



THR 292: SOPHOMORE SEMINAR

Exploration of theatre making and its connections to non-theatrical contexts.

COURSE SYLLABUS (SECTION 001)

Tuesdays & Thursdays 3:00pm-4:20pm | AUD 012

Zoom Link to use as needed: <https://msu.zoom.us/j/95311264426>
Passcode: SophSem

Meeting ID: 953 1126 4426

DESCRIPTION OF COURSE

Introduction to theatrical disciplines, adjacent professions, and the collaborative process. Exploration of theatre making and its ability to connect to non-theatrical contexts.

COURSE OBJECTIVES

Students will:

- Explore and expand students' experience in and understanding of theatre.
- Chart future theatrical activities and application of theatrical practices in other industries.
- Examine current artistic theories and practices in theatre.
- Examine the role of theatre in contemporary society.

COURSE MATERIALS (PROVIDED BY INSTRUCTORS)

Plays:

- Mac, Taylor. *Hir. American Theatre* Dec. 2014. (posted on D2L)
- Silverman, Jen. *The Moors. American Theatre* June/July 2017. (posted on D2L)

Essays:

- Goldman, Seth. "5 Entrepreneurial Skills I Learned from Acting in Theater Productions," Inc. March 29, 2019.
- Tran, Diep. "The Flea Theatre Conflict Raises Questions of Equity and Exploitation." Backstage December 16, 2020.

Viewings:

- Art of Design, Season 1, episode 3: ES Devlin, Scenic Design (posted on D2L)
- Working in Theatre series by American Theatre Wing (available on YouTube)
 - Select **two** videos from this series, both should be outside of your area (i.e., don't watch one on performing if an actor; don't watch one on designing if a designer, same goes for managers, dramaturgs, and so forth).
- Streaming Theatre (available MSU library e-resources, Digital Theatre+)
 - Select **one** of the following streaming performances to view:
 - *Kinky Boots* by Cyndi Lauper and Harvey Fierstein, Adelphi Theatre, 2018
 - *Pipeline* by Dominique Morisseau, Lincoln Center Theatre, 2017

ASSIGNMENTS & GRADING BREAKDOWN

There are a total of 100 points possible.

(5) Attendance & Participation: To achieve the aims of this class, we will discuss ideas, practice skills, and apply concepts in class. Students are expected to fully participate in all class activities, arrive prepared and on time, and actively listen and respond. Thus, consistent attendance is necessary for academic success. Short, written assignments will take place in class to assess your completion and comprehension of assigned readings and viewings outlined in the Course Materials section of the syllabus.

(5) Artist Self-Reflection & Branding: What do you want to do as a career? Why do you want to do it? (250 words) Additionally, submit a minimum of three font/color combinations for your resume header brand and respond to three (instructor assigned) students' brand on D2L. Branding samples are provided on D2L.

(5) MSU Bucket List: List twenty things that you will accomplish by the time you graduate from Michigan State University. (Please use complete sentences.)

(5) Alumni Biography Assignment (group project): In groups of two, prepare a 100-word bio of a Department of Theatre alum. Please include a bibliography of links to the person's online presence, e.g., websites, reviews, interviews. Your group will develop one question for the alum should you have the opportunity to ask them. (Instructors will assign groups.)

(10) Alumni Takeaways: Following the final alumni speaker, write a comprehensive reflection noting at least five distinct comments or attributes from the speakers on developing a career in/alongside the arts and developing communities/networks for career growth and artist/personal fulfillment. (500 words)

Example topics to include,

- Valuable suggestions that you learned from the speaker.
- Surprises you learned from the speaker.
- Knowledge gained from the speaker to advance your professional goals.

