



MCSP Course Guide

Fall 2025

MCSP Fall 2025 Course Guide

[Course Descriptions](#)

[Faculty and Staff: Roles and Biographies](#)

MCSP Course Requirements

Shared intellectual experiences are central to Michigan Learning Communities, and MCSP students are **required** to enroll in and successfully complete *three* MCSP-linked courses (see below) during their first academic year. Full course descriptions and faculty and staff biographies are listed in the following pages. Please read them carefully as you make your selections. You can also visit [our website](#) for more information about courses, and you are encouraged to consult with your academic advisor or the MCSP director as you build your schedule.

First-Year Course Requirements

1. **ALA 102** (offered *fall term only*)--Taught by MCSP's Associate Director, ALA 102 is a requirement for all MCSP students to help you learn how you can shape your university experience to realize your 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.
2. **One MCSP-linked Seminar (SEM)** – The Seminar Course affords you an opportunity to participate in a small class setting with an instructor, allowing for lively discussion of compelling topics among class members and opportunities to reflect on how these topics apply to your own life, academic interests, and career. **We strongly encourage you to take a SEM in fall term.**
3. **One MCSP-linked Civic Engagement Course (CIVIC)**. The Civic Engagement Course is designed to actively engage you in the community. Some courses do this by having you volunteer on a weekly basis at a site off campus, such as a local school, nursing home, or community center. You'll then discuss and debrief your experiences every week in the classroom. Other classes, however, invite students to explore your social identities in relation to one another and how they impact your daily lives as well as the community around you. **The CIVIC course may be taken in winter or fall.**

**Special 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. If you'd like to fulfill your MCSP CIVIC requirement with Engineering 100, you must enroll in one of the following sections:

200 (Fall only)
520 (Fall only)
910 (Fall only)

150 (Winter only)
200 (Winter only)
350 (Winter only)

You can read more about each of these sections here: <https://adue.engin.umich.edu/eng-100-information-for-students/>

MCSP & The Barger Leadership Certificate

The Barger Leadership Institute offers life-enriching experiences and practical tools that bring leadership concepts to life for undergraduate students. One of these opportunities is the [Leadership Certificate](#), an accessible pathway for undergraduate students to learn, develop and reflect on their leadership experience at the University of Michigan. Former

and current MCSP students and student leaders may use the following coursework from MCSP's course offerings toward the [Leadership Certificate course requirements](#) for up to a total of 3 credits.

- ALA 102 (1 credit)
- ALA 103 (1 credit)
- ALA 154 (3 credits)
- ALA 264 (3 credits)
- ALA 122 (2 credits)
- English 126 (4 credits)
- SOC 225 (4 credits)

Interested in joining the next cohort? Applications for Cohort 6 (Fall 2026) will open in Winter 2026. More details about the application are available here:

<https://live-dsa-m-lead.pantheonsite.io/leadership-certificate-application/#start-your-application> or schedule a personalized advising appointment anytime by contacting LeadershipCertificate@umich.edu.

Looking ahead to Winter 2026

We realize that you may be trying to balance your first-year schedule across fall and winter semesters. Although we don't yet know what courses will be available in Winter 2026, they will probably be similar to those offered in Winter 2025. For more information about these courses, check out [the Winter 2025 course guide](#).

MCSP Course Descriptions

***NOTE FOR ALL COURSES:**

The course list is preliminary. Courses and instructors may change by the time of fall registration. Some courses taught by MCSP-linked faculty have limited spaces reserved for MCSP students.

All students should check the [LSA Course Guide](#) for official and updated information on course times, course descriptions, classroom locations, information on grading, credit hours, prerequisites, and LSA graduation requirements. For detailed information about specific courses, please reach out to the instructor or to the MCSP Director.

Requirement 1: ALA 102

***The Student in the University* - ALA 102.001 and various discussion sections, Class #11661**

Joshua Thurman

Lecture: Tuesday 4pm-5:30pm, 3420 CCCB + weekly discussion section

1 credit (excluded from distribution) Offered mandatory credit/no credit

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.

