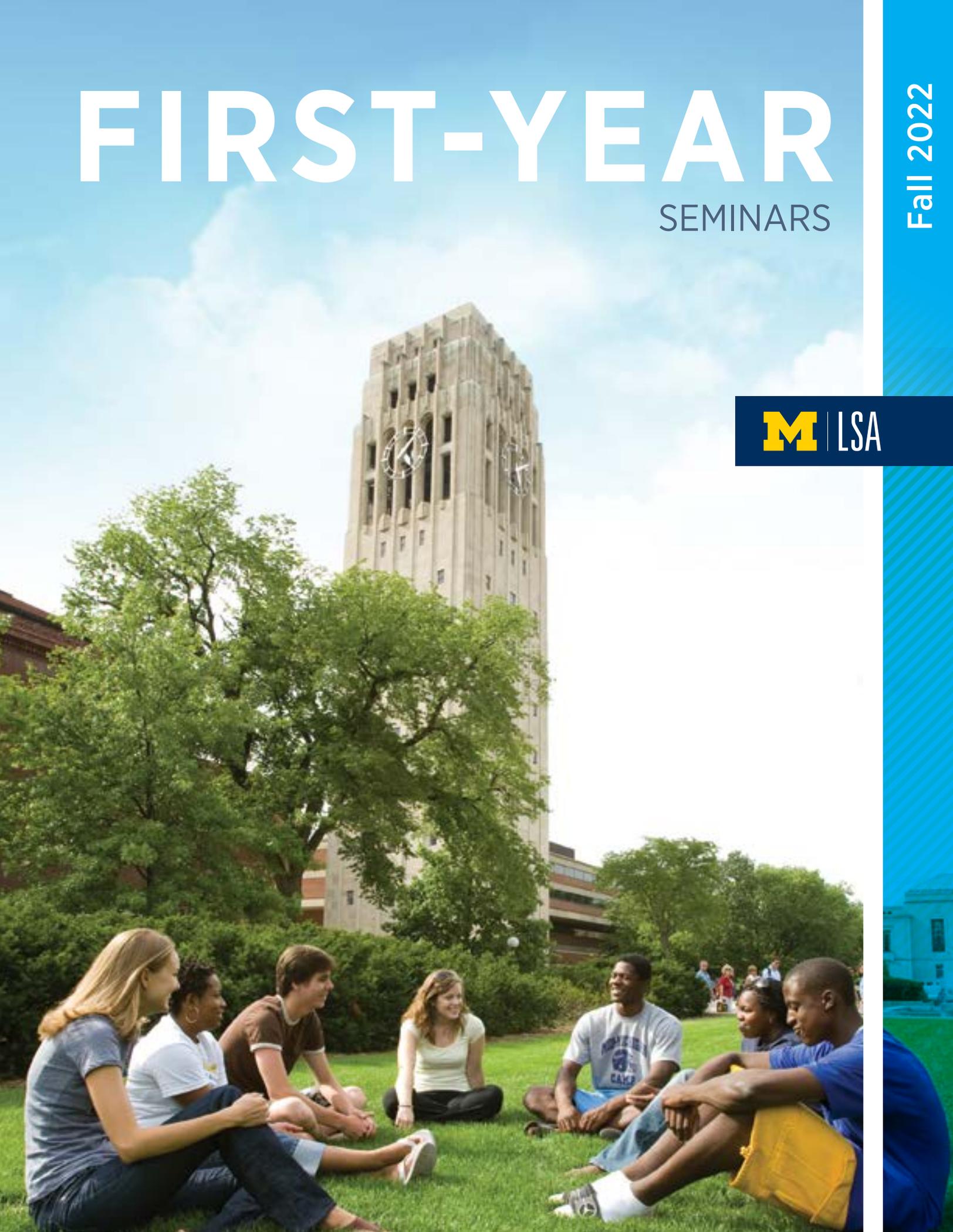


FIRST-YEAR

SEMINARS

Fall 2022

M | LSA





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 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 areas:

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

Humanities



Afroamerican and African Studies

■ AAS 104.001

Global Blackness

MW 2:30-4 / *Frieda Ekotto*

See COMPLIT 140.001

■ AAS 104.003

Black Atlantic Religion

TTh 10-11:30 / *Adrian Deese*

This seminar introduces first-year students to the intellectual community of humanities scholars working in the field of Afroamerican and African studies. The topic of this seminar is Black Atlantic Religion. We will study the religious beliefs, institutions, and dialogues of African and African-origin communities across the Atlantic world. The class will focus on the transnational relationships of black communities across different time periods to examine how religion has informed slavery, identity, colonialism, revolutions, nationalism, globalization, and popular culture.

