), and measure the concentration of the contaminant. Finally, you will select an appropriate point of use device for removing the contaminant and demonstrate its effectiveness.

### **Section 450:** Green Engineering – Harnessing the Wind

**Project:** Design a renewable wind energy system to power a north campus community demonstration project - An unavoidable consequence of using fossil fuel (usually coal) for electric power production is the creation of carbon dioxide, the greenhouse gas primarily responsible for climate change. There is much public discussion of the need to migrate from fossil fuels to renewable energy sources. But how? That’s where engineers come in. This section introduces students to the engineering profession by exploring the engineering challenges to using renewable energy as a “green” alternative to fossil fuels. Students learn concepts of renewable energy, culminating in a team-based term project to produce a device that scavenges wind energy to perform a task. In producing a complex device, which requires some knowledge of atmospheric science, aerodynamics, mechanics, and electrical engineering, the students are exposed to an interdisciplinary approach to engineering projects.

## **Section 500 - Biotechnology, Human Values, and the Engineer**

Virtual Design Project: Conduct an investigative study for a real client (the University of Michigan School of Medicine) to design a test capable of detecting a disease before the onset of symptoms. In this class, you will work within a design team for a **real** client (one of the physicians or dentists affiliated with the University of Michigan School of Medicine) to design a feasible diagnostic test for a specific disease. This section of Engineering 100 is intended to bring you together with other students in engineering who are broadly interested in biotechnology and bioengineering, a rapidly evolving field that impacts nearly every aspect of our daily lives from the food we eat to the medicine we take. You will be introduced to the latest trends in these emerging fields, not only in terms of their scientific and technological impact, but also in terms of their implications for human values. You will have the opportunity to experience the complex dynamics that govern the development of engineering solutions to life science problems. This course will be exciting, and fast-paced, thus, it will be demanding. Prior success in AP high school biology is strongly recommended. If you are interested in pursuing a degree in Biomedical Engineering, this course is a good fit. We hope that you will join us for an invigorating semester.

### **Section 650: Gaming for the Greater Good**

Project: Design a video game for a child with a cognitive or physical disability.

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.

**\*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 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**— Shane Harrell

**Coordinator of Community-Building, Programming, & Social Justice**— Laura Lee Smith

**Coordinator of Community Engagement**— William Alt

**Coordinator for Diversity Initiatives**— Gabe Coleman

**Program Associate for Marketing**— Kenneth Daniel

**Program Associate for MCSP Website**— Andrew Mei

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

### **MCSP Faculty**

**Rolf Bouma:** Program in the Environment

**Rona Carter:** Psychology

**Rebecca Christensen:** Sociology, Program on Intergroup Relations

**Philip Christman:** English

**Scott Ellsworth:** Afroamerican & African Studies

**Joseph Galura:** Social Work

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

**Luis Sfeir-Younis:** Sociology

**Jeff Stanzler:** Education

**Annemarie Toebosch:** Germanic Languages and Literature, Dutch

**Wendy Woods:** University Courses, MCSP

## **Faculty and Staff Biographies – Fall 2018**

### **William Alt**

William Alt is the Coordinator of Community Service-Learning for the Michigan Community Scholars Program. Prior to his work with MCSP, he served with the students of the University of Michigan coordinating immersion trips and social justice initiatives as a campus minister at St. Mary Student Parish. Bill earned his B.A. in Theatre Arts from Virginia Tech and an M.A. in Theology from W.T.U. in Washington, DC. He lives with his wife and two boys in Ypsilanti and he loves working with the students of MCSP. Please stop by and say hello.

### **Rolf Bouma**

Dr. Rolf Bouma teaches Humanities courses in the Program in the Environment, from environmental ethics to public policy to ecology and religion. He also serves as the Pastor for Academic Ministries at the Campus Chapel, a campus ministry at the University of Michigan. He received his Ph.D. from Boston University in the field of Systematic Theology focusing on biotechnology and a theology of nature. He also has been extensively involved in science and religion dialogue. Rolf also holds M.Div. and Th.M. degrees from Calvin Theological Seminary and a J.D. degree from the University of Michigan Law School. His wife, Sandra, is a nutrition specialist at the C.S. Mott Children's Hospital. They have 5 children/-in-laws and 2 grandchildren. Rolf is an avid outdoors-man and is currently on a multi-year quest to bicycle around all 5 Great Lakes.

