First-Year Seminars

In the College of Literature, Science, and the Arts (LSA), you can engage professors in an intimate setting through First-Year Seminars (FYS). These are small courses that are limited to 18 students and that fulfill at least one LSA requirement. FYS give incoming students the opportunity to share ideas, to take intellectual risks, and to get to know their classmates in the process.

First-Year Seminars are offered in the following five areas:

- Humanities
- First-Year Writing
- Interdisciplinary
- Natural Science
- Social Science
Humanities

Afroamerican and African Studies

- AAS 104.001
  **Black Visual Culture**  
  MW 11:30-1 / Reighan Gillam  
  This course examines the relationships between visual culture and race. Visual culture includes paintings, prints, and other forms of fine art as well as advertisements, news images, and photographs. Students will be introduced to critical concepts in the field of visual studies. Guiding questions for the course will be: How does visual culture intersect with constructions of race and blackness? How does visual culture teach us who we are, what is “normal” in our society, and how we might change existing social conditions? Students will develop an understanding of the role of visual culture and the significance of vision in the construction of race.

- AAS 104.004
  **Nonviolence: From Montgomery to the World**  
  MW 8:30-10 / Scott Ellsworth  
  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.

American Culture

- AMCULT 103.001
  **Truth and Reconciliation**  
  MW 4-5:30 / Brandi Hughes  
  This seminar offers an introduction to international developments that established recent truth and reconciliation commissions. 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 how 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 in history and anthropology as well as literature, film, and museum studies. This course meets with HISTORY 197.003.

- AMCULT 103.002
  **Vampires and Monsters**  
  TTh 10-11:30 / William Calvo-Quiros  
  This class analyzes the history of the United States through the emergence of monsters, supernatural creatures, the uncanny, and phantasmagoric tales. In particular, it will study traditional witches, zombies, vampires, as well as other creatures such as the Freddy Krueger, the Chupacabras, and cyber monsters like the Slenderman. It will study their historical context, evolution, political, economical, and gender elements in order to understand how America uses the imaginary to deal with socio-historical anxieties, fears, and demographic changes. Some questions to be explored are: What is the relationship between witches and capitalism? Why are vampires so popular today? What is the connection between zombies and the terrorist attacks of Sept. 11? This class will discuss these and other topics as we analyze stories, tales, films, TV shows, fiction novels, and academic papers.
Asian Languages and Cultures

ASIAN 252.001

Fantasizing Japan
TTh 8:30–10 / Allison Alexy

Japan, Japanese people, and Japanese things occupy a surprisingly central place in many personal and collective fantasies. From anime characters to misconceptions about samurai, Japanese goods and ideas exert important influence far beyond Japan. At the same time, fantasies within contemporary Japan tell us about current social debates and possibilities. Exploring both common fantasy images and more complicated realities occurring within and beyond Japan, this seminar investigates the social effects of such fantasizing. Engaging theories about orientalism, exoticism, fantasy, and the relationship between race and gender, we examine a range of readings and films.

ASIAN 254.001

The Korean Family: Tradition and Transformation
TTh 10–11:30 / Youngju Ryu

Beyond the popular debates about “Tiger Moms,” “Penguin Dads,” and “Asian Values,” how can we understand the evolution of the family in Korea in its historical and sociopolitical context? In this course, we examine the institution and transformation of the Korean family through the lens of literature, film, and media. After considering how events of national and global scale (colonialism, war, industrialization, and migration) have impacted the traditional definition and organization of the family, we explore more intimate questions of gender and sexuality in relation to class and ethnicity. We conclude with current debates about the contemporary Korean family on topics including welfare policy, multiculturalism, parenting, aging, family violence, non-traditional marriage, and one-person households.

Asian/Pacific Islander American Studies

ASIANPAM 103.001

Asian America and the Transpacific
TTh 1–2:30 / Susan Najita

What role has the Pacific—both its islands and its ocean spaces, its indigenous cultures, its histories of engagement with multiple imperial powers—played in the constitution of Asian America, in the constitution of the Americas, the sought-after home of Asian immigrants, and the itinerant space for Asian migrants? This course explores how these geographical regions and groups are connected through a range of discourses, including the movement of peoples, ideas, and goods across the Pacific, from Asia to the United States and back. We will examine the role the transpacific plays in the scholarship and knowledge produced within Asian American Studies and American Studies. This course meets with ASIANPAM 103.001 and ENGLISH 140.005.

AMCULT 103.003

War, Patriotism, and the History of American Memory
TTh 10–11:30 / Kristin Hass

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.

AMCULT 103.004

Incarcerated America
MW 11:30–1 / Richard Meisler

The United States has the highest incarceration rate in the world. This seminar will explore the War on Drugs and other factors that have contributed to mass incarceration. We will consider the idea that these developments are more a matter of racial oppression than of crime and punishment. The nature and history of American incarceration will be studied, including prison privatization, solitary confinement, super-maximum-security prisons, mandatory minimum sentences, mental health issues, and three-strike laws. Current reform efforts will also be examined, as will prisoner and citizen activism.

AMCULT 103.005

Asian America and the Transpacific
TTh 1–2:30 / Susan Najita

See AMCULT 103.005.
Classical Civilization

**CLCIV 120.001**

**Sex, Birth, and Contraception in Antiquity**
**TTh 11:30–1 / Aileen Das**

Can the uterus move around the body and suffocate a woman from the inside out? Do women have sperm? Why is it unhealthy for a mother to give birth at eight months? These are some of the ancient questions that we will explore in this class. This course surveys ancient and medieval discussions of the anatomy of the female body, reproduction, contraception, and women’s role in the medical profession. Students will read in translation works on gynecology and sexual hygiene from Greek, Roman, and Islamic authors. The aim is for students to explore how modern debates about, for example, the permissibility of abortion and birth control have their roots in the ancient and medieval worlds.

