MCSP Course Booklet

Fall 2013
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Welcome from the Directors:

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

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

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

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

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

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

David Schoem      Wendy A. Woods
Director       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.
3. One MCSP-approved “Civic Engagement: Learning in Community” Course (CIVIC)

*Note to MCSP Engineering Students: 1) We encourage you to fulfill all of your MCSP requirements in the fall semester because of the winter term course requirements for Engineering students. 2) For your MCSP CIVIC requirement, we suggest that you take Engineering 100, Section 800 with Prof. Meadows, this section will count as fulfilling that requirement. In the fall term you could take Engineering 100.200 with Prof. Alfano and Prof. Hildinger

Fall Term –

Required

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

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

Optional

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

Winter Term –

Required

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

Strongly Recommended

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

Optional

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

**Required: UC 102**

**UC 102: The Student in the University**  
Wendy A. Woods  
University Course 102.001 and various discussion sections  
Class #12552

This course will provide students with an opportunity to think critically about their role in the university and as a Michigan Community Scholars Program participant. Students will develop a broad understanding of what their university experience can include and how they can shape it to realize their academic potential and intellectual development. The course will focus on the transition from high school to college, access to faculty, identity issues, critical thinking, social justice, and community service learning. The issues and challenges of living and working in a multicultural society will be examined. The large group discussions will focus on student perceptions, relevant research, and university resources. The small group discussions will focus on the readings and areas of practical concern. This course is open only to students in the Michigan Community Scholars Program.  
(1 credit) (Excluded from Distribution) Offered mandatory credit/no credit.  
Lecture: TU 6pm-8pm, 1360 East Hall  
Sections: See Time Schedule  
Section Locations: East Quad – Various Locations

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

**Writing and Academic Inquiry**  
Christine Modey  
**English 125.068 (College Writing/First-Year Writing Requirement)**  
Class #11563

This course introduces you to the process of college writing through thinking about farms, farmers, food production, and our relationship to the land, particularly considering issues of sustainability, culture, and health. You'll be encouraged to engage in the campus community and Ann Arbor (it’s MCSP, after all!) and to use your experiences, as well as our common reading, as the basis for thinking and writing about the meaning of food, from farm to table. The emphasis in this course--through processes of reading, discussion, prewriting, drafting, responding, revising, evaluating, and reflecting--is on building your writing skills so you'll be prepared to complete other college writing tasks and to use writing in your personal and professional life as a way to understand and respond to other’s ideas and to advance your own. Simply put, this course has one main goal: to help you understand and experience writing as a recursive process of discovery about yourself and about the world into which you invite your readers. Food and farming is the corner of the world we'll be exploring together. I can't wait to see what you discover!  
(4 Credits) College Writing/First-Year Writing Requirement  
TU TH 10-11:30  
1423 East Quad
Creative Arts and Community
Julie Babcock
English 125.049
Class # 17281
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. At the end of the term the class will make a documentary together that highlights things that happened or that you discovered during your research process that you feel are most necessary to remember.

(4 credits) College Writing/First-Year Writing Requirement
MW 2:30-4 1423 East Quad

Environment, Religions, Spirituality, & Sustainability
Jim Crowfoot
Environment 139.020
Class #17446
This interdisciplinary seminar inquires into the fundamental changes occurring in the natural environment (including humans) and in human social systems and culture to explore the question: To what extent, in what ways, and why are current trends in human impacts on the environment and social relations sustainable or unsustainable? The major contrasting responses offer differing scenarios of the future in terms of their visions, strategies, and examples of practices to be pursued. Religions to be considered include those of Native Americans and other indigenous peoples as well as world religions, e.g. Buddhism, Islam, Judaism, and Christianity. Agnostics and atheists are welcome.