### **Rona Carter**

I study girls as they pass through important life transitions that have the potential for significantly affecting their psychosocial development. The transitions I examine include the major biological changes of puberty and the social transition into new types of interpersonal relationships. My research is based on theoretical models that consider the inherent interaction between developing individuals, and their environment, with a focus on how perceptions of pubertal timing amid critical developmental task (e.g., identity development) and social contexts elucidates the socialization experiences of girls during adolescence. Within the above context, my work focuses on three interrelated lines of research:

### **Rebecca Christensen**

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

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

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

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

### **Philip Christman**

Philip Christman is an English Department Writing Program instructor at U of M. He holds an MA in English Literature from Marquette University and an MFA in fiction writing from University of South Carolina-Columbia. Before coming to Michigan, he taught English composition at North Carolina Central University, and served as Writing Coordinator at MURAP, a summer program that prepares outstanding minority

undergrads for graduate school in the humanities. He is currently editor of the yearly Michigan Review of Prisoner Creative Writing. His own work has appeared or is forthcoming in Paste, Annalemma, Feminist Formations, Books & Culture, The Periphery, and other places.

### **Gabe Colman**

Gabe Colman is an MCSP alum and a 2018 UM graduate with a Sociology major (Law, Justice and Social Change) and a minor in Afroamerican and African Studies. Gabe has been active on campus in the dialogue and social justice community since his arrival on campus. He has been an IGR dialogue facilitator and research assistant, a Growing Allies facilitator, a Common Ground Workshop Facilitator, a course facilitator for Project Community, and an undergrad member of the UM DEI Advisory Board, as well as a program assistant with Expect Respect. Gabe is presently a Fellow with “Young People For” (YP4). Notably, he also interned two summers with the Leadership Conference on Civil and Human Rights in DC and was a nominee for the UM MLK Spirit Award.

### **Scott Ellsworth**

Scott Ellsworth joined the DAAS faculty in 2007, and 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. His new book, "The Secret Game" (Little, Brown), won a 2016 PEN Book Award, and was named by the Chicago Tribune as one of the Top Ten Books of the Year.

### **Joseph Galura**

Joseph A. Galura is an advisor/lecturer for the undergraduate minor in Community Action and Social Change. He also is a lecturer in the College of Literature, Science, and the Arts and has developed, implemented and taught service-learning courses in Sociology (Project Community), Education (LUCY: The Lives of Urban Children and Youth), and American Culture (Asian/Pacific Islander American Studies). His classes, projects and publications draw on work in criminal justice, chemical dependency, community organization, urban schooling and the Filipino American community. He is the former Director of Project Community: Sociology 389/325, as well as the founding editor of the OCSL Press, the publication arm of the Edward Ginsberg Center for Community Service and Learning at the University of Michigan.

### **Shane Harrell**

Shane Harrell is the Administrative Assistant for the Michigan Community Scholars Program. Shane completed his undergraduate education at the University of Southern Mississippi, earning a Bachelor of Science in Psychology. He continued his education at Auburn University, completing a Master of Science in Justice and Public Policy. Shane is a member of the UM Undergraduate Climate Committee, which serves to inform and act on issues critical to harmonious campus climate, particularly topics pertaining to race, ethnicity, religion, LGBTQ, and disability. He is a volunteer with the Prisoner Creative Arts Program. He is looking forward to active engagement in the community by working with the students, staff, and faculty of MCSP. Please feel free to stop by the MCSP office to see Shane anytime.

### **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 co-editor of a new book *Teaching the Whole Student: Engaged Learning 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.

### **Luis Sfeir-Younis**

Luis Sfeir-Younis is a lecturer in Sociology and he has taught a 200-level sociology course for MCSP students for many years. He is a very popular professor, much-loved by his students and colleagues. He has been recognized as one of the founders of UM’s Program on Intergroup Relations, and has been recognized with the Global Video-Conference Award, the Teaching and Technology Award, the Dreamkeeper Award, Excellence in Counseling Award, and many awards for Best Teaching. He earned his Ph.D in Sociology from the University of Michigan.

### **Laura Lee Smith**

Laura Lee Smith is a Master’s degree student at the Center for the Study of Higher and Post-Secondary Education at UM’s School of Education. She holds a Bachelor’s degree from Hamilton College in Theater and in Africana Studies. She most recently served as the Area Director for Residential Life at Hamilton College and was previously the Assistant Dean of Admission and Coordinator of Diversity Recruitment, also at Hamilton College. She also has been a teaching assistant for “Fundamentals of Race” & "Critical Race Theory" in Africana Studies.