(10) Top 5 Career Adjacent Positions: List your top five choices for jobs that are creative-adjacent jobs not directly aligned with the performing arts, i.e., not designer, actor, stage manager, and so forth. For each position, include the weekly/monthly salary, availability in your city of choice, job description, and your qualifications (reference career passport). **Three of the five positions cannot be in the theatre.**

(5) Play Reflections: After reading both assigned plays outlined in the Course Materials section of the syllabus, write a two-paragraph (1 paragraph per play) reflection on what interests you about each play and what would be your goals for a production of it. (300 words)

(5) Streaming Theatre Review: After streaming a performance of a theatre production outlined in the Course Materials section of the syllabus, write a review that discusses: 1) the vision of the production and quality of its execution, and 2) reflects on the significance of it as an activist performance. (200 words)

(20) Production Collaboration (group project): In groups of four to five, students will be assigned a play and a theatre venue/location to create a unique production concept.

(5) Concept Statement: In 1-2 paragraphs describing:

- What the show means
- Why it's important to stage now
- Your production team's unique "take" on the play

(10) Production Concept Materials: Select four to five production elements and develop materials that express your vision. Choose from:

- Publicity
- Casting
- Scenery
- Costume
- Lighting
- Sound
- Media
- Performance
- Dramaturg

Examples of possible materials include storyboard, casting breakdown/character descriptions, models, renderings, collage, stop motion, soundscapes, etc.; use WHATEVER forms best convey your ideas!

(5) Pitch Presentation: 10-minute presentation where you “pitch” your production of the play to producers. Be prepared to field questions.

(15) Outreach & Engagement Project Pitch (group project): Students will be assigned a location and an organization/institution (your target audience). In groups of three to four, you will create a theatrical performance project for your assigned organization/institution. The team includes the following roles: producer, designer, dramaturg, and marketing/communication specialist.

(10) Virtual Sharing: Details to be discussed in class.

(5) Artist Self-Reflection & Branding Update: Revise and answer: How have your career goals changed (or not) during this semester, and why? What have you learned during this semester that brings you closer to your goals? What other habits and skills do you need to cultivate to succeed? Please brand your update with your chosen resume header. (500 words)

**Any student may choose to work independently on any group assignment. However, students must inform instructors in advance.*

COURSE SCHEDULE (SUBJECT TO CHANGE)

Week	Date	Topic	Readings/Viewings Due Date
1	1/11	<p>ZOOM CLASS</p> <p>INTRO: Syllabus, Course Expectations, and Student Perspective</p> <p>DISCUSS: Amy Lampe Talk on Academic Progress, H-option and E&I-option</p> <p>ANNOUNCE: Artist Self-Reflection & Branding, MSU Bucket List, and Virtual Sharing</p>	<p>Zoom: https://msu.zoom.us/j/95311264426</p> <p>Passcode: SophSem</p> <p>REVIEW: Syllabus & D2L Site</p>
	1/13	<p>ZOOM CLASS</p> <p>DISCUSS: “5 Entrepreneurial Skills” and Careers within the arts industries and beyond</p> <p>ANNOUNCE: Top 5 Career Adjacent Positions, Alumni Biography Assignment, and Alumni Takeaways</p>	<p>Zoom: https://msu.zoom.us/j/95311264426</p> <p>Passcode: SophSem</p> <p>READ: “5 Entrepreneurial Skills”</p>
2	1/18	<p>ZOOM CLASS</p> <p>SENIOR ROUNDTABLE: Writing Portfolios & Outreach and Engagement Projects</p> <p>DISCUSS: Writing Portfolios & Outreach and Engagement Projects</p> <p>ANNOUNCE: Play Reflections</p> <p>DUE: MSU Bucket List</p>	<p>Zoom: https://msu.zoom.us/j/95311264426</p> <p>Passcode: SophSem</p> <p>START READING: <i>Hir and The Moors</i></p>