(3 credits) Interdisciplinary Distribution
TU TH 1-2:30 1423 East Quad
Community Research
Rona Carter
Psychology 317.001
Class # 20442
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)

TTH 11:30am-1pm 1405 East Quad

*Note: This course fulfills either the MCSP-linked Seminar Requirement (SEM) or the “Civic Engagement: Learning in Community” (CIVIC) requirement.
Note: it is not an LSA 1st Year Seminar.

Nonviolence: From Montgomery to the World
Scott Ellsworth
AAS 104.004
Class # 26086
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)

MW 8:30-10am 1508 EQ
Environmental Literature
Virginia Murphy
ENVIRON 139.003
Class # 21604
This seminar explores the human connection to the environment and the evolution of American attitudes toward the natural world as reflected in environmental literature. Understanding our connection to the world through the use of language enables us to examine our relationship with nature in various works of fiction, nonfiction, poetry, and film. In addition to exploring environmental literature and film, students attend environmental events on campus and write about their experience. By fostering a greater appreciation for our connection to the environment and attempting to reconcile our ambivalent attitudes toward nature, this seminar helps us define our place in the natural world.
(3 credits) Interdisciplinary Distribution, First-Year Seminar
TTH 11:30-1 1423 East Quad

Social Justice, Identity, Diversity and Community
David Schoem
UC 151.001
Class # 22847
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 and Race & Ethnicity Distribution
MW 10-11:30 1423 East Quad
College, Culture & Sustainability: Living on a Changed Planet
Mike Shriberg
ENVIRO 139.004
Class # 28987
We have entered a new era — the “anthropocene” — where the impact of one species (humans) is the dominant planetary force. This seminar explores the first-year college experience through the lens of this transition and via a sense of place, exploring what education and operation of a university and a community means within this new context. The seminar delves into the multiple and contested meanings of environmental, social and economic sustainability through simulations and experiences, building a shared understanding of our unsustainable culture and the potential pathways toward a sustainable future.

(3 Credits) Interdisciplinary Distribution, First-Year Seminar
TTH 2:30-4 1423 EQ

Required: “Civic Engagement: Learning in the Community” Course (CIVIC)
Note: These courses include an experiential component, involving either community service-learning work in the community or engaging in an intergroup dialogue

Fall Term Options (see descriptions below)
1. Community Research: Psychology 317.001
2. Project Community: Sociology 389, All Sections
3. Project Outreach: Psychology 211, Sections 001-004
4. Engineering 100.200, Engineering 100.650 or Engineering 100.800
5. Intergroup Dialogue: Psychology 122/Sociology 122

1. Community Research
Rona Carter
Psychology 317.001
Class #20442
*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)
TTH 11:30-1 1405 East Quad
2. **Project Community: Sociology 389, All Sections**

MCSP students *may enroll in any section* of Sociology 389 although we have recommended a few sections below which MCSP students have historically selected— see Course Guide for descriptions of each section and community site in areas of education, public health, gender and sexuality, and criminal justice. Course Homepage: [http://ginsberg.umich.edu/projectcommunity/](http://ginsberg.umich.edu/projectcommunity/)

Students generally combine 3-4 hours of weekly service in community settings with weekly 90-minute student-led seminars. Seminars are interactive, focus on readings on related sociological issues, and provide a time for mutual support, planning, and problem solving about the community sites. Students enrolled in Sociology 389 are responsible for regular attendance in the weekly seminar *as well as regular participation at the designated community service site.* Students will complete reflective journal assignments, a short midterm written assignment, and a final paper/project. Up to four credits of 389 may be included in a concentration plan in sociology. A combined total of eight credits of Sociology 321, 324, 389, 394, 395, and 396 may be counted toward a concentration in sociology. May be repeated four times, for a total of eight credits.