■ 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. 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

Monuments, Power and Cultural Landscapes

TTh 2:30-4 / *Kristin Ann Hass*

This course will focus on the analysis of Latina/o/x Artistic production as expressed through paintings, architecture, artifacts, urban-altered spaces, people's bodily modifications, food innovations, theater, and other performative practices surrounding these communities. The course will examine how political, social, and economic conditions affect how Latina/o/xs relate to art and creativity. This class will argue that through the use, manipulation, and implementation of art, Latina/o/x challenge, transgress, and resist the preconceived notions of traditional art, inscribe new spaces for emancipation, and are able to envision a different world.

■ AMCULT 103.005

Religion and Religious Dilemmas in the U.S. - A Case Study Approach

TTh 10-11:30 / *Nancy Khalil*

The United States has long had a range of religious and spiritual traditions acknowledged and practiced in its borders. As these traditions increase in number and followers, there is a constant national renegotiation of what exactly is religion, and whether all forms of it, or all types of believers, can call the US home. Using case studies mostly researched and compiled by Harvard University's Pluralism Project over more than 15 years through its Case Study Initiative, each week this course will dive into a new instance of a religion driven dilemma to both develop a broad understanding of religion in the US and engage in constructive conversation around the nation's evolving religious landscape.

■ AMCULT 103.006

#TweetLikeANeurotypical: Disability and Digital Activism

MW 10-11:30 / *M Remi Yergeau*

See DIGITAL 158-001

Asian Languages and Cultures

■ ASIAN 250.001

Buddhist Lives Across Time and Space

MW 11:30-1 / *Sangseraima Ujeed*

Mad yogis, reincarnated monkeys, headless dancers, enlightened prostitutes, good monks, bad monks, naughty monks, runaway nuns, crazed princesses, Bodhisattvas, Buddhas, demons, and demonesses. This course will introduce the lived and imagined lives of major Buddhist figures throughout the long history of Buddhism with an emphasis on the Tibetan Buddhist tradition. Together, we will explore the social, cultural, mythological, doctrinal, and historical implications of Buddhism on societies and vice versa throughout history as depicted in notable life stories from the tradition.

■ ASIAN 253.001

Gaming Across South Asian Borders

TTh 1-2:30 / *Christi Merrill*

In this seminar we will spend class time studying games played in South Asia (like Ludo or Pachisi, Snakes and Ladders, Talimi Tash, Chess) to think together about what we learn through play even across contentious sets of differences - based on nationality, ethnicity, language, caste, class, and gender. How does play help forge common bonds and when does it amplify those differences? How do we talk about the meaning of play across South Asian languages? Students will be asked to read short scholarly works on South Asian culture, game design, meaningful play and translation to understand the stakes of game localization in the South Asian context.

Classical Civilization

■ CLCIV 120.001

Shakespeare's Classics

TuTh 1-2:30 / *Basil Dufallo*

What did classical Greco-Roman antiquity mean to Shakespeare, and why did he turn to ancient 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 as well as one (The Tempest) strongly influenced by an ancient Roman comedy. 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 Plautus, Vergil, Ovid, Seneca, Plutarch, and others, so as to grasp how Shakespeare staged, transformed, and adapted the ancient world for audiences of his day.

■ CLCIV 120.002

Cities of Images

MW 1-2:30 / *Lisa Nevett*

Ancient Greece was a world of cities, each with its own distinctive local identity and culture. In this course we home in on one specific element of that culture for detailed examination, namely, the painted pottery that was used in civic, religious, domestic and funerary contexts. Focusing on vessels depicting scenes inspired by aspects of urban life, we ask how the images varied across space and time; what those variations might mean; and to what extent the lives of the inhabitants of the different cities can be glimpsed through the scenes that are represented. The course covers pottery made between the eighth and fourth centuries BCE.

■ CLCIV 120.003

When in Rome Eat as the Romans Do

MW 10-11:30 / *Laura Motta*

Have you ever wondered why some places are the focus of long-lived settlements? And what does make a settlement into a city? The monumentality of its buildings? The range of its infrastructures? Or, merely, the size and density of its population? In this seminar, we investigate the rise of urbanism in the Old World from a comparative perspective. We explore the nature of the earliest known villages in the Near East and of the first cities in Mesopotamia, India, China, and the ancient Mediterranean. Through the archaeological evidence, we look at how these urban centers were planned, built, and lived.

