



# MCSP

## FALL 2016



## **MCSP Fall 2015 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 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, 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. UC 102 (offered fall term only)
2. One MCSP-linked Seminar (SEM) – Note: SEM courses may also count toward fulfillment of First-Year Writing, Distribution, Race and Ethnicity, or other school or college course requirements. See the course descriptions for more information. *We strongly encourage you to take a SEM in fall term if possible.*
3. One MCSP-approved “Civic Engagement: Learning in Community” Course (CIVIC)

\*Note to MCSP Engineering Students: 1) We encourage you to fulfill all of your MCSP requirements in the fall semester because of the winter term course requirements for Engineering students. 2) For your MCSP CIVIC requirement, we suggest that you take Engineering 100, Sections 200, 650 or 900 which will count as fulfilling that requirement in the fall term.

### Fall Term –

#### *Required*

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

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

#### *Optional*

1. Math 115.011 & Math 116.011– MCSP has reserved some spaces for MCSP students in order to facilitate study groups and learning with your MCSP peers. Note: the instructor for this section is selected by the Math Dept, not by MCSP.

### Winter Term –

#### *Required*

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

#### *Strongly Recommended*

1. Special MCSP Course Offerings- See Winter 2016 course guide

#### *Optional*

1. Math 115.011; Math 116.011 – 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 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.

### MCSP-linked Seminars (SEM)

1. **Creative Arts and Community: English 125.049 – Babcock**
2. **Debt, Obligation, and Forgiveness: English 125.069 - Christman**
3. **Social Justice, Identity, Diversity and Community: University Course 151.001- Schoem**
4. **Environment Messaging in Election Year: Environment 139.002 – Murphy**
5. **Understanding Social Problems Through Memoirs: African American Studies 103.004 (Lacy)**
6. **Truth and Reconciliation: American Culture 103.002/History 197.003 – Hughes**
7. **Nonviolence: From Montgomery to the World: African American Studies 104.004 - Ellsworth**
8. **War, Patriotism, and the History of American Memory: American Culture 103.003 - Hass**
9. **Social Suffering: Sociology 207.0 (Sfeir-Younis)**
10. **Community Research: Psychology 317.001**
11. **Web-Based Mentorship: Earth Odyssey Education 461.001\* - Stanzler**

### Civic Engagement Courses (CIVIC)

1. **Community Research: Psychology 317.001\***
2. **Web-Based Mentorship: Earth Odyssey Education 461.001\* - Stanzler**
2. **Project Community: Sociology 225, All Sections**
3. **Project Outreach: Psychology 211, Sections 001-004**
4. **Engineering 100: Sections 200, 650 & 900**
5. **Intergroup Dialogue: Psychology 122/Sociology 122**
6. **Children's Learning in Mathematics and Beyond**

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

## **MCSP Course Descriptions**

### **Required: UC 102**

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

**Wendy A. Woods**

**University Course 102.001 and various discussion sections**

**Class #12169**

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

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

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

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

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

#### **Creative Arts and Community**

**Julie Babcock**

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

**Class # 16483**

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

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

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

**MW 2:30-4      G027 West Quad**

## **Debt, Obligation, and Forgiveness**

**Philip Christman**

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

**Class #11350**

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

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

**TU TH 10-11:30 G023 West Quad**

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

**David Schoem**

**UC 151.001**

**Class # 21461**

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

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

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

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

**MW 10-11:30am G023 West Quad**

## **Environment Messaging in Election Year**

**Virginia Murphy**

**ENVIRON 139.002**

**Class # 20012**

Stewardship of the Earth is not a new ideal. But during an election year that follows the Paris climate change accord, the President's veto of Keystone XL, and a ban on new coal leases, our relationship with the environment takes on a new and more complicated meaning. The barrage of near-daily environmental information is now infused with political messages. Depending on the politician's constituency (or economy), the environment can be good news or bad news. This first-year seminar will explore the environmental messaging of politicians, documentary filmmakers, and writers. The course serves as an introduction to both current public policy debates on the environment as well as the historical advocacy of environmental writers such as Edward Abbey, Elizabeth Bishop, and Aldo Leopold.

**(3 credits) First-Year Seminar**

**TTH 11:30am-1pm G023 West Quad**

## **Understanding Social Problems through Memoirs**

**Karyn Lacy**

**AAS 103.004**

**Class # 30152**

This course peers into the lives of famous and ordinary African Americans through intensive analysis of their memoirs. Most people remember good and bad aspects of their lives well enough to share them with others in everyday conversations. But memoirs represent individuals' attempts to chronicle the most meaningful experiences of their lives. Some of these authors expose their lives to strangers as a cautionary tale, others as a model for achieving economic mobility, still others to document life's obstacles that they've managed to overcome.