### **Jeff Stanzler**

Jeff Stanzler is the director of the Interactive Communications & Simulations (ICS) group, which creates and facilitates Web-based simulations and writing projects for a worldwide network of upper elementary, middle school, and high school students. Stanzler teaches several courses each year in which university students serve as mentors for ICS activities that explore, for example, contemporary North Africa or the Arab-Israeli conflict, and in which these university students immerse themselves in the subject of the activities, while simultaneously exploring the pedagogical issues involved in supporting the work of the younger students. These projects involve cross campus collaborations with the School of Information, the Center for Middle Eastern and North African Studies, the Michigan Community Scholars Program, and the Program on Intergroup Relations, as well as partnerships with colleagues at the UM-Flint campus and at several partner universities. Stanzler has also been on the faculty of the Secondary MAC program for several years, and he currently teaches the MAC “Teaching with Technology” course.



Stanzler works in the design of Web-based curricular activities and mentorship, with a special focus on the educational uses of simulation. He is also very interested in the nature of Web-based communication and in exploring its affordances and constraints. He has a particular interest in the intellectual and social development of college students, and in how they draw upon their college experience to craft, and then enact their understandings of effective teaching and mentorship.

### **Annemarie Toebosch**

Annemarie Toebosch is the Director of Dutch and Flemish Studies in the Department of Germanic Languages and Literatures. She holds an M.A. in English Language and Literature and an M.A. in Teaching English to Speakers of Other Languages from the Radboud University Nijmegen, the Netherlands, and a Ph.D. in Linguistics from the University of Michigan. Dr. Toebosch serves on the board of the American Association for Netherlandic Studies. She moved from the Netherlands to the United States in her twenties and has more than 20 years of experience teaching a wide range of disciplines in US higher education, from linguistics, history of English and composition to education, ESL, Dutch, history of the Dutch language area, and the Holocaust. She has developed a Dutch Studies curriculum that brings together language and culture around issues of diversity and tolerance. Her pedagogy engages students in a dialog of inquiry that allows them to evaluate their own cultures and histories by examining them through the lens of another culture. Her specific interests lie in the non-obvious relationship between Dutch racism and progressivism. Under her leadership, the UM Dutch program has more than doubled in size, drawing a diverse and interdisciplinary pool of undergraduate students through inter-departmental course collaborations with Judaic Studies and through cross-unit collaborations with among others the School of Social Work, School of Engineering, and Communication Studies. She looks forward to collaborating with MCSP students!

### **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 on the City of Ann Arbor Planning Commission. She also 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, sustainable 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 upper classmen who 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 ALA 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.

**Elise Ellsworth, Breanna Gilland, Aayush Patel, Nyah Pierson, Phancie Thompson, Salvador Vargas, and Nia Willis**

## **Peer Advisors and Peer Mentors**

The Peer Advisors (PAs) and Peer Mentors (PMs) for the Michigan Community Scholars Program are second and third year students at UM who were part of MCSP as incoming freshmen. Like the RAs, these students live on the floors alongside the first year students and perform a number of roles within the program but have a focus on being site leaders for our community service events and coordinating many of the additional programming for our students. If you have an idea for program, please feel free to contact any of the PAs or PMs.

Programming Board (PB&U): **Zoe Evans, Dana El-Khatib, Gabriella Gonzales, Elizabeth Hoornstra, Catherine Mykolajchuk, Hannah Zonneville**

Community Service (PACS): **Drew Agley, Lorna Brown, Meredith Days, Linda Ivanovic, Nayef Taleb, Emily VanHaitsma**

Intergroup Relations Council (IRC):, **Swathi Komarivelli, Sharmylla Littleton, Efe Osagie, Helen Rhines, Benjamin Schuster, Kelley Sweitzer**

Peer Mentors: **Ryan Arnold, Riley Dehr, Michael Fanelli, Jacquelyn Farquhar, Elaine Garjo, , Sayan Ghosh, Una Jakupovic, Jazmine Johnson, Megan Justice, Joseph Keating, Clarissa Kitching, Tess Lusson, Samuel Maves, Madison Murdoch, Isaias Navarrete, Jason Ngo, Roberto Nunez, Archan Patel, Hunter Phelps, Allison Sparpana, Samuel Talsma, Madeline Tebo, Charlis Thomas, Hao Wang, Ruchi Wankhede, Sven Wollschlaeger, Felix Zavala**

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

IRC organizes dialogue-style conversations with students on a range of topics both within MCSP and in collaboration with other campus units. Their goal is to educate and support students from various social identity groups within MCSP, and works to build a strong, positive, climate for diversity and learning in West Quad.

The IRC also develops programs for MCSP and the campus community that focus and educate on diversity, including issues of power and privilege. It collaborates in planning such programs with a variety of units on campus and 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. It helps plan for MCSP's MLK Symposium events (Circle of Unity and others), MCSP's social justice film series, arts and culture events, and coordinating outside speakers.