Sections:

W 8-9 pm	WQ G023	102.002	#11662
TH 4-5 pm	WQ 1005	102.003	#11663
TH 3-4 pm	WQ G027	102.006	#11664
W 3-4 pm	WQ G023	102.007	#17762
W 4-5 pm	WQ G027	102.008	#17763
TH 4-5 pm	WQ G023	102.009	#17764
F 11-12 pm	WQ G027	102.011	#11665

Requirement 2: MCSP-Linked Seminar (SEM)

Building Communities - ALA 154.001, Class #25871

Christine Modey

Monday/Wednesday 1:00 -2:30 pm - West Quad G023

3 Credits, fulfills LSA Interdisciplinary (ID) Distribution

Communities are built to function. They function equitably or inequitably, justly or unjustly, and the choices we make as individuals and as a collective shape whether or not our civic spaces, processes, and institutions promote an inclusive, equitable, multiracial democracy. Together, we'll consider these questions about communities:

- what does it mean for me to be part of a community, and how do effective communities work?
- what internal and external, current and historical forces disrupt communities? What forces support them?
- how can I engage with others in a community in ways that honor our differences and our commonalities?
- how might I, as a member of a democratic society, help to build communities that help to fight injustice, preserve our shared earth, and promote the well-being of all?

By the end of the course, you should be able to use course materials and your reflections on your own experiences and observations to

- describe key characteristics of strong communities;
- describe factors that weaken communities;
- describe and practice ways to manage difference and conflict in community;
- identify specific real-world community builders and the characteristics they embody;
- articulate a philosophy of community building that you can use in your daily life.

We will achieve these goals by engaging with a variety of disciplinary approaches and materials to understanding and building communities; by talking and listening to each other and to guest speakers; by visiting sites in the local community; and by writing/producing a variety of formal and informal projects. This course depends on student engagement in class discussion and written expression.

Nonviolence: From Montgomery to the World - Afroamerican & African Studies (AAS) 104.004, Class #18911

Scott Ellsworth

Monday/Wednesday 8:30 AM - 10:00 AM - West Quad G023

3 Credits, fulfills LSA Humanities (HU) Distribution

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.

Understanding Social Issues of Our Time - Social Work 200.001, Class #23045

Kallie England

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

3 Credits

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

How does the content of these books inform the public discourse on social issues such as poverty, rural America, civil rights, diversity, loss and grief, and the death penalty? Can the values, theories, and practices of Social Work broaden and deepen our understanding of these social issues, and if so, in what specific ways?

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

(Note: this course is offered through the School of Social Work. Here is [the link to this course in their course guide](#).)

Nonviolence - RCSTP 350.005, Class #29606

David Schoem

Monday/Wednesday 2:30 - 4:00 p.m - East Quad 1423

3 Credits, fulfills LSA Social Science (SS) Distribution

This course will examine the philosophy of nonviolence from various traditions and perspectives and its use for social change and civil resistance as part of social movements. Students will read some of the foundational and more recent literature on the topic of nonviolence, and they will view films and documentaries on nonviolent movements for social change. The course will explore nonviolence in personal and interpersonal relations as well as nonviolent action in intergroup relations and dialogue, and civil resistance movements (including national defense) both domestically and globally. The class will be highly interactive, utilizing dialogic processes for discussion and learning.

“Can the Centre Hold?”: Ecology and Religion/Spirituality for the Anthropocene - Environment 139.005, Class #21972

Rolf Bouma

Tuesday/Thursday 2:30 – 4:00 p.m. - DANA 3556

3 Credits, Fulfills LSA Interdisciplinary (ID) Distribution

W.B. Yeats asserted in his poem “The Second Coming” that “[t]hings fall apart; the centre cannot hold . . .”, which seems to aptly describe our current times. We live in an age of geological history referred to as the Anthropocene in recognition of the overwhelming impact of human society on the natural world. Our climate, landscapes, and biota are being reshaped by powerful forces, some of them of human origination.

This course will examine current trends in human impacts on the earth’s ecology and help students envision likely future conditions which will affect their lives. The course will give depth to this inquiry by exploring ecology at multiple levels.

Students will be required to connect immediately and locally by keeping a nature journal. The course will avail itself of the best scientific information regarding the status and likely future of the biosphere. The seminar will also explore various ways of conceptualizing the world, especially as these have been envisioned through religions and spirituality, whether traditional, contemporary, or indigenous. Students enrolling in this seminar will have varying backgrounds of knowledge and experience in relation to ecology, science, and religion / spirituality. This course welcomes:

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

This seminar’s opportunity for the participatory inquiry will require enrolled students to engage in respectful dialogue along with acceptance of people with backgrounds and present commitments and beliefs that are different from their own.