*Recommended Sections*

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

Participants in this section will work with elementary school students at one of several schools in Ann Arbor. Students will primarily assist in facilitating after-school games, art activities and other recreational programs with the children. Students will also assist in the after-school homework club with reading, arithmetic, and other assignments. The Ann Arbor Public Schools afterschool child care operates from 3:15pm – 6:00pm (Ann Arbor Open @ Mack 2:30pm - 6:00pm) Monday-Friday. Students are responsible for volunteering once per week. Additionally, they will be expected to spend some time outside of their regularly scheduled shift planning an activity for the children, under the supervision of the site staff. This may include science projects, non-competitive gym games, and character-building activities. Students should allow for driving time, beginning at 3:00pm (2:15 Ann Arbor Open @ Mack) on the days they volunteer. Students enrolled in Project Community who have valid driver’s licenses are able to check out vehicles through the Ginsberg Center in order to transport themselves to site. Carpooling among students in the same section is encouraged. Transportation is coordinated through the section facilitator and the Ginsberg Transportation Coordinator. Students in this section must pass a State of Michigan background check run by Ann Arbor Public Schools. Any student who thinks he or she may not be eligible to participate should choose another section.

**Section 112: Peace Neighborhood Center**

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

Section 113: Clague Middle School
Students in this section will be placed at Clague Middle School to work with students in Reading, as well as Language Arts, Science, American History, Social Studies, and Math. They will be in the classroom at the same time as a classroom teacher and will be under her/his supervision. Site times occur during school hours, 8am-3pm, and will be arranged with the liaison from Clague Middle School. Students should plan to be at site for two, 2-hour shifts each week, in addition to travel time. Students enrolled in Project Community who have valid driver’s licenses are able to check out vehicles through the Ginsberg Center in order to transport themselves to site. Carpooling among students in the same section is encouraged. Transportation is coordinated through the section facilitator and the Ginsberg Transportation Coordinator.

3. 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 specials 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.

4. Engineering 100: Section 200 or 800
MCSP Engineering students may enroll in Section 200 with Professor Alfano or Section 800 with Professor Meadows to fulfill the MCSP “Civic Engagement: Learning in Community” course requirement.

*Section 200: Engineering in the Real World (Class #10689)
In this course, you will learn and experience how engineers view the world and create things that can profoundly alter people's lives. In doing so, 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 share with others, to help those in need, to improve our quality of life, and to encourage our exploration into the unknown. This course features real-world engineering projects that aim to improve the quality of life for your peers. In any one term, the projects can span a variety of disciplines and interest.

Professors Kenneth Alfano and Erik Hildinger
Lectures: TU TH 9-10:30 in 1500 EECS (4 Non-LSA Credits)
Discussions: TU TH 10:30-11:30 or 11:30-12:30

*Section 800: Engineers Making a Difference (Class #20472)- FALL TERM ONLY
Engineers, with their capacity to apply knowledge and solve problems possess the potential to have a profound influence on our world. With this power comes a responsibility that is not matched by many other careers paths. In this section of Engineering 100, we explore the responsible practice of engineering by addressing a global challenge for a local community. This year’s challenge will be world hunger. Often we connect a problem of this nature with the developing world – however, hunger can affect our closest neighbors. To address this need, we
will work with a local community partner to improve capacity in a nearby community for the development of affordable, nutritious food sources.

**Professors Lorelle Meadows and Pauline Khan**

**Lectures:** T TH 11:30-1 in 1504 GGBL (4 Non-LSA Credits)

**Discussion/Lab:** See course guide

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5. **Intergroup Dialogue: Psychology 122/Sociology 122**

In a multicultural society, discussion about group conflict, commonalities, and differences can facilitate understanding and interaction between social groups. In this course, students will participate in structured meetings of at least two different social identity groups, discuss readings, and explore each group's experiences in social and institutional contexts. Students will examine psychological, historical, and sociological materials which address each group's experiences, and learn about issues facing the groups in contemporary society. The goal is to create a setting in which students will engage in open and constructive dialogue, learning, and exploration. The second goal is to actively identify alternative resolutions of intergroup conflicts.

Different term-long sections of this course focus on different identity groups (for example, recent dialogues have considered white people/people of color; Blacks/Jews; lesbians, gay men, bisexuals, and heterosexuals; white women/women of color; Blacks/Latinos/as; men/women; etc.). Once registered, please go to [www.igr.umich.edu](http://www.igr.umich.edu) to fill out a dialogue placement form.