	1/20	ZOOM CLASS DUE: Artist Self-Reflection & Branding	Zoom: https://msu.zoom.us/j/95311264426 Passcode: SophSem START: Online Discussion (Branding Peer Review)
3	1/25	ZOOM CLASS MACGYVER DAY: Kirk from Houston	Zoom: https://msu.zoom.us/j/95311264426 Passcode: SophSem
	1/27	ZOOM CLASS DUE: Top 5 Career Adjacent Positions (Part I) ANNOUNCE: Streaming Theatre Review	Zoom: https://msu.zoom.us/j/95311264426 Passcode: SophSem
4	2/1	ASYNCHRONOUS DAY DUE: Alumni Biography Assignment	WATCH: <i>Pipeline</i> or <i>Kinky Boots</i>
	2/3	ZOOM CLASS ALUMNI SPEAKER DUE: Branding Peer Review	
5	2/8	ASYNCHRONOUS DAY	WATCH: Art of Design
	2/10	DESIGN CHALLENGE: One-Day Activity	***Bring Art Supplies to Class***
6	2/15	DUE: Top 5 Career Adjacent Positions (Part II)	
	2/17	BRAINSTORM DAY: Virtual Sharing	
7	2/22	ZOOM CLASS ALUMNI SPEAKER DUE: Streaming Theatre Review	
	2/24	ASYNCHRONOUS DAY	WATCH: Working in the Theatre (2 videos)
8	3/1	DISCUSS: Working in the Theatre DISCUSS: Outreach & Engagement Project Pitch	
	3/3	ZOOM CLASS ALUMNI SPEAKER	
SB	3/7 – 3/11	SPRING BREAK - NO CLASS	SPRING BREAK - NO CLASS
9	3/15	DISCUSS: <i>Hir</i> and <i>The Moors</i> DUE: Play Reflections	
	3/17	DISCUSS: Production Collaboration Project LAB: Outreach & Engagement Project	
10	3/22	DISCUSS: "The Flea Theatre" Q&A: Course Catch-up	READ: "The Flea Theatre"
	3/24	ZOOM CLASS ALUMNI SPEAKER	Zoom: https://msu.zoom.us/j/95311264426 Passcode: SophSem
11	3/29	DUE: Outreach & Engagement Project Pitches	
	3/31	DUE: Outreach & Engagement Project Pitches	

12	4/5	LAB: Virtual Sharing	
	4/7	ZOOM CLASS ALUMNI SPEAKER	Zoom: https://msu.zoom.us/j/95311264426 Passcode: SophSem
13	4/12	LAB: Production Collaboration Project Lab DUE: Alumni Takeaways	
	4/14	LAB: Production Collaboration Project Lab	
14	4/19	LAB: Production Collaboration Project Lab	
	4/21	DUE: Production Collaboration & Pitches	
15	4/26	WATCH/LAUNCH: Virtual Sharing	
	4/28	DUE: Artist Self-Reflection & Branding Update COURSE WRAP-UP	

HOLD: Final Exam Time: Thursday, May 5, 2022: 5:45PM-7:45PM

ASSESSMENT STANDARDS

4.0 = 93 – 100

3.5 = 88 – 92

3.0 = 83 – 87

2.5 = 78 – 82

2.0 = 73 – 77

1.5 = 68 – 72

1.0 = 63 – 67

0.0 = 62 and below

4.0 Superior work demonstrating student's ability to engage the materials and exercises in a provocative, creative, and insightful manner; a clear statement of your own opinions; minimal typographical or grammatical errors

3.0 Completion of requirements demonstrating the student's understanding of materials and ability to apply knowledge; describes material rather than states a position or follows instruction without invention; minor writing or conceptual problems

2.0 Satisfactory completion of assignment requirements demonstrating accurate understanding of materials or exercises; lacks commitment to exercise; unclear writing or application of exercise; inadequate proofreading

1.0 Incorrect understanding of materials and exercises; failure to meet requirements of the assignment; failure to participate in exercises with an open mind

0.0 Failure to meet the requirements of an assignment or productively participate.

Applied understanding of the terms and theory covered in readings, presentations, and classroom discussions.

ATTENDANCE & COURSE POLICIES

Being present and receptive to the information, discussions, and critiques presented during class sessions is essential to complete the course successfully.