Academic Argumentation

~~English 125.047, Class #15214: Tuesday/Thursday 4:00 pm-5:30 pm, 049 UMMA or~~
English 125.079, Class #16111: Monday/Wednesday 4:00 pm-5:30 pm, West Quad G023
Phil Christman
4 Credits, *Fulfills First-Year Writing Requirement (FYWR)*

This class is about writing and academic inquiry. Effective arguments stem from well-formulated questions, and academic essays allow writers to gain deeper understanding of the questions that they are exploring. In this course, students learn to create complex, analytic, well-supported arguments that matter in academic contexts. The course also hones students’ critical thinking and reading skills. Working closely with their peers and the instructor, students develop their essays through workshops and extensive revision and editing. Readings cover a variety of genres and often serve as models or prompts for assigned essays.

Music and Meaning in Our Lives: Identity, Place, and Contemporary Issues - ALA 297.001, Class #36371
Garrett Schumann
Monday/ Wednesday 10:00 am- 11:30 am - G026 Tisch
3 Credits, *fulfills LSA Interdisciplinary (ID) Distribution*

This course offers students an exploration of their own music listening practices as well as the cultural contexts that inform and frame the ways we think about, discuss, and experience music. The course will introduce students to generalized techniques for analyzing music through active listening as well as readings and discussion prompt pertinent to a range of cultural topics and musical styles. This course is designed to be accessible for students with any musical background. The course’s materials take the form of reading, listening, and videos, and students will be expected to participate through in-class discussions/activities as well as various individual and group assignments.

Course Requirements: Students will be asked to produce written responses to assigned readings, musical examples, and videos; students will also be expected to participate in large and small group discussions and prepare questions for guest presenters.

Requirement 3: “Civic Engagement: Learning in the Community” Course **(CIVIC)**

Note: These courses include an experiential component, involving either community service-learning work or intergroup dialogue.

Project Community: Sociology in Action - Sociology 225, Class #13163

Rebecca Christensen

Tuesday 11:30 am-1:00 pm - TMC (Trotter) G020

4 credits, *Fulfills LSA CBL, Experiential Requirement*

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

Students enrolled in SOC 225 are responsible for regular attendance in the weekly lecture and discussion sections, as well as consistent participation at their designated community site for **2-4 hours per week outside of class**. Students will be asked to complete weekly readings and reflective writing assignments.

Project Community Site Options:

Education - <https://sites.lsa.umich.edu/projectcommunity/education/>

(Sections 020, 021, and 022 count for the Sociology & Social Work (SSW) Sub-major)

Public Health - <https://sites.lsa.umich.edu/projectcommunity/public-health/>

(Sections 010 and 011 count for the Sociology of Health & Medicine (SHM) Sub-major/Minor and Sociology & Social Work (SSW) Sub-major)

Criminal Legal - <https://sites.lsa.umich.edu/projectcommunity/criminal-legal/>

(Section 030 and 031 counts for the Law, Justice, and Social Change (LJSC) Sub-major/Minor and Sociology & Social Work (SSW) Sub-major)

Discussion sections meet Thursday at either 10am-11am, 11am-12pm, or 12pm-1pm

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

Detroit Initiative: Community Research -Psych 325.001, Class #22009/Amcult 321.001, Class # 22014

Cathryn Fabian

Monday/Wednesday 11:30 am-1:00 pm - 1005 West Quad

4 credits, *Fulfills LSA CBL, Experiential requirement*

This course is an experiential field course involving one visit per week to an African-American, Arab-American or Latino community in Detroit. Students are assigned to work with community-based organizations on projects to improve the well-being of children and families.

Projects involve such activities as tutoring, developing outreach activities, assisting in child care settings, and working in community education projects. Internships are supervised by the instructor and program staff.

REQUIRED: CODE OF CONDUCT TRAINING MODULE: the University of Michigan requires that all students enrolled in a course that attends a site where minors are present, complete the Code of Conduct (COC) module through the Children on Campus program. This needs to be completed prior to the first site visit. Since students often do not know their site until the second week of class, we ask that you complete this module no later than Friday of the first week of class. Students are required to forward the completion email or email a copy of their certificate to: psych.saa@umich.edu. See below for the sections for which this is required.

BACKGROUND CHECKS: Site placements with minors require all students pass a background check BEFORE they will be allowed to interact with minors at the site. Most sites perform their own background checks during the orientation process.