**CLCIV 120.002**

**Black Odysseys: Classics in America**
**TTh 2:30–4 / Heidi Morse**

From the transatlantic Middle Passage to the Great Migration, epic journeys — “black odysseys,” we might call them — form a core part of African American history, mythology, and literature. In this course we will study adaptations of Homer’s *Odyssey* from wily trickster figures like Brer Rabbit to tragicomic meditations on freedom in Suzan-Lori Park’s *Civil War* triptych *Father Comes Home From the Wars*. Embedded within the epic contours of African American history are other narratives that fuse Greco-Roman mythology with Black experience. We will ask, for example, how and why echoes of Euripide’s *Medea* inform Toni Morrison’s *Beloved* and what Aristophane’s *Lysistrata* has to do with #BlackLivesMatter in Spike Lee’s film *Chi-Raq*. Students will explore numerous approaches to classical reception studies including developing interactive creative projects using visual art, performance, or social media.

Comparative Literature

**COMPLIT 140.001**

**Shakespeare’s Ancient Greece and Rome**
**TTh 1–2:30 / Basil Dufallo**

What did Greco-Roman antiquity mean to Shakespeare, and why did he turn to Greece and Rome to explore the great questions of human existence through the medium of drama? In pursuit of answers to these questions, this course will examine a selection of Shakespeare’s plays about the classical past. In addition to studying the plays as great theater in their own right, we will consider them both with and against Shakespeare’s ancient Greek and Roman sources in Livy, Ovid, Seneca, Plutarch and others, so as to grasp how Shakespeare staged, transformed, and adapted the ancient world for audiences of his day. We will also reflect on Shakespeare’s plays as a means by which the modern world, whether Western or non-Western, has come to know Greco-Roman antiquity. Throughout, our focus will be on the literary reception of the past as a dynamic process implicating author, text, and reader in a dialogic and mutually informing relationship, rather than a simple transmission of information from past to present.

Dutch

**DUTCH 160.001**

**Amsterdam: Tolerance in the Triple X City**
**TTh 2:30–4 / Annemarie Toebosch**

Amsterdam: Tolerance in the Triple X City tells the story of the Dutch capital’s diversity and multiculturalism through its social, political, and religious history. It is the only course taught with this emphasis in the U.S. The seminar will be interesting to students who want to learn about a major European city, who want to carefully examine stereotypes of Dutch tolerance (e.g., sex education, prostitution and drug policies, gay rights, end of life rights), and who want to become familiar with important race and ethnicity questions outside of the U.S. The course is taught in English. (HU/R&E)
ENGLISH 140.001
Arthritic Literature
MW 10–11:30 / Karla Taylor
Magic weapons, mysterious springs, irresistible and tragic love, heroic knights, damsels both distressed and distressing: Arthurian literature has exerted an enduring fascination for audiences and readers for nearly 1,500 years. This course will sample versions of Arthurian characters and stories, both serious and comic, from the war heroes of early Welsh folktales; the ideal chivalric society of high medieval romance (where many of our modern ideas of love originated); Malory’s full Arthurian cycle (from the Sword in the Stone through Lancelot and Guinevere, the quest for the Holy Grail, the downfall of the Round Table and the otherworldly end of Arthur, the “once and future king”); and modern appropriations in works such as Mark Twain’s satire A Connecticut Yankee in King Arthur’s Court and Monty Python’s Monty Python and the Holy Grail (and perhaps, cheesy as it may be, the Merlin series from the BBC).

ENGLISH 140.003
Literary Animals
MW 1–2:30 / Scott Lyons
This course studies the appearance of animals in literary texts. Sometimes these appearances figure the animal metaphorically or symbolically (for instance, in George Orwell’s Animal Farm). Other times animals are constructed in literature in order to better the condition of actual animals in the “real” world (for instance, in Anna Sewell’s Black Beauty). In recent years, literary studies has taken a keen interest in animals, one that necessitates taking a second look at what it means to be human. We will do both. The course will begin with an overview of the key debates and texts in the field of animal studies — a field drawing upon the disciplines of biology, zoology, psychology, anthropology, and philosophy, among others — followed by an examination of literary animals in modern novels and other texts.

ENGLISH 140.005
Asian America and the Transpacific
TTh 1–2:30 / Susan Najita
See AMCULT 103.005.

ENGLISH 140.006
Dante’s The Divine Comedy
TTh 11:30–1 / Steven Mullaney
Dante’s three-part poem (Inferno, Purgatorio, Paradiso) is a compelling poetic masterpiece; a philosophical exploration of the self in a world that no longer makes sense; and a profound love story in honor of Beatrice, the Florentine girl whom Dante loved. It is also a compendium and treasure chest of Western myth, thought, and art that is at once moving, profound, and immensely enjoyable to read and to understand. In this course, we will read the entire poem in English translation and discuss the complex poetics of the author’s faith and art.