Two course packs are also required. Questions regarding this course should be directed to the Intergroup Relations Program, 936-1875, 3000 Michigan Union. Due to high demand, students who do not attend the mass meeting on the first day of class will be dropped from the course.

**Timothy Corvidae and Peer Facilitators**

W 3-6pm   Auditorium B Angell Hall
(2 credits)

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

**Math 115.011**  
**Calculus 1**  
**Class #11971**  

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

(4 credits)
MWF 10-11:30   637 Dennison

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**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**—Rosa Maria Cabello
**Coordinator of Civic Engagement**—Danielle Schmutz
**Coordinator of Community Programming**—Jessica Weed
**Coordinator of Dialogue Conversations**—Becky Christiansen
**Coordinator for Diversity Initiative**—Maya Williams
**Webmaster**—Eric Lytle
**Engineering Liaison**—Lorelle Meadows

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

**Research on Retention**—Lumas Helaire

**MCSP Faculty**
Kenneth Alfano: Engineering
Julie Babcock: English
Rona Carter: Psychology,
Jim Crowfoot: Program in the Environment, Natural Resources and the Environment
Scott Ellsworth: Afroamerican & African Studies
Lorelle Meadows: Engineering
Christine Modey: English, Sweetland Writing Center
Virginia Murphy: Program in the Environment, Residential College
David Schoem: Sociology, Judaic Studies, MCSP, University Courses
Mike Shriberg: Graham Institute, Program in the Environment
Wendy Woods: University Courses, MCSP

Faculty and Staff Biographies – Fall 2013

**Kenneth Alfano**
Kenneth Alfano is a Lecturer in the U-M College of Engineering’s programs in Undergraduate Education and Technical Communication, prior to which he was a Research Engineer in the Chemical Engineering department. His primary expertise is in designing microfluidic devices for biomedical applications, which has often been in the context of large interdisciplinary teams spanning various U-M departments. He has published and presented original research on the topics of lab-on-a-chip genotyping and red blood cell fragility testing (with several patents for the latter), and is co-founder and Chief Technology Officer of Ann Arbor start-up company Blaze Medical Devices which develops novel blood analysis instruments. He is licensed both as a Professional Engineer and an attorney, and has also published on the intellectual property topics of digital information ownership and human gene patenting. Email kalfano@umich.edu.
**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/](http://babcockj.wordpress.com/)

**Rosa Maria Cabello**

Rosa Maria Cabello, originally from Mexico, is the Administrative Assistant for MCSP. Rosa Maria has been the support staff for the MCSP directors since the program originated except for a short retirement break a couple years ago. Her experience has given her contact with many, many students who have been special to her. Her experience at the University in various positions includes the International Center, Orientation, UROP and MCSP.

**Rona Carter**

I study associations between pubertal development and patterns of adjustment (psychological, behavioral, and health), with particular attention to how pubertal processes, social-cultural contextual factors (family, peers, teachers, romantic partners), and wider social systems (culture, ethnicity) interact to contribute to girls’ adjustment problems from late childhood to young adulthood. Within the above context, my work focuses on three interrelated lines of research: (1) racial and cultural contextual factors that influence pubertal processes; (2) social-cultural contextual factors and wider social systems that promote or hinder adjustment; and (3) measurement development and evaluation as it relates to race, ethnicity, and gender. I draw upon both secondary data analysis and original data collection.

My research has importance for understanding the relational and social contexts of girls’ development and health outcomes such as how girls negotiate aspects of their interpersonal relationships (family, peers, teachers, and romantic partners) when making their sexual decisions. Guiding my research are the central tenets of social development theory which emphasize that individual development occurs within a social and cultural context, which itself develops, and furthermore, perpetually interacts with the developing individual.