TB TEST & FLU VACCINATIONS: Many site placements require students to obtain a TB test with negative results prior to attending site. Most sites will accept results less than one year old and which covers the entire time the student will be at the site. Plan to bring a copy of the letter with you the first time you go to the site. A Flu Vaccination may also be required based on the site assigned.

NOTE: The TB test and Flu Vaccination fees are not covered by the course or the University of Michigan. You may have them done through your own health care provider. TB tests range in price depending on provider. See Testing Sites for more information: <https://sites.lsa.umich.edu/projectoutreach/tb-testing-sites/>. Flu Vaccinations are typically free at UMHS, CVS, Kroger locations etc.

TRANSPORTATION: All Drivers are required to complete the Transportation Orientation before they are allowed to use a UM vehicle. **Drivers are expected to complete the Transportation Orientation within the 2nd or 3rd week of the term.** Additional details are on the Transportation page of the [department's website](#).

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

Spanish Language Internship Program (S.L.I.P.) - RCSTP 307.001 Class #27021

Teresa Sanchez-Snell

Thursdays, 4:00-5:30 PM - 1405 East Quad

3 credits, Fulfills LSA Social Science (SS) & Race and Ethnicity (RE)

The Spanish Language Internship Program (SLIP) connects Spanish-speaking students with partnered community-based organizations and schools to provide unique service-learning opportunities with the Latino Community. This engaged learning course exposes students to a broad study of Latino experiences in the U.S. and focuses on crossing borders, fair labor practices, citizenship, Racism, Latino history in the United States, Comparisons of discrimination and inequality, along with current political and community issues. Through volunteering efforts, students will gain insight into the culture, economic needs and gain a better understanding of the Latino experience. SLIP offers this unique opportunity for students to engage in experiential learning related to community service work as well as improve and apply their Spanish speaking and writing skills. Placements are available for all levels of Spanish proficiency.

Students will dedicate 3 hours per week volunteering with their site, attend weekly discussion sessions, and submit weekly reflection journals. Readings and written assignments are assigned along with an Autobiography & Family History Research Paper and Final Reflection Paper

Contact faculty advisor, tssnell@umich.edu, for placement listing and to schedule a virtual appointment.

Community-Engaged Writing - English 126.002, Class #24186

John Buckley

Monday/Wednesday 11:30 - 1:00 pm - West Quad G023

4 Credits, *Fulfills First-Year Writing Requirement (FYWR)*

Community-Engaged Writing serves as an introductory overview to writing for academic and non-academic communities in a stance of self-reflection, humility, and respectful listening. Through collaboration with the **Edward Ginsberg Center**, the class will collaborate with a community partner and practice applied, community-engaged writing.

The community partner for this section of English 126 is [Groundcover News](#), Ann Arbor's street newspaper, which has a mission of "Creating opportunity and a voice for low-income people while taking action to end homelessness and poverty." Many of the writing and reading assignments for this section of English 126 will focus on the same concerns as *Groundcover News* and the people who create it, sell it, and support it.

Literature and Writing Outside the Classroom - English 221.004, Class #27918

John Buckley

Tuesday/Thursday 2:30-4:00 pm - MH 3411

3 Credits, *Fulfills HU Distribution Requirement*

There's a troubling paradox to homelessness.

People dealing firsthand with housing insecurity often live very public lives, unable to relax behind sturdy walls of a steady home. You may eat in public more often than in a private dining room of your own. Maybe you sleep in a local shelter among other unhoused people; maybe you sleep on the ground in a public park. You may become largely dependent on public restrooms to satisfy various hygiene needs. You may wash your clothes at the public laundromat, especially if you want to keep that uniform clean so that you can hold onto that job, if you've managed to find a job. Under a variety of circumstances, you may run afoul of certain public servants—sometimes law-enforcement officers, sometimes elected officials—who portray you as public hazards, public nuisances, public contaminants who diminish the general population's quality of life.

At the same time, being homeless also often involves feeling invisible. You say good morning, but the other people on the sidewalk scurry past you without responding, eyes sliding past yours, moving ahead, moving away, as if they're afraid your lack of housing and economic well-being might be contagious, as if you're the vector of "bad-luck cooties." If you're forced to panhandle, you become even more invisible. You're the person who wants something for nothing, the societal parasite hungry for money-blood. (Don't look into the vampire's eyes!) The other people walk even a little faster, maybe muttering a prayer, maybe muttering terms of abuse, maybe simply stiffening their faces into deadpan expressions. You, helpless, hopeless, may not even seem to exist. You certainly don't seem to matter to the world around you.