HISTORY 197.001
Religion and Revolutions: A Comparison of the French, Russian, Turkish, and Iranian Cases
MW 2:30–4 / Hakki Cipa
This course raises the central questions concerning the struggle between the received dogma of religion, and freedom of thought and conscience by focusing on various issues. Among the questions we will be dealing with are: Is it possible to have a “secular” world? Is it still possible to have a unified “religious” vision? What is the relationship of “religion” to a “secular” state or to a “secular” public? How can religious traditions relate to each other, in a constructive and creative fashion, without descending into violence, at a time when they are obliged to come into closer and more intimate relations with each other than ever before? What is the relationship between religion and revolution? Is religion on the way out, or is it on the way in? What contributes to the phenomenal rise in fundamentalist commitment in so many places? Are there exceptions? Are we condemned to have a Star Wars-like “clash of civilizations” between Islam and “the West”?

HISTART 194.001
The Archbishop’s Bones: Art, Architecture, and Pilgrimage at Canterbury Cathedral
TTh 1–2:30 / Achim Timmermann
On 29 December 1170, Thomas Becket, Archbishop of Canterbury, was murdered in his own cathedral. Fifty years later, Canterbury Cathedral had become one of the major centers of pilgrimage in western Christendom, drawing pilgrims — like those described in Chaucer’s Canterbury Tales — from all over Europe. Our seminar will explore the extraordinary story of Becket’s martyrdom, the posthumous veneration of his relics, but above all, the magnificent architecture and stained glass of Canterbury Cathedral. The discussions will introduce you to the spatial lay-out, structure, function, and imagery of a great Gothic church, and sharpen your skills of visual and architectural analysis.
By virtually any measure, the Civil War was the most important U.S. event of the nineteenth century. Millions died. The broader contours of our laws, society, and government were decisively transformed. To understand its full significance, however, one needs to push well beyond the 1860s and the standard chronologies. In this seminar we will try to understand the Civil War in relation to the wider world. How was it shaped by global forces (such as the rise of a global cotton market) and fought beyond our borders (in places like abolitionist meeting halls in Ireland)? We will also explore the war’s impacts on our society well beyond the localized battles. How did the Civil War affect our literature and popular culture? Our ways of thinking about death, marriage, and family? This course, in short, will use the war as launching point for serious historical thinking.

In January and November of 2015, observers around the world were shocked by violent attacks in the French capital. In response, the French government declared a national emergency and invoked special powers for reasons of national security and the protection of the public. This course will explore the historical circumstances that led up to this crisis across the long history of France in the 20th century, exploring possible linkages with the history of French colonialism, decolonization, the migration of peoples, as well as the history of political extremism, anti-Semitism, and the political uses of terror. We will explore the ways that the politics of the Middle East became linked to events in France and the controversies that emerged from these linked histories. The class discussions will be based on readings of works of history, novels, autobiography, and the viewing of several films.

In this seminar we will explore the relation between history and history acted out through reading plays which dramatize actors in history, and through uncovering the historical sources for the persons and events put on stage. We will also compare the world of medieval theater stages with a modern case of a morality play whose first performance became a historic occasion. As we move between history and history on stage we will need to consider as well when a historical play draws the curtain aside on the cultural and social history of the time in which it was written. Our investigations will address how theater may bring history memorably on stage before us, how historical experience—not just facts and dates—is communicated across time and place, and how people in history have created stages for communicating themselves, both to their contemporaries and to us, in such a way that their characters live on. Needless to say, we will be doing some acting out of our own so that we bring history close enough to see and hear its actors.

Are you someone who feels compelled to correct everything you read or hear: signs, menus, emails, web pages, song lyrics, fortune cookies? Or have you been the target of such a “Grammar Nazi”? This course traces protests over English usage, from 14th century complaints of English being spoken using “snarling and grating gnashing of teeth,” to contemporary anthems decrying “word crimes,” focusing mainly on detractors and defenders of language innovations popular among internet users. Along the way, we will discuss what merit such complaints might have, as well as what problems they might pose, especially to speakers of non-standard varieties of English.
LING 102.002
Sounds of English
MW 1–2:30 / San Duanmu
How many consonants and vowels are there in the world’s languages? If you ask anyone, you are unlikely to get a clear answer, if at all, not even from a linguist. Some linguists have estimated that the number is around 1,000, but others are critical of how the number was counted. In this course, we explore the answer by examining fundamental techniques in linguistic description and analysis, such as how data are collected, how they are processed, and how the results are interpreted. We shall also discuss how data shape linguistic theories.

LING 102.003
Deciphering Ancient Languages
MW 11:30–1 / William Baxter
Much of what we know about early civilizations results from the decipherment of ancient scripts and languages. To decipher an unknown script, one needs to understand how languages and writing systems work; it also helps to have good decipherment strategies and luck. This course will examine some successful decipherments of the past (such as that of Egyptian hieroglyphs and of Mesopotamian cuneiform), recent breakthroughs (such as the decipherment of the Maya script), and cases that are still being worked on. Linguistic, geographical, and historical background information will be provided as needed. There will be frequent exercises (usually weekly), based on real examples.

Near Eastern Studies
NEAREAST 295.001
Encountering the Holocaust
TTh 1–2:30 / Elliot Ginsburg
This first-year seminar will grapple with the Holocaust as a historical event, and explore its impact on Jewish (and non-Jewish) thought and culture. The first part of the course will survey the European Jewish community on the eve of the destruction, and the events leading up to and culminating in that destruction. The second part of the course will focus on inner Jewish (and non-Jewish) reactions to the Holocaust: its representation in literature, art, and architecture, and the philosophical and ethical implications for those of us who come “after.” Historical writing, film, memoir, poetry and the graphic novel, theology, art and architecture (and conversations with survivors), will all be treated as sources for exploring how memory is shaped, the interplay between hatred and indifference, and the dynamics of trauma and resilience. This course meets with JUDAIC 150.001.