This course has three objectives: to apply major theories about race, class, and gender to the 'real life' experiences of individuals, to understand the variety of ways in which individuals construct social identities through their interactions with others, and to deepen students' understanding of inequality and its consequences.

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

**MW 6:00pm-7:30pm 2353 Mason Hall**

## **Truth and Reconciliation**

**Brandi Hughes**

**HIST 197.003/AMCULT 103.003**

**Class # 24706**

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

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

**MW 4-5:30pm G449 Mason Hall**

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

**Scott Ellsworth**

**AAS 104.004**

**Class # 22823**

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

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

**MW 8:30-10am G027 West Quad**

## **War, Patriotism, and the History of American Memory**

**Kristin Haas**

**AMCULT 103.003**

**Class # 29409**

How do Americans make meaning of the wars fought in their name? What are the gaps in experience and interpretation between and among government officials who declare war; military personnel who do the fighting; and civilians who, in this age of “total war,” might be simultaneously victims, participants, and witnesses? How (if at all) do wars of the past shape the American public’s understanding of present conflicts? When have wars of national interest mirrored and/or opposed the interests of individual American communities? And finally, how might categories of personal identity (e.g., class, gender, sexuality, ethnicity, race, religious belief,) shape the ways in which wars have been received and understood by Americans from different walks of life? Drawing on primary sources and memorials of all kinds this course offers students an introductory look at these very complex questions.

This course will explore ten American wars — the Revolutionary War, the U.S.-Mexican War, the Civil War, the Spanish American War, WWI, WWII, the Korean War, the Vietnam War, and the wars in Iraq and Afghanistan — and how they have been remembered since they were waged.

Each week we will read contemporary accounts of the war (political speeches, journalistic dispatches, novels, poems, CPI/OWI pamphlets, photographs, etc...) and compare these to various kinds of historical accounts (historical monographs, memorials, museum exhibitions, documentaries, novels, poems, paintings, film, etc...). This will draw students in to both the details of the war and the shifting ground on which war has been understood in the United States.

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

**TuTh 11:30am-1:00pm**

**G463 Mason Hall**

**Social Suffering**  
**Luis Felipe Sfeir- Younis**  
**Soc 207.001**  
**Class # 29127**

This course examines the social roots of suffering, i.e., the extreme forms of suffering resulting from:

- wars and torture;
- genocides and holocausts;
- enslavement and exploitation;
- massive exodus of populations;
- rape and domestic violence;
- poverty and famines; and
- other forms of atrocities having their origins in society and whose devastating consequences are experienced by individuals within the culture, social structures, and power relations existing in their own societies and the global world they live in.

Even though sociologists have been well aware of the suffering caused by social forces, it is only in the last decades that sociology, as a discipline, has been focusing on what social suffering does to people and the many ways people articulate, experience, represent, and live through that suffering.

Throughout the course, we will be discussing and reflecting on a number of issues and questions around suffering such as:

- What constitute social suffering?
- How social suffering becomes an embodied experience?
- How do media accounts mediate the experience of suffering?
- How do people in one society experience the distant suffering of others?
- How victims voice, bury, displace, and confront their experience of victimization and survival?
- How do powerful groups silence such victims?
- What can we do to ameliorate, prevent, or resist social suffering?

\*\*\*Please note this special opportunity: we will share our sociological journey through social suffering with students from Universidad Nacional in Colombia by having a few of the Friday sections done in Spanish (with translation and transcription into English), via video-conferencing and by having assignments done in small group projects with students from both nations.

**(3 credits) Social Science Distribution, First-Year Seminar**  
**MW 10-11:30am 1005 West Quad**

## **Community Research**

**TBA**

**Psychology 317.001**

**Class # 19069**

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

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

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

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

**MW 1:00pm-2:30pm      1005 West Quad**

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

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

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

**Jeff Stanzler**

**Education 461.001**

**Class #28493**

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

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

**(3 credits) (Non-LSA credit)**

**W 2-5pm**

**2310 SEB**

## **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*

### **Community Research**

**TBA**

**Psychology 317.001**

**Class # 19069**

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

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

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

**MW 1-2:30pm**

**1005 West Quad**

**Jeff Stanzler**

**Web-Based Mentorship: Earth Odyssey**

**Education 461.001**

**Class #28493**

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

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

**(3 credits) (Non-LSA credit)**

**W 2-5pm**

**2310 SEB**

## **Project Community: Sociology 225, All Sections**

MCSP students *may enroll in any section* of Sociology 225 although we have recommended a section 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: <https://lsa.umich.edu/soc/undergraduates/project-community.html>

Students who elect Sociology 225: Practicum in Sociology choose seminars in our Criminal Justice, Education, or Public Health program areas. Participating students earn academic credit by reflecting with a sociological lens on service-learning experiences in education, public health, or criminal justice, settings. Students gain skills and perspective through a variety of experiences within these settings. Examples of community work for students include teaching a creative writing class in a prison, tutoring at a local school, being a "fem-tor" for a teenage girl or volunteering in a hospital. Project Community's unique design provides many opportunities for learning in the community and in the classroom.