This section of English 221 (Literature and Writing Outside the Classroom) dedicates itself to exploring ways that these often-overlooked public figures reclaim their dignity in various communities.

***Intergroup Dialogues* - Educ/Psych/Soc/ALA 122.001 Class #16753 or ALA 122.002 Class #16754**

Sara Crider

Monday 9 am-12 pm, TBD and Monday 1-4 pm, TBD

3 Credits, *Fulfills Social Science (SS) and Race & Ethnicity (RE)*. Also, one of the *Intergroup Relations Education Minor requirements and the Diversity Cluster requirement for the School of Social Work (SSW) Community Action and Social Change (CASC) Minor*.

In intergroup dialogue, students will participate in semi-structured, face-to-face meetings across different social identity groups led by peer facilitators. Though topics will vary by semester, topics may include race, gender, sexual orientation, and socio-economic status. Through readings, in-class exercises with thoughtful debriefs, and participant journals and other assignments, students will explore their own identities, build relationships across different identities and learn about pertinent issues facing various social identity groups on campus and in society. This course creates a setting in which students engage in open and constructive dialogue, learn about themselves and others, and explore issues concerning intergroup relations, conflict, and social justice. Ultimately, the goal of this class is for students to develop greater intergroup empathy, skills to collaborate across differences, and tools to participate in social change.

The textbook, *Introduction to Intergroup Dialogues*, edited by Stephanie Hicks. More information will be given about the textbook at the first class meeting.

To receive an override (permission to enroll) for the class, students must complete the placement survey by following [this link](#). Questions regarding this course should be directed to The Program on Intergroup Relations, igrcourses@umich.edu.

Engineering [100 \(sections 200, 520, 910\)](#)

***Design in the Real World* - ENGR 100.200, Class #33997**

Kenneth Alfano, Annah Macha, Kim Lewis

Tuesday/Thursday 9:00 a.m. - 10:30 a.m. - 1014 DOW

***Engineering Wellness* - ENGR 100.520, Class #10411**

Robin Fowler, Fatima Albrehi, Karin Jensen

Monday/Wednesday 12:00 p.m. - 1:30 p.m. - 1014 DOW

***SED of Nuclear Energy Tech* - ENGR 100.910, Class #30549**

Katie Snyder, Aditi Verma

Monday/Wednesday 3:00 p.m. - 4:30 p.m. - 134 NAME

Faculty and Staff: Roles and Biographies

MCSP Staff

Director—Christine Modey

Associate Director—Joshua Thurman

Administrative Assistant— Jose Romo

Coordinator of Community-Building, Programming, & Social Justice— TBD

Coordinator of Community Engagement— William Alt

Coordinator for Diversity Initiatives— Isaiah-Schuham-Anders

Program Associate for Marketing— Ashlyn Perry

MCSP Webmaster — Liz Asteriou

Engineering Liaison— Mark Collyer

MCSP Faculty

Rolf Bouma: Program in the Environment (PitE)

John Buckley: English

Rebecca Christensen: Sociology

Philip Christman: English

Sara Crider: The Program on Intergroup Relations

Scott Ellsworth: Afroamerican & African Studies

Kallie England: Social Work

Cathryn Fabian: Psychology

Jacob Foster: The Program on Intergroup Relations

Christine Modey: MCSP, University Courses, Applied Liberal Arts

Christina Morton: Applied Liberal Arts, The Program on Intergroup Relations

Teresa Sanchez-Snell: Residential College, Spanish Language Internship Project

David Schoem: Sociology, Residential College

Garrett Schumann: Applied Liberal Arts

Joshua Thurman: MCSP, Applied Liberal Arts

Faculty and Staff Biographies – Fall 2025

William Alt

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

Rolf Bouma

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

John Buckley

John F. Buckley is a lecturer in the English department who especially enjoys teaching courses that focus on community-based learning and/or poetry. Sometimes, when he's not writing poetry and short stories, he thinks about what it means to belong to a community and how we each might ethically express our social identities.

Rebecca Christensen

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

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

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

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

Philip Christman

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

preparation to undergrads whose work centers underrepresented communities. He is currently editor of the annual *Michigan Review of Prisoner Creative Writing*. His own work has appeared or is forthcoming in *The Hedgehog Review*, *Vox*, *The Christian Century*, *The Chronicle of Higher Education*, *Commonweal*, and other places, and he writes a New Books column for *Plough Quarterly*. He is the author of *Midwest Futures* (Belt Publishing, 2020) and an essay collection, *How to Be Normal* (Belt Publishing, 2022).