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

The MCSP Programming Board has as its goal to enhance the student experience, ensure that members of the community get to know one another, and to help facilitate relationship building among the first year students.

PB&U meets on a weekly basis throughout the year. While the board is made up of a group of talented and skilled PAs, meetings are normally open to any member of MCSP and can be attended by any MCSPer who has an idea about a special project or event that they would like to see happen.

The MCSP Programming Board has sponsored social events such as monthly "MCSPfamily Night", yoga classes, a trip to Eastern Market in Detroit which is the largest public market district in the United States, as well as professional athletic games!

*\*The MCSP Programming Board has been recognized Outstanding Student Organization of the Year by the University Department of Student Activities and Leadership.*

## **MCSP Community Engagement and Affiliated Initiatives**

The PACs team organizes its work of community engagement and service-learning with community partners primarily through three Community Engagement Clubs. These clubs empower first-year students through direct service initiatives, justice education, and reflection while fostering mutual growth and understanding in MCSP, UM, and the wider community. It is a unique experience in which first-year students gain leadership experience by planning and participating in reflective service and educational events. The PACs team currently focuses its engagement on these issues:

- **Sustainability and Food Security**– We partner with Growing Hope, Natural Area Preservation, Food Gatherers, and Earthworks Urban Farm to explore the intersection between sustainability, environmental justice, healthy communities, and food security. Potential partnerships include Huron River Watershed Council, The Farm at St. Joe’s, and the Greening of Detroit.
- **Women, Children, and Education** – We work with Alpha House, Scarlett Middle School, and Ronald McDonald House as we look to support women and children. Potential partnerships include American Indian Health and Family Services; Community Action Network, and SafeHouse Center.
- **Civil Rights, Borders, and Immigration** – We focus on justice for refugees, immigrants, and marginalized communities through our partnerships with Freedom House and Mercy House. Potential partnerships include Michigan Refugee Assistance Program, Breakfast at St. Andrew’s, and Therapeutic Riding.

In addition to the Community Engagement Clubs, MCSP also sponsors Affiliated Community Engagement groups including Hack Blue, S.H.O.C.K., Smile Bringer Singers, WolveReaders, MCSP International, and Alternative Spring Break.

### **Hack Blue**

Founded by MCSP first-year students in 2018, Hack Blue works with the Peace Neighborhood Center in Ann Arbor to introduce middle and high-school students to the fun and excitement of coding.

### **S.H.O.C.K.**

Students Helping Others Choose Knowledgeably, or S.H.O.C.K., has been a fixture of MCSP since 1999. Students create and perform original skits focusing on substance abuse to educate elementary school students and encourage them to remain drug free. The skits feature characters and situations relatable to fifth graders and in the past have included SpongeBob, Batman, Shrek, and many more fun and exciting characters! S.H.O.C.K. needs energetic students to act, direct, create new skits, and handle behind-the-scenes tasks. No acting experience is required to join.

### **Smile Bringer Singers**

The Smile Bringer Singers was founded at MCSP with the sole purpose of SPREADING HAPPINESS THROUGH HARMONIES! The group was started in 2010, and since its creation, has continued to grow throughout the University of Michigan and Ann Arbor communities. They are dedicated to making a positive difference in our community by traveling to places often overlooked in the Ann Arbor area such as nursing homes, retirement homes, family centers, orphanages and homeless shelters.

### **WolveReaders**

WolveReaders was founded in 2015. The group works to improve literacy and instill a love of reading by connecting MCSP students and second-graders at Estabrook Elementary School in Ypsilanti Michigan through a pen-pal relationship. A small group of MCSP students visit the classroom twice a month to work with the

students the classroom teacher(s). Some highlights in recent years have been the MCSP-sponsored visit to the school by the Detroit Tigers mascot, PAWS, as part of March literacy month, and a visit to MCSP by the 2<sup>nd</sup> graders.

### **MCSP International**

Having participated in a pen-pal relationship with an orphanage in Uganda, a group of MCSP students are working to establish an organization that promotes intercultural understanding. They have been exploring a partnership with students in Ann Arbor's sister city of Tübingen, Germany.

### **MCSP Alternative Spring Break**

MCSP Students participate each year in a community service project focusing on social justice issues. In conjunction with the UM Ginsberg Center's Michigan Active Citizen, a group of MCSP students go to a different location in the U.S. each year facilitated by two MCSP co-site leaders.

## **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. Our staff will point you to campus-wide resources such as:

1. Sweetland Writing Center
2. Math Lab
3. Science Learning 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.
- ❖ Office Hours to help you think through your academic support options on campus