### **Recommended Section**

#### **Section 012: 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.

## **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. As all sections of Project Outreach - Psychology 211 are for **3 credits** (on a credit/no credit basis and include four hours of fieldwork placement, one hour of discussion section, and one hour of lecture each week. Attendance at your section is mandatory. Readings, a mid-term project, and a final exam will be assigned. The Graduate Student Instructor may state additional section requirements in class.

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

### **\*Section 001: Working with Preschool Children**

Students will work with children ages 2-5 in community preschools and daycare centers. These placements offer hands-on experiences with a diverse group of children and the lecture series explores a variety of topics that influence child development. The placement sites vary in terms of the populations they serve, including “at-risk” children, children with special needs, and children of international families with English as a second language.

### **\*Section 002: 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.

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

This section is designed to provide students with experience in and knowledge of the criminal justice system. The field placements match students with juveniles or adults in a number of placement settings in the criminal justice system. The lecture series is intended to expose students to a wide variety of issues relevant to juvenile delinquency and criminality. It is our hope that you will not only learn about the system but also have the opportunity to reach out to juveniles and adult offenders and have a positive impact on their lives.

### **\*Section 004: Health, Illness and Society**

Students can help patients and families in medical facilities, community health clinics, elderly residential settings and community crisis centers. Opportunities include offering empathy, emotional and practical support, in the context of supervised care, and education. Work with a wide range of populations including children, adults, and the elderly. Learn about a variety of contemporary topics related to the field of health care and health promotion. Students enrolled in this section are asked to undergo a criminal background check. If you have any concerns about this, please contact [project.outreach@umich.edu](mailto:project.outreach@umich.edu).

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

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

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

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

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

**Section 900: Urban Mobility (MW 11:30-1:00pm) – Sridahar Koza & Kelly Rohan**

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

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

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

### **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.

**W 2-5pm Dent G005 (3 credits)**

### **Optional: MCSP-Linked Math 115 & 116 (Reserved Seats for MCSP Students)**

**Math 115.011**

**Calculus 1**

**Class #11654**

**(4 credits)**

**MWF 8:30am-10:00am**

**2249 Mason Hall**

**Math 116.011**

**Calculus 2**

**Class # 11693**

**(4 credits)**

**MWF 10:0am-11:30am**

**2347/2352 Mason Hall**

The advantage of registering for these sections 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.

**\*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**— TBA

**Coordinator of Community-Building and Programming**— Shannon Van Gundy

**Coordinator of Community Engagement**— Georgia Handforth

**Coordinator for Diversity Initiatives**— Amanda Champagne; Justin Gawronski

**Webmaster**—Andrew Mei

**Engineering Liaisons**— Jeanne Murabito and Stacie Edington

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

### **MCSP Faculty**

Julie Babcock: English, Sweetland Writing Center

Philip Christman: English

Scott Ellsworth: Afroamerican & African Studies

Kristin Hass: American Culture

Karyn Lacy: Sociology, Afroamerican & African Studies

Brandi Hughes: History, American Culture

Virginia Murphy: Program in the Environment, RC

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

Luis Sfeir-Younis: Sociology

Jeff Stanzler: Education

Wendy Woods: University Courses, MCSP

## **Faculty and Staff Biographies – Fall 2015**

### **Julie Babcock**

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

### **Amanda Champagne**

Amanda Champagne is the Coordinator of Diversity Initiatives for the Michigan Community Scholars Program. She is currently pursuing a Master's Degree from the University of Michigan School of Social Work with a concentration in Management and Human Services. This will be her 5th year with MCSP, previously serving as a Resident Adviser during her Undergrad. She received a BA in Sociology and Community Action and Social Change. She is passionate about multiculturalism and is excited to help continue to build the MCSP community.