Sara Crider, MSW, PhD

Sara (she/hers) is a lecturer for The Program on Intergroup Relations. She earned both her MSW and PhD in Social Work and Sociology at the University of Michigan, specializing in community organizing, program evaluation, and political advocacy. As an educator for over twenty years, Dr. Crider is particularly interested in inclusive and empowering curricula, attitude change, and intervention design. She also works as a consultant with various organizations to develop and evaluate programs and processes to bolster inclusivity, diversity, and access. Sara enjoys hiking, swimming, board games, writing and reading—though most of her time is spent chasing after her toddler.

Scott Ellsworth

Scott Ellsworth is a best-selling author, journalist, and historian. Formerly a historian at the Smithsonian Institution, he has written about American history and culture for the *New York Times*, *Washington Post*, and the *Los Angeles Times*. His most recent book, *The Ground Breaking: An American City's Search for Justice* (2021), was longlisted for the National Book Award for Nonfiction, while *The Secret Game* (2015) won the PEN/ESPN Book Award for Literary Sportswriting. Scott joined the faculty of the Department of Afroamerican and African Studies at UM in 2007, where he teaches courses on the Civil Rights Movement, the American criminal justice system, sports, and the history and literature of the American South. Born and raised in Tulsa, Oklahoma, he received his B.A. from Reed College, and his M.A. and Ph.D from Duke University.

Cathryn Fabian

Cathryn Fabian is a lecturer in the Department of Psychology and teaches the Detroit Initiative courses. She earned both her MSW (Community Organization/Community and Social Systems) and her Ph.D. (Social Work and Psychology) from the University of Michigan. She enjoys working with MCSP students as part of her personal commitment to promoting community-based learning as an integral component of higher education. In addition to U of M, she has also taught in social work at Eastern Michigan University and Madonna University, and was also previously a research associate with the Center for Social Concerns at the University of Notre Dame. Her practice experience includes working with homeless and elderly populations in urban communities, and in community-based program development and evaluation, particularly around services to immigrants. Dr. Fabian also has expertise on the impact of community-based learning on student participants, particularly as it relates to personal, cognitive and career development.

Jacob Foster

Jacob Foster is a lecturer at The Program on Intergroup Relations. Jacob brings a wealth of experience to their role, with a diverse background spanning various roles at the University of Michigan (U-M) and beyond.

Jacob's commitment to environmental and social justice is evident in their multifaceted career. As an undergraduate at U-M, they excelled as an expert facilitator within IGR. After gaining experience as a research editor, research assistant, and student mentor, Jacob returned to IGR while pursuing a graduate degree in social work. During this period, they served as a graduate student instructor for three semesters. They played a pivotal role as a meta-facilitator for IGR's Summer Youth Dialogue program with Detroit area youth and participated as a cluster facilitator for IGR's annual Institute, representing IGR to external audiences.

Beyond their contributions to IGR, Jacob has made impacts across U-M. They have served as a mentor for the Transfer Bridges program, established connections with community colleges as a student recruitment intern, and played a crucial role in building out the Mellon Foundation grant to support these connections.

Jacob's experience and dedication to social and environmental justice drive their commitment to making a meaningful impact within the academic community, where they hope to inspire and support students and colleagues through their passion and expertise.

Christine Modey

Prior to joining MCSP in June of 2020, Christine (she/her) was the faculty director of the Sweetland Peer Writing Consultant Program for six years, where she taught courses in peer writing consultation theory and practice, supported an outstanding staff of undergrad peer writing consultants, and collaborated with a wide variety of campus partners to celebrate and support writing and writers on our campus. She is the co-editor, with former MCSP director David Schoem, of *Teaching The Whole Student: Engaged Learning With Heart, Mind, and Spirit*, and has published her collaborative research in writing studies journals. She is a graduate of Hope College, where she studied chemistry and English, and the University of Delaware, where she earned a degree in English and American Literature. She parents three children and hosts three animals in Ann Arbor and enjoys reading (there will never be enough time to read!), birding, and kayaking, when she gets a chance. She looks forward to connecting with all of you and invites you to drop by her office to chat any time!