- In the case of illness, please do not attend class. Please inform instructors prior to class that you will not attend.
- Absence and/or tardiness for any reason does not excuse you from class responsibilities.
- To achieve the aims of this class, we will discuss ideas, practice skills, and try out concepts in class. Thus, consistent attendance is necessary for academic success.

- This course has scheduled lab/collaboration sessions. If you miss a lab session, you may be reassigned to a new group or be required to work independently on a project.
- Late assignments are not accepted unless an alternate due date is arranged in advance.
- University-sanctioned activities and religious holidays are excused with appropriate documentation prior to the event. If documentation concerning an absence due to an unforeseen life circumstance is provided, the instructors will take it into consideration. However, there will be no distinction made between excused and unexcused absences.
- Cell phones are not permitted in this class; please turn them off and put them away before the start of class. If you use a phone during class, you will be asked to leave, and your absence will count as unexcused.
- Computer use is permitted. If you are using a computer for purposes other than taking notes, you will no longer be permitted to bring a computer to class. You will also be asked to leave, and your absence will count as unexcused.

THR CLASS/REHEARSAL/PERFORMANCE POLICY

Our primary focus is your education, and classes should take precedence over production. To ensure that this focus remains balanced, we have instituted a “no class attendance means no rehearsal policy” for all BFA and MFA actors and Stage Managers.

- Every course has different attendance guidelines. This policy is related to the number of allowed absences in any THR or DAN class. If you exceed the number of allowed absences for any individual class, the Director of the production that you are involved with will be notified regarding the break of policy, and you will not be permitted to participate in that evening’s rehearsal or performance. Please check the attendance policy carefully on all THR and DAN syllabi.
- As an example, most acting classes allow two unexcused absences. You may use these at any time, and it will not affect your attendance at rehearsal or performance. If you miss class again and have exceeded your limit of allowed absences, you will not be allowed to attend that evening's rehearsal or performance. This is related to all THR and DAN classes.

COURSE MATERIALS & TECHNOLOGY

All readings, videos, audio recordings, and artwork are provided on D2L.

- The technology used in this course through D2L will require access to some of the following sites: YouTube, Spotify, Ted.Com, Vimeo, and similar sites.
- Students may submit assignments in the various platforms (preferably doc/x, .pdf, .ppt/x, .jpg, .png, prezi, mp3, .mov, .mp4, or .wav). Specific submissions details are noted in each project description.
- Audio and Video projects may be posted and unlisted on YouTube or Vimeo, or another video sharing site and marked as unlisted. A link to the project may be posted in the dropbox or discussion forum.
- If you are absent, you are responsible for checking D2L for missed information.
- Issues with access and other larger questions should be directed to the D2L helpline through MSU Distance Learning Services:
 - East Lansing area: (517) 432-6200
 - Toll-Free: (844) 678-6200 (North America and Hawaii)
 - Web: help.d2l.msu.edu

SAFETY OF EGRESS

The study of Theatre and Dance involves intensive physical and emotional challenges. Every effort is made to provide a supportive and safe learning environment. To aid in this regard, students enrolled in Theatre and Dance courses are responsible for the following standards:

- All class members, including the instructor, are to be treated with respect. No one may intentionally hurt themselves, another person, or the physical space and its contents at any time.
- Students have the right to egress from any class activity, to step out of work that they believe may compromise their well-being.
- Students will not abuse the privilege of egress, a privilege that the classroom community will respect.
- Students are responsible for informing faculty of anything that might limit their full participation in the class (injuries, restrictions, etc.). Physical contact between student and student and student and instructor can be expected in the practice of Theatre and Dance. A student who does not wish to be touched, for whatever reason, is responsible for informing the instructor. An instructor will clearly define the pedagogical purpose and the specific physical contact that may arise from a given exercise.