### **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.

### **Scott Ellsworth**

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

### **Stacie Edington**

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

### **Justin Gawronski**

Justin Gawronski is the Coordinator of Diversity Initiatives for the Michigan Community Scholars Program. He is currently a Master's Degree student in the Center for the Study of Higher and Postsecondary Education at the University of Michigan. Justin graduated from Central Michigan University in the Spring of 2014 with a major in Communication and minors in Ethics and Economics. He served as the Student Government President, a Resident Assistant, Orientation Mentor, and Leadership Institute intern at Central Michigan. After college, Justin served for two years with Teach For America in North Carolina as a middle school Math and Science teacher. He is originally from Michigan, and is excited to move back home!

### **Georgia Handforth**

Georgia Handforth is excited to be joining the MCSP team as Coordinator for Community Engagement. She is an alumna of the University of Maryland, College Park, where she completed two Bachelor's degrees-- in Communication and Sociology. During that time she also worked as an intergroup dialogue facilitator and helped coordinate a student-led campus garden. After graduating, Georgia served two years as a City Year AmeriCorps member in Little Rock, Arkansas before finding herself here in beautiful Ann Arbor. Her interests include facilitation, sustainability, cooking tasty food, and Art Deco-style architecture.

### **Kristin Hass**

Kristin Hass is Associate Professor of American Culture. She has served as Acting Director of Imagining America: Artists and Scholars in Public Life, and was recognized with the LSA Faculty Teaching Award. She is the author of *Sacrificing Soldiers: New War Memorials on the National Monument*, and *Carried to the Wall: American Memory and The Vietnam Veterans Memorial*.

### **Brandi Hughes**

Brandi Hughes is Assistant Professor of History and American Culture. She received her PhD from Yale University in the fall of 2009. Her research concerns African American religious and intellectual history across the turn of the twentieth century, and she is completing a manuscript project that studies the entanglements of evangelical nationalism and diaspora in African American missions to colonial Africa. Her dissertation, *Middle Passages: African America and the Missionary Movement in West Africa*, was supported by fellowships and grants from the Carter G. Woodson Institute (UVA), the Gilder Lehrman Institute of American History, and the MacMillan Center for International and Areas Studies at Yale. Hughes was also a post-doctoral fellow in the Department of Religious Studies at Stanford.

### **Karyn Lacy**

Karyn Lacy is Associate Professor of Sociology, Associate Professor of Afro and Afroamerican and African Studies, and is Director of Undergraduate Studies at DASS. She is author of the highly acclaimed book, *Blue-Chip Black: Race, Class, and Status in the New Black Middle-Class*. She is a very popular professor with MCSP students. She earned her Ph.D in Sociology at Harvard University.

### **Jeanne Murabito**

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

### **Virginia Murphy**

Virginia Murphy is an accomplished teacher and writer focusing on the intersection between environment and literature. Her interests include environmental literature, eco-criticism, late nineteenth and twentieth century American literature, Native American literature, and poetry. Her research addresses American environmentalism in the frontier west, environmental activism, the history of the environmental movement in the US, and working-class women's autobiographies at the turn of the twentieth century, particularly the role writing played in the change of class status during this time. Professor Murphy has acted as thesis advisor in areas of environmental sustainability, permaculture design and implementation, environmental justice, urban farming, and food security. Her new course, *Environmental Activism: Citizenship in a Republic* offers students the opportunity to create eco-documentary films, work with national environmental non-profits, and learn the skills of advocacy. Professor Murphy serves on the Residential College Executive Committee, Program in the Environment Advisory Committee, and the East Quad Garden Committee. In 2013, the Program in the Environment honored Professor Murphy with its annual Outstanding Instructor Award.

### **David Schoem**

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

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

### **Jeff Stanzler**

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

### **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

### **Shannon Van Gundy**

Shannon Van Gundy is the Coordinator of Community Building and Programming for the Michigan Community Scholars Program. She is currently a second year Master’s Degree student in the Center for the Study of Higher and Postsecondary Education at the University of Michigan and has a concentration in Diversity and Social Justice. Shannon earned her Bachelor of Arts in History and Secondary Education from the University of Miami in 2014. She is excited about her second year in Ann Arbor, working with the 2016-2017 Programming Board, and meeting the new MCSP first year students. Stop by and chat any time.