Philosophy
PHIL 196.001
Philosophy and Sport
TTh 10–11:30 / Ishani Maitra
What marks an activity as a sport (or a game)? What distinguishes one sport from another — e.g., is Major League baseball a different sport from Little League baseball? Why do some rule violations constitute cheating in sport, while others don’t? When should use of performance enhancing drugs be permitted? When should use of assistive technologies be permitted? Should women be allowed to compete in men’s sports? What about men in women’s sports? Is the practice of not paying college athletes a form of unjust exploitation? In this course, we will read philosophers and others offering answers to these and related questions. This will familiarize students with central philosophical concepts and distinctions, and introduce them to several areas of philosophy (including ethics, metaphysics, feminist philosophy, philosophy of race, and political philosophy).

University Courses
UC 150.001
Patient-Physician Interactions in Stories
MW 10–11:30 / Catherine Kim
“What is truer than the truth? A story.” Our awareness of our health is often made acute through the experience of illness. As an elemental unit of healthcare, the physician may affect that experience. What role have physicians played in our experience of our mortal lives? In this class, we will draw on the rich realm of stories to explore the factors that patients and physicians bring to their encounters. We will examine how these factors shape experiences of illness and health. Several, sometimes contradictory, forces can be viewed in the patient-physician interaction, including recognition of patient autonomy and beneficence, increasing awareness of the diversity of and fractures between cultures and knowledge sets, and the limitations of communication. Seminar goals are to recognize the unique qualities of this subset of human interactions and to practice expository writing and discussion of a broad range of literary works. Most importantly, we will observe how stories can improve our understanding of the medical encounter.

UC 150.002
Philosophy of Medicine
TTh 2:30–4 / Christian Vercler
What is health? What is disease? What is the role of medicine in contemporary culture? Is healthcare a fundamental right? Do we have a right to die on our own terms? How do the power structures at play in the medical-industrial complex define our bodies and our decisions about life and death? Using sources from Aristotle to Obama, this seminar will examine such fundamental questions to identify and analyze the concepts underlying the current practice of medicine.
First-Year Writing Requirement

Classical Civilization

CLCIV 121.001

Writing on the Wall
MWF 9–10 / Artemis Leontis

“If you want to learn about a city, look at its walls,” the Greek street artist iNO reportedly said. Students in this course will do just that, taking the long view of the walls of Athens, a city said to be a “mecca” of today’s street art, and trying to hear its many old and new voices. Graffiti is the most visible art form in the world today, shaping urban life worldwide. In Athens, the city walls are continuously written and rewritten, recording the experience of living in the austerity-ravaged city. Some of the things we will learn, perspectives we will test, and points we will debate include: developing awareness of the evolution and diversity of graffiti; practice reading its messages; knowledge of the laws protecting city spaces; sensitivity to the dangers artists face in writing graffiti; sensitivity to the tensions surrounding this form of public art, which responds to injustice and reclaims public spaces even as it impinges upon them.

CLCIV 121.002

Early Legends of Rome
TTh 2:30–4 / Netta Berlin

This course treats in detail the first book of Livy’s monumental history of Rome, which traces the legendary founding and rise of Rome as a regional power among other Italian cities during the regal period. Encompassing a range of stories beginning with the wolf suckling Romulus and Remus and ending with the establishment of the Republic upon the overthrow of the tyrannical Tarquinius Superbus, Book I invites us to consider how Rome’s legendary past provides insight into Roman identity during the transition from the Republic to the Imperial Age, the time at which Livy composed his work.

English

ENGLISH 125.011

Writing About Politics with Data
TTh 8:30–10 / Fabian Neuner

In this course, you will develop the ability to write persuasive narratives that use data such as public opinion polls, interviews, primary sources, or other scientific studies to substantiate the claims you make. This course will also help hone your critical thinking and analytic reading skills. We will be examining a range of political questions using both traditional academic sources as well as the type of data-driven journalism found in the Washington Post and the New York Times or newer outlets such as FiveThirtyEight and Vox.com.

ENGLISH 125.033

Satire and Composition
MW 10–11:30 / Sheila Coursey

This class is about writing and academic inquiry, focusing on satire as a lens of studying composition. We will read both the classics of satire and contemporary multimedia texts like John Oliver’s enormously influential Last Week Tonight episodes. The goal of this course is to use these many types of satire (as well as other variations of humor) to create complex, analytic, well-supported arguments that matter in academic contexts. As the class corresponds with the 2016 presidential elections, we will also examine how satire has come to be a powerful rhetoric in American political discourse. While you will not be required to use satire in your assignments, asking specific questions and close-reading the arguments and techniques of satirical writing or media will help inform your own writing in an entertaining and intellectually demanding way.
ENGLISH 125.035
Living for the City
MW 10–11:30 / Sarah Mass

“Cities have often been compared to language. You can read a city, it’s said, like you can read a book.” This course focuses on the relationship between cities, language, and society. How do cities foster social inclusion and exclusion, and how are these urban experiences translated into writing? In this course, we will reflect on these issues (and others) through the mode of written academic inquiry. By reading across genres—from personal memoirs to policy documents—you will learn to pose meaningful questions, gather appropriate evidence, synthesize compelling arguments, and think self-reflexively about your identity as a writer. In our reading and writing about a particular lived environment, you will gain a set of analytical tools for your career at Michigan and beyond.