**Jim Crowfoot**

Jim is an emeritus professor of natural resources and environment. He is former dean of the School of Natural Resources and the Environment at UM and former President of Antioch College. Jim’s current living and work focuses on contributing to environmental and social sustainability. His past teaching and research has been in the areas of environmental advocacy and dispute resolution, organizational theory and management and strategies and processes for reducing sexism and racism.
Scott Ellsworth
Dr. Scott Ellsworth, who joined the DAAS faculty in 2007, teaches courses on African American history, Southern literature, and crime and justice in contemporary U.S. society. Trained as a historian, he received his Ph.D from Duke University in 1982, where he was a member of the Duke Oral History Program. The author of "Death in a Promised Land" (LSU Press), the first-ever comprehensive history of the horrific Tulsa Race Riot of 1921, Dr. Ellsworth served, with Dr. John Hope Franklin, as the lead scholars for the Tulsa Race Riot Commission, and has been involved in the ongoing legal efforts to win compensation for riot survivors. Formerly a historian with the Smithsonian Institution, he has written about American history for the New York Times, the Washington Post, and other publications, and has appeared on National Public Radio, the Today Show, PBS's The American Experience, the History Channel and in both film and broadcast documentaries. He is currently writing a new book concerning race and basketball during the 1940s.

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

Christine Modey
Christine Modey is a lecturer in the Department of English Language and Literature and in the Sweetland Writing Center, where she teaches Transition to College Writing, Writing Workshop, and New Media Writing. She holds a B.A. in chemistry and English from Hope College, in Holland, Michigan, and an M.A. and Ph.D. from the University of Delaware. She has taught first-year writing courses on the themes of art and technology; suffering, justice, and community; physicians and their patients; and the history of the book. Her current research, conducted with colleagues at Sweetland and two students from the UROP Program, concerns the interactions between students and teachers in Sweetland’s Writing Workshop. She lives, gardens, reads, and cooks in Ann Arbor with her husband, children, Labrador retriever, and two cats.
Virginia Murphy
Interests include American literature, Native American literature, Environmental literature, and poetry. Research interests include 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, environmental justice and environmental advocacy. More recent course development has focused on eco-criticism and environmental writing, and how these disciplines may help to bring awareness and solutions to the world’s environmental concerns, environmental activism and environmental and social justice.

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

I teach the MCSP-linked First-Year Seminar, “Social Justice, Identity, Diversity and Community” and upper level sociology courses on intergroup relations, education, and the American Jewish Community. I have served in the past as LSA Assistant Dean for Undergraduate Education and UM Assistant Vice President for Academic and Student Affairs and have had a role in the creation of many of UM’s most significant undergraduate initiatives, including the founding of the Program on Intergroup Relations. 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.)

Danielle Schmutz
Danielle Schmutz is the Coordinator of Civic Engagement for the Michigan Community Scholars Program. She is a 2010 graduate of Central Michigan University with a bachelor's degree in Sociology and Child Development. While at CMU she was a Resident Assistant for first-year students and was involved with the Alternative Breaks program as a site leader and board member. After graduation Danielle served for two years as an AmeriCorp*VISTA member in the Mary Ellen Brandell Volunteer Center at CMU where she coordinated mentoring programs for students to serve as mentors and tutors in the community. In addition to working with MCSP, Danielle is also a second year graduate student in the Social Work program at the University of Michigan, focusing on Management of Human Services and Social Policy & Evaluation. She does her fieldwork internship with the Cancer Support Community in Ann Arbor, and previously with the Parkridge Community Center in Ypsilanti. Danielle is looking forward to meeting the incoming class of MCSP students! Feel free to send questions her way.
Mike Shriberg

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

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

Jessica Weed

Jessica Weed is the Coordinator for Community Programming. Originally from Jackson, MI, she studied Political Science and 20th Century United States History while at the University of Michigan. She was an active member in MCSP for three years, 2007-2010, and graduated in April of 2011. This will be her third year as a member of the MCSP Staff and looks forward to reuniting with the returning students from last year and meeting the incoming first-years. Feel free to send any questions her way while preparing to move to Ann Arbor!