Christina Morton

Christina S. Morton earned her bachelor's degree in industrial and operations engineering from the University of Michigan (U-M) and her master's in higher education from North Carolina State University, and her PhD in higher education from U-M. Her research interests concern the persistence of Students of Color in science, technology, engineering, and mathematics, along with the cultural resources they possess to help them succeed, such as spirituality. Dr. Morton's work explores how cultural resources, such as spirituality, contribute to the success of Students of Color in science, technology, engineering, and mathematics (STEM). Her current project examines the role of spirituality in the lives of Black Women pursuing engineering doctorates. She plans to continue this line of research for Black women in various STEM fields. Christina also creatively blends art and science as she disseminates her work through poetry and storytelling.

Jose Romo

Jose Romo serves as the Administrative Assistant to MCSP, of which he was a part for 2 years during his time in undergrad. Jose holds a Bachelor in Communications and Media with a Minor in Community Action and Social Change. He recently received his MEd at the University of Michigan in the School of Education. Throughout his role within MCSP, as well as a student and advocate at the university, he wishes to assist students with navigating the transition into higher education. In his free time, he enjoys playing futbol, traveling, and listening to unsolved mystery stories. Please feel free to drop by the MCSP office and have a quick chat.

Teresa Sanchez-Snell

Teresa Sanchez-Snell is a Lecturer II in the Residential College, Social Theory in Practice, and is the Program Coordinator for the Spanish Language Internship Project. Her community-engaged learning courses provide unique opportunities for Spanish-speaking students to engage in experiential learning and community service work with the Latinx community.

Through the years, she has developed and designed the Spanish Language Internship Project to provide unique opportunities for students to engage in experiential learning and community service work with the Latinx community. SLIP aims to connect Spanish-speaking undergraduate students with partnered community-based

organizations and schools to provide unique engaged learning opportunities and challenges students to obtain a deeper understanding of existing issues. She also teaches the academic component to SLIP and exposes students to the study of Latinx experiences in the United States, in both a historical and contemporary setting, while also paying particular attention to the effects of race, racism, and comparisons of discrimination and inequality as it occurs in the United States. She actively challenges students to understand the economic, environmental, and social conditions that affect immigrants living in our communities and encourages students to practice their responsibilities as socially conscious individuals.

David Schoem

The founding director of MCSP, David Schoem is teaching his course on Nonviolence through the Residential College and has taught courses in the Sociology Dept. on intergroup relations, on education, and on the American Jewish Community. He has served in the past as MCSP Director, LSA Assistant Dean for Undergraduate Education, and UM Assistant Vice President for Academic and Student Affairs. His most recent book is *Teaching the Whole Student: Engaged Learning With Heart, Mind, and Spirit* from Stylus Publ. and AACU. David completed his undergraduate studies at the University of Michigan and completed his graduate studies at Harvard University (M.Ed.) and the University of California at Berkeley (Ph.D.). He is a co-founder of UM's Program on Intergroup Relations and helped start a Peace Studies program at Harvard as a graduate student there. He is a First Generation college student. David is looking forward to getting to know the always wonderful MCSP students in his class.

Garrett Schumann

Garrett Schumann is a composer, music scholar, and arts administrator who lives in Ypsilanti, MI and teaches courses in music at the University of Michigan College of Literature, Sciences, and the Arts. Garrett's research interests include heavy metal music, inclusive music pedagogy, the sociology of music and musical practice, musical meaning, and music created by women and minority-identity musicians from the Renaissance through to the twenty-first century. In addition to teaching, scholarship, and creating original music, Garrett serves as the founding Executive Director of the Ypsilanti-based concert presenting organization ÆPEX Contemporary Performance.

Joshua Thurman

Josh Thurman (he/him) is an advocate and educator committed to supporting individuals' holistic development and creating inclusive learning environments. A proud Detroiter and University of Michigan alum, Josh holds a Bachelor's degree in English and a Master's degree in Education with a focus in Urban Pedagogy. At U of M and around the state, Josh has presented on wellness, intercultural learning, social identities and implicit bias, manhood and masculinity, interfaith, and other DEI-related topics. He has extensive experience coaching and supporting students, staff/faculty, and executive leaders to develop their intercultural competence as a licensed consultant of the Intercultural Development Inventory (IDI) and Intercultural Conflict Styles (ICS) Assessment. Josh has had professional training in restorative practices, intergroup dialogue, supporting youth who have experienced foster care, and much more.