ENGLISH 125.093
Artisans and Artifacts
TTh 10–11:30 / Christina Sampson

What roles have artisans played in society, globally and throughout human history? How can we discover the life histories of objects? This course will investigate craft production—the skilled transformation of materials into goods—at the scale of deep history and using archaeological approaches. We will explore archaeological case studies and artifacts, ethnographic accounts of crafting, and commentary on the respective roles of mass production and artisan handicraft in the modern world. We will practice the craft of writing through assignments in a variety of genres and media, with a focus on planning, revising, and sharing written work.

ENGLISH 125.098
Birth, Death, and Medicine
TTh 10–11:30 / Lindsay Champion

This class will investigate the resonance between birth and death with particular regard to the personal experience, sociological relevance, and capacity of each to serve as a site for medical management and contestation over what’s considered “natural.” Students will read a variety of texts about the historical management and contemporary experiences of birth and death. Through close, critical readings of the texts, review work with peers and the instructor, and extensive revision and editing, students will craft well-formulated academic essays. Students will hone their critical reading, analytic, argumentative, and writing skills while gaining a deeper understanding of birth, death, and medicine.

Slavic

SLAVIC 151.001
Rebellion: A Polish Tradition
TTh 11:30–1 / Piotr Westwalewicz

This course focuses on the tension between the enlightenment and anti-enlightenment elements in Polish artistic and intellectual discourse. The students will study and analyze works by prominent poets, playwrights, visual artists, and contemporary film and music makers. The main emphasis will be on the 20th- and 21st-century avant-garde and post-avant-garde artists. We will address a wide range of issues related to history, literature, culture, social and cultural transformations, construction and deconstruction of national, social, and gender mythologies and perceptions. The course will focus on responses to the imposition of totalitarian structures and survival within them, responses to historical changes, as well as strategies for constructing national consensus and for dealing with a diversity of ideas and attitudes. Students will be exposed to the full range of human experiences in the face of war; human rights abuses; totalitarian rule; revolution; and political, social, and cultural transformation. (FYW/R&E)

SLAVIC 151.002
DUI (Discourse Under the Influence): An Introduction to Narratology
TTh 2:30–4 / Benjamin Paloff

Narratology, or the study of narrative structure, considers the devices writers use to manipulate how we perceive the worlds represented in words. In this seminar, we will examine especially striking instances of this manipulation: novels, poems, and essays in which a rational, calculating author convinces us that we are seeing the world through the eyes of an intoxicated speaker. Intoxication has been and remains a useful tool for authors looking to shake the reliability of their narrative, providing both a social context and a cognitive (or cognitively impaired) model for doing so, and in Russian, Polish, and Czech literatures it has been employed to powerful effect in the service of cultural and political critiques. We will probe these texts for clues about how writers use intoxication to heighten the comedy of basically tragic stories.
Environmental Science

**ENVIRON 139.003**

**Exploring the Food System**

**TTh 1-2:30 / Margot Finn**

This first-year seminar aims to enhance students’ understanding of the food system through a series of hands-on experiences. We’ll explore some of the ecological, ethical, economic, social, and cultural consequences of how food is produced, processed, sold, cooked, consumed, and disposed of in Southeast Michigan by visiting local producers, mapping food availability in Washtenaw County, volunteering at organizations that provide food to people in crisis, and analyzing our own eating habits. Course requirements will include six short reflective essays, occasional reading quizzes, and contributions to a class blog. Some field trips may be scheduled outside of regular course meeting times.

**ENVIRON 139.004**

**Taming Nature: Domestication and Conservation**

**MW 4–5:30 / John Benedict**

People have long exploited natural resources for food, medicines, shelter, symbols of status, and a variety of other reasons to enrich their lifestyles. This course explores what we put on our plates, from plants to animals, to the variety of goods we use to season up these necessities of life. Topics include the origin and domestication of main staples in our diets, and how food choices have altered our bodies, our lifestyles, and the planet as a whole, including major shifts in conservation and agriculture that are necessary to maintain a healthy planet and a sustainable future.

**ENVIRON 139.001**

**Footprints Across Time**

**MW 4–5:30 / Bobbi Low**

Today, we are one of millions of species, but we consume the vast majority of the Earth’s productivity, and have a huge impact on those other species. In this course, we will examine how humans have left their imprint — ‘footprints’ — on the Earth across time. First, why do we care more about ourselves, our families and friends, and the here-and-now, than about distant strangers or the far future? What differences did it make that we tamed fire, invented agriculture, harnessed mechanical energy, and solved some major public health problems? We will find that each of these inventions or transitions allowed us to survive better, to raise families more successfully, and to consume ever more of the Earth’s resources. After our trek across time, we will ask: what can we do to be effective in reducing our human impact?

**ENVIRON 139.002**

**Environment Messaging in Election Year**

**TTh 11:30–1 / Virginia Murphy**

This seminar explores the human connection to the environment and the evolution of American attitudes toward the natural world as reflected in environmental literature. Understanding our connection to the world through the use of language enables us to examine our relationship with nature in various works of fiction, nonfiction, poetry, and film. In addition to exploring environmental literature and film, students attend environmental events on campus and write about their experience. By fostering a greater appreciation for our connection to the environment and attempting to reconcile our ambivalent attitudes toward nature, this seminar helps us define our place in the natural world.
University Courses

**UC 154.001**

**American Medicine from Arrowsmith to Obama**

*TTh 4–5:30 / Robert Lash*

The practice of medicine and the education of its practitioners are being reinvented at every level. It is tempting to attribute these changes to simple issues that best fit one’s worldview. (Is it the Affordable Care Act or Obamacare?) But this story is more complex (and interesting) than any single piece of legislation. This seminar will explore the ideas and innovations that are reshaping medical schools, physicians, and the patients they serve. The reading list will be extensive, but approachable, and include fiction and nonfiction books along with magazine and journal articles. (There may even be an occasional film.)