STUDENT MENTAL HEALTH & WELLNESS

College students often experience issues that may interfere with academic success such as academic stress, sleep problems, juggling responsibilities, life events, relationship concerns, or feelings of anxiety, hopelessness, or depression. If you or a friend is struggling, we strongly encourage you to seek support. Helpful, effective resources are available on campus, and most are free of charge.

- If you are struggling with this class, please check-in during my student success hours or contact us by email at domer@msu.edu or whitea38@msu.edu.
- Check-in with your advisor if you are struggling in multiple classes, unsure whether you are making the most of your time at MSU, or unsure what academic resources are available at MSU.
- Access CAPS Services for new counseling and psychiatric services by making a [CAPS Phone Request](#).
- CAPS is providing remote crisis services 24/7/365. Students can call 517-355-8270 and press "1" at the prompt to speak with a crisis counselor. Other prompt options are available for those not in crisis.
- Visit <https://caps.msu.edu> for additional information and resources.
- You can also explore Kognito: <https://remote.msu.edu/learning/mental-health.html>

Department of Theatre Statement on Harassment: It should be noted that a person does not have to be a direct target to be adversely affected by a negative environment. It includes conduct or comment that creates and maintains an offensive, hostile, or intimidating climate. We are committed to ensuring an environment free of sexual assault and harassment and affirm that we will follow proper rehearsal guidelines to the best of our ability at all times.

Resolution in the Moment: If a comment or conduct in class feels like it is bordering harassment, we encourage you in the moment to voice your concern. This could be as simple as "ouch" or "you know, that comment made me uncomfortable." We ask that the recipient of this take a moment to respond with an acknowledgment and apologize if needed. It is then up to the class to decide if there is a conversation that needs to take place. We ask you all pledge to each other to work together to create an environment where it is safe to speak up. We ask for a positive and respectful working space.

UNIVERSITY POLICIES AND PROCEDURES

Students are expected to adhere to the policies of Michigan State University whether noted in this syllabus or not. Instructors have the right to add or adjust policies within limits for the specifics of their courses. While the below may appear at first glance to be common policy boilerplate there may be nuances or course specifics within it that the student must be aware of and adhere to.

Please review the following policies, statements, and resources for students:

- [Spartan Code of Honor](#)
- [Mental Health](#)
- [Religious Observance Policy](#)
- [Student Athletes](#)
- [Pronoun preference](#)

Commit to Integrity: Academic Honesty

Article 2.III.B.2 of the [Academic Rights and Responsibilities](#) states that "The student shares with the faculty the responsibility for maintaining the integrity of scholarship, grades, and professional standards." In addition, the **Center for Integrative Studies - Arts and Humanities** adheres to the policies on academic honesty as specified in [General Student Regulations](#) 1.0, Protection of Scholarship and Grades; the all-University Policy on Integrity of Scholarship and Grades; and Ordinance 17.00, Examinations. See [Spartan Life Online](#) (splife.studentlife.msu.edu) and/or the [MSU Web site](#) (msu.edu) for more.

Therefore, unless authorized by your instructor, you are expected to complete all course assignments, including homework, lab work, quizzes, tests and exams, without assistance from any source. You are expected to develop original work for this course; therefore, you may not submit course work you completed for another course to satisfy the requirements for this course. Also, you are not authorized to use the www.allmsu.com Web site to complete any course work in this course. Students who violate MSU academic integrity rules may receive a penalty grade, including a failing grade on the assignment or in the course. Contact your instructor if you are unsure about the appropriateness of your course work. (See also the [Academic Integrity webpage](#).)

Reporting & Limits to Confidentiality

Essays, journals, and other materials submitted for this class are generally considered confidential pursuant to the University's student record policies. However, students should be aware that University employees, including instructors, may not be able to maintain confidentiality when it conflicts with their responsibility to report certain issues to protect the health and safety of MSU community members and others. As the instructor, I must report the following information to other University offices (including the Department of Police and Public Safety) if you share it with me:

- Suspected child abuse/neglect, even if this happened when you were a child,
- Allegations of sexual assault or sexual harassment and other offenses when they involve MSU students, faculty, or staff; report to Office of Institutional Equity[^]
- Credible threats of harm to oneself or to others. Posing a physical threat to selves or another report to Behavioral Threat Assessment Team <http://btat.msu.edu>.