■ CLCIV 120.004

Humans and Non-Humans in the Ancient World

TTh 2:30-4 / *Rachel Rafael Neis*

See HISTORY 197.003

Comparative Literature

■ COMPLIT 140.001

Global Blackness

MW 2:30-4 / *Frieda Ekotto*

Global Blackness could be used to address the complex forces shaping the idea of "becoming global" and in so doing critically deepen the perspectives of Black diaspora. This course will concentrate on the lived experience of Black people around the globe. In reading Global Blackness, we will start with these words "Black Lives Matter." Since its inception in the 2012 murder of 17-year-old Trayvon Martin, Black Lives Matter encapsulates the struggles of vulnerable Black people. Black Lives Matter can continually expand its reach and respond to injustices around the globe. In this course, we will first define the concept "Blackness" and its ramifications around the world. Second, starting from the Americas, we will expand our examination of "Blackness" to other spaces (Africa, Asia, Canada, Europe, and the Caribbean) by reading literature, films as well as social media. Also see AAS 104.001.

Digital Studies

■ DIGITAL 158.001

#TweetLikeANeurotypical: Disability and Digital ActivismMW 10–11:30 / *M Remi Yergeau*

Social distancing isn't new: Disabled and chronically ill people have long navigated the world at a remove. Inaccessible environments, institutionalization, discriminatory social policies, and educational inequities have had profound consequences on how disability communities engage in public life. For these reasons, and more, disability cultures often intersect with digital cultures, highlighting ways of moving through the world that harness and hack technology for social justice. In this class, we'll examine how disabled activists deploy protest tactics online, paying particular attention to histories and pre-histories of online activism as well as current social media campaigns and digital accessibility advocacy. Also see AMCULT 103.006, ENGLISH 140.005.

Dutch

■ DUTCH 160.001

Amsterdam: Tolerance in the Triple X CityTTh 11:30–1 / *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.

English

■ ENGLISH 140.001

Poetry and AttentionTTh 11:30–1 / *Gillian Cahill White*

In this class, we think historically and theoretically about twentieth century poetry's reputation as attention training, and we practice reading poems together with that kind of attention in play. How do various poems, and poetry reading norms, ask us to pay attention? While much of what we'll do will involve practicing a variety of college classroom tools to practice different ways of attending to poems – close reading and research – we will also look at prose writing (from popular science, literary criticism, history) to help us think together about what attention is, and why it (and distraction) are such a hot topics now.

■ ENGLISH 140.002

Detroit State of Mind: Literary Representations of the Motor CityMW 2:30–4 / *Justin David Mitchell*

Detroit is a city of stark contradictions. On the one hand, as the original home of the universally beloved black-owned music label Motown, it has become one of the most potent symbols of America's integrated popular culture, while, on the other hand, the Detroit riots of 1943 and 1967 have made it all but synonymous with black-white racial strife. Although a site of tremendous wealth production and

class mobility throughout the twentieth century, it filed for bankruptcy in 2013 and currently has the highest poverty rate of any major American city. How can we make sense of such a place?

■ ENGLISH 140.003

Rhetoric and Rights: What Else Did the 19th Amendment Do?MW 8:30–10 / *Alisse Portnoy*

Many people spoke for – and against – a woman's right to vote in the United States. These speeches are terrific opportunities to understand how activists argue for an absolutely fundamental civil right. They also show us how even progressive activists sometimes rely on conservative ideas in their paths to social change. Let's look together at the slippery boundaries between binaries such as inclusion and exclusion, progressive and conservative, and also seemingly self-evident identities like "woman," "white," "healthy," and "middle-class." Sure, these speeches led to the 19th Amendment. What else did these speeches do, and undo? We'll connect to contemporary U.S. politics, and lots more in our every-day-worlds.

■ ENGLISH 140.005

#TweetLikeANeurotypical: Disability and Digital ActivismMW 10–11:30 / *Melanie R. Yergeau*

See DIGITAL 158.001

Film, Television & Media

■ FTVM 190.001

SMART: Artificial Intelligence as Everyday MediaM 1–4 / *Sarah Murray*

This first year seminar will critically explore the emergence of ordinary artificial intelligence, or smart life. In order to do this, we will study the history of A.I. in the western world. We will break down the words artificial and intelligence. We will consider the burning questions that A.I. prompts – what does it mean to be human? What does it mean to be smart? Can life be replaced, enhanced, or custom designed? Is faster and smarter always better? How have media represented A.I. over time, and what counts as smart mediation today? And most importantly: who does smart life privilege, what does smart life make invisible, and how can we be advocates for a truly smarter world?