**UC 154.002**

**Global Health Equity: Principles**

*TTh 10–11:30 / Sofia Merajver*

This course aims at teaching you to think in a rigorous, multidisciplinary, systems way about global health, as you would be required to do if you were a project director, a minister of health, or a major figure in a government or in the World Health Organization or a non-governmental agency. This is where it starts, the foundation of the systems approach to international health challenges. You will understand and practice how to approach an equity problem, how to research its history, its determinants, and the paths to sustainable solutions in any setting, from our own backyard to the most distant villages and cities around the world. We will expose you to a dynamic, problem-oriented set of exercises, discussions, and interactive activities related to the principles and operational framework of global health, equity, social justice, global health diplomacy, and global research ethics. You will also visit a local site and analyze first-hand global health equity problems in both the U.S. and international settings.

**UC 154.003**

**Health and Happiness: Exploring the Science**

*MW 1–2:30 / Afton Hassett*

In this seminar, we will explore the science underlying Positive Health, touching on the fields of medicine and psychology (clinical, social, and sports). We will learn a bit about the wide range of modes of inquiry including epidemiology (population-based studies), neuroimaging, psychoneuro-immunology, and cellular aging. Also, we will explore and try various interventions that have shown promise for improving happiness and health (e.g., mindfulness meditation, relaxation and imagery, positive activities). Lastly, we will touch on clinical practice advised by positive health and how these principles might shape the future of psychology and medicine. Our exploration of this field will include a gentle introduction to scientific methodology. Thus, we will discuss: searching and assessing the scientific literature, developing research questions, hypothesis testing, and (very) basic research design.

**UC 154.005**

**The Human Brain in Today’s World**

*MW 1–2:30 / Praveen Dayalu*

This seminar explores the biology of the human brain, in a way that helps us understand how and why we are who we are, and where we might be going. Illustrative human brain disease will also be reviewed. Each week (sometimes, for two weeks) a different domain of brain function will be explored. Throughout this seminar, the following longitudinal themes will be emphasized: How do features of human brain function in each week reflect themselves in human history, and in modern society and individual behavior? How can we use a better understanding of this week’s brain system to improve human life and policy (e.g., education, technology, law, economics)? What are some important medical illness germane to each week’s topic?

**UC 154.006**

**Fearfully and Wonderfully Made: Themes of Medicine in the Old and New Testament**

*TTh 10–11:30 / Kristin Collier*

This first-year seminar will explore what the Bible says about health and disease. We will discuss issues such as the origin of death and disease, and diseases that are discussed in the Bible such as leprosy, blindness, paralysis, and how we understand these diseases today. We will explore the concept of preventative medicine as told by Moses in the Old Testament, and discuss the concept of spiritual sickness and the role of faith in healing then and now. We will discuss the topic of circumcision and how it contrasts in the Old versus the New Testament. We will discuss the story of King Asa, the death of Lazarus, the much debated ‘thorn’ in St. Paul’s side and read and discuss examples of Jesus as healer.
Astronomy

■ ASTRO 120.001
Frontiers of Astronomy
MWF 1–2 / Hugh Aller
Topics emphasized stem from modern extragalactic astronomy, with a stress on areas that are still emerging, such as dark matter, expansion of the universe, and formation of structures in the universe.

■ ASTRO 120.002
Frontiers of Astronomy
MWF 2–3 / Hugh Aller
See ASTRO 120.001.

Biology

■ BIOLOGY 120.001
Myth Busters: Health and Nutrition
MW 10–11:30 / Sushama Pavgi
Are you interested in a healthy balance in nutrition? Do you feel that information available in the media about nutrition and health is confusing, and sometimes, conflicting? This course opens a dialog on such topics. The goals of the course are to involve students in reading and discussing papers, reviewing the information available and making informed conclusions. The course is also intended to introduce students to the complex web of nutrition that includes desire/appetite for food, feeding, digestion, metabolism, energy utilization, and energy balance in health and disease. We will use a variety of media to explore these topics.
Biophysics

- **BIOPHYS 130.001**

**DNA Origami**

*TTh 10–11:30 / Sarah Veatch*

This hands-on first-year seminar course explores the theory and methods behind synthetic biology, focusing on one particular technology called DNA origami, which uses folded DNA as building blocks to construct nano-scale objects via self-assembly. This class covers the theoretical underpinnings of DNA origami, then students will work in groups to design, construct, and characterize DNA origami objects. Characterization will be accomplished using modern experimental imaging techniques available in the single molecule analysis in real time (SMART) center and/or within research labs on campus. Beyond learning concepts specific to DNA origami, this course aims to expose students to theoretical and experimental methods used in a broad range of biophysics research. The course ends with discussions on how biological materials might impact the future of science and technology at the University of Michigan and beyond.