Maya Williams

¡Hola! My name is Maya Williams and I am a recent graduate from the University of Michigan- Ann Arbor. I have obtained a Bachelor's of Arts Degree in Spanish with a minor in International Studies. While in high school, I studied abroad in Argentina and during my collegiate career I studied abroad in Spain. After graduating from U of M I volunteered in an orphanage in the Dominican Republic for 6 months, working as a tutor of Mathematics and Spanish. My greatest passions are traveling, speaking Spanish, helping others, and spending time with my family and friends. I strive to one day create my own organization and scholarship.

Wendy A. Woods

Wendy Woods is the Associate Director of the Michigan Community Scholars Program and teaches UC 102 and UC 103. She attended Wittenberg University in Springfield, Ohio. She has a Bachelor of Science from the School of Natural Resources and Environment. She also holds a Master of Science degree from the University of Michigan. Her graduate focus was international environmental policy and management. She is a former member of the Ann Arbor City Council and represented the Fifth Ward on the west side of the city. On City Council she served on the Planning Commission, Downtown Marketing Task Force, and the Environmental Commission. She is a member of the University's Women
of Color Task Force, the Negro Business and Professional Women's Clubs, the Ecology Center, the Sierra Club, and The Links, Inc. Each of these groups is involved in addressing social ills, engaging the community in participation, and making Ann Arbor a more livable and vibrant community. She warmly encourages each student to get to know and to enjoy Ann Arbor. Her door is always open!

**MCSP Student Staff Positions**

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

Kimberly Cui, Dan Green, Samantha Edwards, Jimmy Galus, Jordan Mizell, Amrit Romana, Mallory Sprague

**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):* Amanda Champagne, Gabrielle Firnhaber, Caroline Gorniak, Jacob Gustaveson, Hannah Lee, Connor Wilkinson

*Community Service (PACS):* Keegan Beljanski, Meredith Burke, Paige Graham, Cullen O’Keefe, Shubhum Sidhar, Blair Sucher

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

Nida Ali, Anna Archey, Sierra Ayres, Tony Bae, Gage Belko, Rebecca Cunningham, Savanna Dakota, Mira Dalal, Faith Darnell, Lily Dart, Jarrett DeHetre, Savanna Dupin, Jessica Eller, Shukria Fairooz, Jacob Ferguson, Emma Gies, Margi Goelz, Jeanne Goodman, Taylor Gunderson, Zain Halawani, Pauline Harrington, Annie Humphrey, Mandy Kreisberg, Kiven Lewis, Meghan Loser, Tiffany Luong, Saisha Nanduri, Heather Nowak, GS Suri, Hannah White
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) & Action Teams
The Peer Advisors for Community Service 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 Action Teams.

The MCSP Action Teams are ways to empower first-year students through service-learning initiatives and provide opportunities for first-year students to make a difference in MCSP, UM, and their community. They are meant to give first-year students leadership opportunities in MCSP and help build community among MCSPers right from the beginning. There are 6 current action teams based on each of the following issues: Gender and Sexuality, Borders and Immigration, Rural and Urban Poverty (Including issues surrounding Homelessness), Human Rights, Financial Literacy, and Environmental & Sustainability. Each of the Action Teams plan and participate in service activities as well as events to educate themselves and their community about the different issues. This list is not at all extensive and students are encouraged to create new groups or outlets if there are issues not covered by the above Action Teams.
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 Coordinator of Community Capacity Building will facilitate support services just for you. Our Coordinator 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:

- Group study with trained tutors in introductory courses. Only available as needed and by request in fields such as:
  - Mathematics
  - Physics
  - English
  - Chemistry
  - Biology
  - Languages
  - Economics

- Individual tutoring support is available but is reserved for exceptional circumstances due to funding constraints.
- 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
- And much more . . .