**Wendy A. Woods**

Wendy Woods is the Associate Director of the Michigan Community Scholars Program and teaches UC 102: The Student and the University as well as UC 103: Leadership and Academic Decision-Making. She was born in Cleveland, Ohio attended Wittenberg University in Springfield, Ohio. She has a Bachelor of Science in Forestry Management from the School of Natural Resources and Environment. She also holds a Master of Science degree from the University of Michigan. Her graduate focus was international environmental policy and management. She is a former member of the Ann Arbor City Council and represented the Fifth Ward on the west side of the city. Currently she serves as Chair of the City of Ann Arbor Planning Commission. She is also a serves on the Environmental Commission. She is a member of the Ann Arbor (MI) Chapter of The Links, Inc.; the University Musical Society (UMS) and the Ann Arbor Alumnae Chapter of Delta Sigma Theta Sorority, Inc. Each of these groups is involved in addressing social ills, engaging the community in participation, and making Ann Arbor a more livable and vibrant community. She warmly encourages each student to get to know and to enjoy Ann Arbor. She is an avid botanist and loves growing house plants particularly scented ones. Her door is always open!!

## **MCSP Student Staff Positions**

### **Resident Advisors**

The Resident Advisors (RAs) for the Michigan Community Scholars Program are 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 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.

**Tierra Christian, Chloe Henderson, Luke Higgins, William Miller, Barret Olson, Kendall Poindexter, Jacklyn Thomas**

### **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 apart of MCSP as incoming freshmen. Like the RAs, these students live on the floors alongside the first year students and perform of number of roles within the program but have a focus on being site leaders for our community service events and coordinating many of the of additional programing 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): **Brett Boehman, Maria Cholack, Destiny Copeland, Breanna Gilland, Lindsay Lore, Candice Miller (Health and Wellness)**

Community Service (PACS): **Amani Echols, Charlene Franke, Shanzee Noorani, Ashley Tjhung, Shreya Wadhvani, Kaila Wilson**

Intergroup Relations Council (IRC): **Ashlei Anderson, Zainab Bhindarwala, Jay Cutler, Kenneth Daniel Jr., Sharae Franklin (Arts and Culture), Jillian Winfrey**

Peer Mentors: **Ramgopal Chandrasekaran, Kellie Chestnut, Taylor Crosby, Madeline Goodson, Audrey Henry, Michael Heyward, Ju Eui Hong, Yuanyuan (Vivian) Hu, Kyra Hudson, Max Joarder Jr., Sharice Jones, Ketan Konanur, Paula Laslou, Kellie Lounds, Rebecca Naumenko, Caroline Owens, Donovan Park, Joh Reeves, Cailey Rullman, Evan Sanfield, Sophia Sherry, David Talbot, Chelsie Thompson, Cristal Valle, Carter VanDerKolk , Pierra White, Jeffrey Zhang**

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

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

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

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

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

The Michigan Community Scholars Programming Board (PB&U) is a student organization sponsored by MCSP with the goal to enhance the student experience and ensure that members of the community get to know one another and to help facilitate relationship building amount 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 was recognized Outstanding Student Organization of the Year by the University Department of Student Activities and Leadership.*

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

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

The MCSP Action Clubs are ways to empower first-year students through service initiatives, and to provide opportunities for students to make a difference in MCSP, UM, and their communities. It is a unique experience in which first year students gain leadership experience by planning and participating in issue based service and educational events. The Action and Reflection Clubs are currently centered on the following issues:

- **Youth, Education, and Neighborhoods Club** – Attention to social and educational inequalities and ongoing service and partnerships with the following community sites and organization: American Indian Health and Family Services; Brightmoor Alliance
- **Civil Rights, Borders and Immigration Club** – Attention to civil rights issues and ongoing service at the following community sites and organizations: Freedom House; Michigan Language Center
- **Sustainability and Public Health Club**– On going service at the following sites focusing on sustainability and/or public health: TBD
- **Alternative Weekends Club** – One-time service at various sites such as Ronald McDonald, Relay for Life, DP Day, Rabbit Sanctuary, Flint Water Crisis, Food Gatherers, etc

## **MCSP Affiliated Groups**

In addition to the Action and Reflection Clubs, MCSP also sponsors affiliated service groups including S.H.O.C.K., Smile Bringer Singes and WolveReaders.

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

Students Helping Others Choose Knowledgeably, or S.H.O.C.K., has been a fixture of MCSP since 1999. 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 the University of Michigan with the sole purpose of SPREADING HAPPINESS THROUGH HARMONIES! The group was started by MCSPer Sasha Altschuler in 2010 when she was first year student and since its creation, has continued to grow throughout University of Michigan and Ann Arbor communities. They are dedicated to making a positive difference in our community at 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 by MCSPers Maria Cholack and Amani Echols as first year students. The group works with a local elementary school and provides assistance to elementary students in the classroom twice a month. The lesson plan and topics are created in conjunction with the teacher and designed to bolster the in place curriculum.

## **MCSP Academic Support Services**

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

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

In addition, we offer the following services within MCSP:

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