Chemistry

- **CHEM 120.100**

**The Business of Chemistry and Biology**

*TTh 2:30–4 / Gary Glick*

Many important fundamental discoveries in basic academic research have laid the foundation for companies and products that have changed society. From drugs to plastics, and crops to pesticides, university research has improved our quality of life and led to growth in our economy. In this class, we will discuss how research in universities is conducted and funded and how those discoveries can be commercialized. Students will gain practical experience in teamwork and presentation skills.

Earth Sciences

- **EARTH 147.001**

**Natural Hazards**

*MW 1–2:30 / Larry Ruff*

This first-year seminar examines the geologic origin, as well as economic and societal impact of natural hazards such as earthquakes, volcanoes, landslides, floods, tsunamis, climate change, and meteorite impacts through lectures, discussion, student presentations, and research projects.

- **EARTH 148.001**

**Seminar: Environmental Geology**

*MW 10–11:30 / Larry Ruff*

This seminar will focus on a wide spectrum of possible interactions between people and their physical environment. Fundamental principles important to the study of environmental geology will be presented, followed by readings of case histories and discussions of selected environmental problems, in particular those of anthropogenic origin. Examples of topics discussed include issues related to global warming, energy (fossil fuels, nuclear energy), water resources (impacts of excessive groundwater withdrawal, allocation of surface water rights), radioactive waste disposal, and geological aspects of environmental health.

- **EARTH 154.001**

**Ocean Resources**

*TTh 10–11:30 / Jeffrey Alt*

This course focuses on resources from the ocean and how these are used by and influenced by humans. Two general subject areas are covered: minerals and energy from the oceans, and food resources in the oceans.

- **EARTH 156.001**

**Coral Reef Dynamics**

*TTh 8:30–10 / Michela Arnaboldi*

The biology and ecology of modern reefs are studied, together with the evolution of the reef community and its composition over geologic time. The course investigates the interaction between the organisms living in association with coral reefs. It also explores the ways in which our species affect the reefs and directly and indirectly through climate change.

Psychology

- **PSYCH 121.001**

**Using Cognitive Neuroscience to Help You Succeed in College**

*MW 11:30–1 / Cindy Lustig*

Welcome to the University! You have more freedom to choose your classes and perhaps more demanding classes — and demands on your time — than ever before. Can decades of research on learning, memory, and the brain give you some hints on how to perform well in your classes and retain the knowledge you gain? This first-year seminar was created in response to feedback from juniors and seniors who have taken my upper-level Learning & Memory seminar and said “I wish someone would have told me this my first year!” We will examine the research from psychology and neuroscience relevant to learning and memory, and to your general cognitive, physical, and psychological health in and out of the classroom. Based on strong interest from previous students taking the course, we will also discuss and try out different time management and study-scheduling techniques.
NATURAL SCIENCE

PSYCH 121.002

The Biopsychology of Sports
TTh 10–11:30 / Thore Bergman

This class uses sports to introduce and explore key topics in biopsychology. Competition is at the heart of both sports and natural selection, leading to many areas of overlap between sports and biological studies of behavior. For example, many hormone-behavior relationships apply to both animal behavior and sports. Testosterone can both cause changes in behavior and respond to behavior in animals. Testosterone (and similar steroid hormones) is also known to affect sports performance and respond to the outcome of competition (e.g., winning leads to temporary increases in testosterone). Likewise, stress hormones can both respond to competition and influence performance across domains. Other topic pairs include home-field advantage and territoriality; sports analytics and measuring evolutionary fitness; gender differences and sex determination; superstition, streaks and statistical inference; brain injury (CTE) and the neurobiology of behavior.

PSYCH 121.003

Cognitive Science of Academic Success
TTh 8:30–10 / Bill Gehring

This class will consider the factors underlying academic success. Research on human learning and memory has discovered a great deal about how people can study and learn effectively. Many of the topics in the class will include specific ways to study and interact with course material that will improve performance on exams and papers. We will, however, also pay particular attention to other strategies, attitudes, and behaviors that students can change to improve their success. We will look closely at important individual factors like grit, self-discipline, willpower, mindsets, motivation, expectations, values, and anxiety. We will see how sleep, exercise, and relaxation are also important. Students will assess their own study habits and individual characteristics, and they will apply the techniques to specific examples drawn from their own academic work in other classes.

PSYCH 121.004

Cognitive Science of Academic Success
TTh 11:30–1 / Bill Gehring

See PSYCH 121.003.

PSYCH 121.005

Cognitive Science of Academic Success
TTh 2:30–4 / Bill Gehring

See PSYCH 121.003.

University Courses

UC 152.001

Current Topics in Microbiology
MW 10–11:30 / Michele Swanson

Microbes are an integral part of our daily lives. We’ll learn how microbes contribute to health and disease, and how microbes are harnessed for food, drink, energy, and waste treatment. Objectives: To gain a deeper appreciation of the power and value of microbes; to develop critical reading and listening skills; to become familiar with searching and reading the primary literature; to practice oral discourse with peers, faculty, and scientists; and to develop writing skills, focusing on grammar and the structure of sentences and paragraphs.
Afroamerican and African Studies

AAS 103.001
Transnational Human Rights Formations
TTh 11:30–1 / Omolade Adunbi
This course explores international human rights theory and practice through a consideration of three key concepts: transnationalism, ethnic nationalism, and the formation of new sovereignties. Each of the central concepts will be considered in depth and linked to the emerging field of transnational governmentalities and the growing interest in Non-Governmental Organizations (NGOs) in shaping local and global practices. The central goal is to use an interdisciplinary approach to human rights, combining legal scholarship, political theory, and social science research— to ask how the idea of human rights operates as a moral limit on how human beings may live their lives, and how these standards are shaped by the logics that undermine the choices we make.