These reports may trigger contact from a campus official who will want to talk with you about the incident that you have shared. In almost all cases, it will be your decision whether you wish to speak with that individual. If you would rather share information about sexual harassment, sexual violence or discrimination to a confidential employee who does not have this reporting responsibility, you can find a list of those individuals at <https://caps.msu.edu>.

If you experience concerns about harassment, safety, or a negative or hostile environment in the classroom, you may take your concerns through the above channels or to the instructor, Chair, or other faculty members. Once the faculty member has reported this information, they are not consulted or told how the information is handled. It is usually dependent on the student to continue the conversation with either organization, and faculty are removed from the situation.

Inform Your Instructor of Any Accommodations Needed

[From the Resource Center for Persons with Disabilities](#) (RCPD): Michigan State University is committed to providing equal opportunity for participation in all programs, services and activities. Requests for accommodations by persons with disabilities may be made by contacting the Resource Center for Persons with Disabilities at 517-884-RCPD or on the web at rcpd.msu.edu. Once your eligibility for an accommodation has been determined, you will be issued a Verified Individual Services Accommodation ("VISA") form. Please present this form to me at the start of the term and/or two weeks prior to the accommodation date (test, project, etc.). Requests received after this date will be honored whenever possible.

Drops and Adds

The last day to add this course is the end of the first week of classes. The last day to drop this course with a 100 percent refund and no grade reported is **1/14/2022**. The last day to drop this course with no refund and no grade reported is **2/4/2022**. You should immediately make a copy of your amended schedule to verify you have added or dropped this course.

Commercialized Lecture Notes

Commercialization of lecture notes and university-provided course materials is *not permitted* in this course.*

*Note: The Code of Teaching Responsibility requires instructors who permit students to commercialize their class lecture notes to include a statement in their course syllabi that gives such permission. Absent such permission, students may not do so.

Internet

Some professional journals will not consider a submission for publication if the article has appeared on the Internet. Please notify your instructor in writing if you do not want your course papers posted to the course Web site.

Disruptive Behavior

Article 2.III.B.4 of [Student Rights and Responsibilities](#) for students at Michigan State University states: "The student's behavior in the classroom shall be conducive to the teaching and learning process for all concerned." Article 2.III.B.10 states that "The student and the faculty share the responsibility for maintaining professional relationships based on mutual trust and civility." [General Student Regulation 5.02](#) states: "No student shall . . . obstruct, disrupt, or interfere with the functions, services, or directives of the University, its offices, or its employees (e.g., classes, social, cultural, and athletic events, computing services, registration, housing and food services, governance meetings, and hearings)." Students whose conduct adversely affects the learning environment may be subject to disciplinary action through the Student Judicial Affairs office.

Use of Social Media policy

As members of a learning community, students are expected to respect the intellectual property of course instructors. All course materials presented to students are subject to the following conditions of use: (For more information see <http://acadgov.msu.edu/>)

1. Students may not record lectures or any other classroom activities without express written permission of the instructor. If permission is granted, students may only use the recordings only for their own course-related purposes.
2. Students may not share the recordings with other students enrolled in the class. Sharing is limited to using the recordings only for their own course-related purposes.
2. Students may not post the recordings or other course materials online or distribute them to anyone not enrolled in the class without the advance written permission of the course instructor and, if applicable, any students whose voice or image is included in the recordings.
3. Any student violating the conditions described above may face academic disciplinary sanctions.