AAS 103.002
South Africa
TTh 11:30–1 / Adam Ashforth
This course will examine the history of racial domination in twentieth-century South Africa, the struggle against apartheid, and the legacy of apartheid in the twenty-first century. Our objective will be to identify and evaluate emerging forms of governance, politics, and culture in this new African democracy.

AAS 103.004
Understanding Social Problems Through Memoirs
MW 4–5:30 / Karyn Lacy
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.
Communication Studies

COMM 159.001

From Comedy to Tragedy: The Science of Media and Emotion
MW 2:30–4 / Kristen Harrison

Social scientific research on the consequences of media use tends to focus primarily on outcomes like attitudes, beliefs, and behaviors. Less studied but equally important are the emotional effects of media exposure and the role of emotion in media selection. This first-year seminar introduces students to theory and research on the relationship between electronic media use and nervous system arousal, mood, and emotion. The seminar covers basic emotions like fear, sadness, anger, and joy, as well as more complex social emotions like pride, shame, and grief. The course offers first-year students a forum for developing and exercising basic skills in reading, comprehending, and speaking and writing about social scientific theory and research relevant to communication in general, and emotion and media specifically.

COMM 159.002

Global Media Dynamics
MW 4–5:30 / Aswin Punathambekar

The stories we hear and tell, the representations of people and communities we encounter and make sense of, and the incidents and events we pay attention to all depend on a rich, yet deeply flawed global media environment. This course explores how the globalization of media has transformed how we apprehend and understand the world and our place in it. Through case studies of film, television, and digital and mobile media in varied regional, national, and transnational media systems and contexts, we will consider the impact of media globalization on three aspects of our life: how changing patterns of media production and consumption have transformed links between place, culture, and identity; how media and communication technologies structure and make our experience of everyday life meaningful; and how global media help cultivate a global imaginary, an awareness that we live in a shared world.

Psychology

PSYCH 120.001

The Psychology of Violence
MW 10–1 / Sandra Bermann

This three-credit first-year seminar is focused on the study of violence. Using readings, lectures, clinical case presentations, films, and class discussions, we cover the range of psychological theories that can account for violence across the lifespan. The course begins with a discussion of a range of violence events and definitions of violence victimization and violence perpetration. Theoretical frameworks and models useful for understanding violence are introduced, including developmental psychopathology, cognitive development, neuropsychology, bio-behavioral theory, and intergenerational systems theory. Following the developmental psychopathology model, research on relevant risk and protective factors associated with violence is also presented. In addition, the evidence for best intervention practices in treating violence victims is examined.

PSYCH 120.002

Gender, Emotion, and the Self
TTh 10–11:30 / Carla Grayson

This course will explore how gender influences construction of the self and how we understand our own and others’ emotions. Taught from a social justice perspective, this class will explore psychologically, socially, and morally complex issues surrounding gender identity, transsexualism, sexual orientation, and relationships. Students will examine their own beliefs and experiences as well as become familiar with basic controversies in this area.

PSYCH 120.003

Improving Literacy in America
MW 4–5:30 / Frederick Morrison

Mounting concerns have been expressed over the last decade about the state of literacy in the United States. National studies document that significant numbers of students lack the skills to be successful in school and functionally literate in the workplace. International comparisons continue to find American students lagging behind other nations. At the same time, research demonstrates that complex factors in the child, family, school, and larger sociocultural context all contribute to literacy growth. Hence, fuller understanding of the nature and sources of literacy development and problems will benefit from the combined insights of scientists across a wide spectrum of disciplines, including genetics, neurophysiology, cognitive/developmental psychology, and contextual perspectives. The seminar will endeavor to integrate these perspectives into a unified conceptualization spanning genetic to environmental points of view.
This course will explore how we learn, and what psychology has to offer in terms of helping us learn and retain more knowledge, most efficiently. We'll cover some basic principles from cognitive and developmental psychology to ground our discussions. Students will be asked to critically examine their own past educational experiences and current beliefs about topics including: motivation, the purpose of education, the value and power of GPA, and standardized testing. A successful student will complete the class with a broad and improved understanding of how people best learn in general, and how THEY best learn in particular.

Psychological Perspectives on Political Life
TTh 1–2:30 / Joshua Rabinowitz
In this seminar, we will discuss the psychology of public opinion, voting, leadership, and media coverage of elections. Examples of pertinent questions include: Do citizens vote in self-interested ways? Or are other, more symbolic aspects more important? To what extent do environmental characteristics influence one’s political behavior? And does a candidate’s race or gender matter? In seeking answers to such questions, we will rely upon scholarship in psychology, political science, sociology, history, and geography. Students will approach these issues via readings, class discussion, and written assignments. Students will also gain basic experience with social scientific empirical methods as a result of collaborating in an original survey data collection project.

Globalization, Culture, and Social Change
MW 10–11:30 / Arland Thornton
This course will give students a basic understanding of some of the most important concepts in the social sciences: globalization, culture, and social change. The class will focus on the concept of culture, the diversity of cultures, the ways in which cultures influence each other through globalization, and the ways cultures change across time. We will consider how social change occurs and the theories of ordinary people about the causes and consequences of change. The class will examine globalization, culture, and social change through case studies of the lives of actual and fictional individuals, families, and communities. Students will receive experience in applying a theoretical framework to these case studies.
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