Grief Absence Policy

The faculty will be sensitive to and accommodate the bereavement process of a student who has lost a family member or who is experiencing emotional distress from a similar tragedy so that the student is not academically disadvantaged in their classes or other academic work (e.g., research). Please speak to me directly to inform me that you will be requesting bereavement accommodation. Information on the grief policy: <https://reg.msu.edu/roinfo/notices/griefabsence.aspx>

^Office of Institutional Equity (OIE) <http://oie.msu.edu>

MSU is committed to creating and maintaining an inclusive community in which students, faculty, and staff can work together in an atmosphere free from all forms of discrimination. The Office of Institutional Equity (OIE) reviews concerns related to discrimination and harassment based on sex, gender, gender identity, race, national origin, religion, disability status, and any other protected categories under the University Anti-

Discrimination Policy (https://www.hr.msu.edu/policies-procedures/university-wide/ADP_policy.html) and Policy on Relationship Violence and Sexual Misconduct (https://www.hr.msu.edu/policiesprocedures/university-wide/RVSM_policy.html). If you experience or witness acts of bias, discrimination, or harassment, please report these to OIE. For information on reporting options, confidential advocacy and support resources, university policies and procedures, or how to make a difference, visit Title IX at www.titleix.msu.edu.

COVID-19 ACCOMMODATIONS

For your safety and the safety of those around you, please follow CDC guidance to [self-isolate or stay home](#) if you experience COVID-19 [symptoms](#), test positive for COVID-19, or have been potentially [exposed](#) to someone with COVID-19. Accommodations will be made so that this quarantine will not harm your performance or put you at a disadvantage in this course.

Almost all of us are struggling with a unique set of challenges these days, brought about by the COVID-19 pandemic, economic fallout, ongoing efforts for social justice, and other experiences. While I am not a trained mental health professional, I am someone you can reach out to if you're struggling, whether your concerns pertain directly to this course. Our conversations will be confidential, though please remember that all faculty at MSU are mandatory reporters if issues of violence, sexual harm, or harassment are disclosed. I'm a good listener, and I can help connect you to campus and other resources that are here to help you. As your course instructor, I am committed to helping you successfully complete this course, but it's even more important to me that you experience our virtual classroom as a space that is open, inclusive, and supportive.

ADDITIONAL RESOURCES

Resource	Link
The Writing Center	http://writing.msu.edu
Libraries	www.lib.msu.edu
MSU IT Service Desk	www.tech.msu.edu/support
D2L Help	https://help.d2l.msu.edu
Neighborhood Student Success Collaborative	https://nssc.msu.edu/engagement/
Office for International Students and Scholars	https://oiss.isp.msu.edu/
Resource Center for Persons with Disabilities	http://rcpd.msu.edu
MSU Counseling Center	www.counseling.msu.edu
International Student & Scholar Support	https://keepmesafe.myissp.com/Home/UniversitySearch
University Assistance	http://www.ulifeline.org/
Mental Health Screening	http://screening.mentalhealthscreening.org/michiganstate
English Language Center	www.elc.msu.edu
Sexual Assault Program	http://endrape.msu.edu/
MSU Food Bank	http://foodbank.msu.edu/
MSU Safe Place	http://safeplace.msu.edu/
Spaces for support and healing for Black, Indigenous, and People of Color:	
Anishnaabek Healing Circle	https://www.itcml.org/departments/behavioral-health-services/
Latinx-identified Therapists in Michigan	https://www.therapyforlatinx.com/united-states/michigan
Instagrams focusing on BIPOC healing:	The Nap Ministry Alishia McCullough @ blackandembodied Whitley Grant @ the_intersectionaltherapist Dr. Jennifer Mullan @ decolonizingtherapy

The Loveland Foundation @[thelovelandfoundation](#)

Nedra Glover Tawwab @[nedratawwab](#)

Azi @[the.wellness.therapist](#)

Jessica Wilson @[jessicawilson.msrd](#)

Therapy for Black Girls @[therapyforblackgirls](#)

Asian Mental Health Project @[asianmentalhealthproject](#)

Brown Girl Therapy @[browngirltherapy](#)