History

■ HISTORY 197.002

Literature and CapitalismMW 11:30–1 / *Clement C. Hawes*

This course aims, through a series of pertinent literary texts, to introduce students to popular controversies surrounding early capitalism in England (and then, after 1707, Great Britain). We will think about how to make historical arguments and how to use written sources as evidence. In gesturing toward the history of capitalism between

1600 and 1800, we will look at such unfamiliar issues as the fear of "paper money." We will tease out both changing attitudes towards trade, commerce, usury, and social structure and we will also consider geopolitical exploitation – that is colonialism and slavery.

■ HISTORY 197.003

Humans and Non-Humans in the Ancient WorldTTh 2:30–4 / *Rachel Rafael Neis*

To live in antiquity was to live in a world populated by a multiplicity of entities: human, animal, plant, and mineral, alongside angelic, divine, and demonic beings. But how were distinctions made between who was what? On what grounds, for instance, was one type of creature considered a human, and another an animal? Were classifications hierarchical with divinity at the top? We will approach these questions on two levels. First, we will sound them out through ancient sources: medicine, natural history, ethnography, religious texts. Second, we will read select scholarship and consider how historians have approached such sources and themes.

■ HISTORY 197.004

Does Your Family Matter? Genealogy and History in AmericaTTh 10–11:30 / *Gregory E. Dowd*

The Constitution says, "No Title of Nobility shall be granted by the United States," yet we, the people of a nation of commoners, are compiling family trees. An observer has recently quipped, "deep down, genealogy is pretty shallow." Is it? What does it mean that new technologies are being harnessed in the service of a desire for a connection, and to what? This course will explore the meaning of genealogy in America and American history from before the revolution to the present.

■ HISTORY 197.006

Christians of the Middle East: The Armenian ExperienceTTh 2:30–4 / *Hakem Amer Al-Rustom*

This course serves as an introduction to the diverse Christian populations and churches of the Middle East. With a focus on the Armenians, the course presents Armenian history of the region from the vantage point of co-existence between communities, as well theological interaction between churches. A particular emphasis will be given to Christian history under Arabo-Muslim polities to map the patterns of exchange, borrowings, and shared sites between various religious communities of the region.

■ HISTORY 197.007

The Roman FamilyMW 4–5:30 / *Anna Bonnell Freidin*

What does "family" mean to you? What constitutes a "household"? In the Roman world, a household (domus) might include

multi-generational kinship units, enslaved people, and freed people. Together, these individuals comprised what Romans called a familia. Using the concepts of domus and familia as our starting point, this course will introduce students to fundamentals of Roman history through the study of domestic life. Ultimately, this course is meant to help students engage critically with historical sources and explore questions about family, intimacy, and hierarchy that also speak to important issues in our present.

■ HISTORY 197.008

Monks, Demons, Hermits: On the Edge of Early Christian PracticeMW 2:30–4 / *Ellen Muehlberger*

In this discussion-based seminar, we will consider together the history of early Christian practice that took place outside of churches and cities: who fasted? who lived in caves or abandoned tombs? who gave away all their possessions? who committed to celibacy? and what did these practices of the body do or mean to the people who adopted them? We will read ancient letters, sermons, inscriptions, archaeological reports, and hagiographies in English translation, along with scholarly essays that use and analyze these sources. Our goals are to understand the diversity of what Christian practice looked like in the first five hundred years of the common era.

■ HISTORY 197.009

Incidents in the Life of a Slave GirlTTh 8:30–10 / *LaKisha Michelle Simmons*

This first-year seminar investigates the life and times of Harriet Jacobs. Born enslaved in North Carolina in 1813, Jacobs eventually escaped to the North and became a famous abolitionist. She wrote her own autobiography, and during the Civil War, along with her daughter Louisa, Jacobs founded schools for children who were formerly enslaved. In class we will examine: girls' experience with slavery, resistance to slavery by African American women, the abolition movement in the North, and women's activism during the Civil War through the story of Jacobs and her friends and family.

Italian

■ ITALIAN 250.001

Dante's Divine Comedy: A Journey of DiscoveryMWF 10–11 / *Leonardo Chiarantini*

The story of Dante's voyage through the three realms of the Christian afterlife, the Divine Comedy is a perfect text for people who are starting college and, like Dante, are embarking on a journey of discovery. This course is a guided reading of the Divine Comedy, a poem and an encyclopedia of the human experience, but also a text that resonates with readers of all kinds. Students will read the whole of the Inferno and selections from the Purgatorio and the Paradiso. We will consider Dante's text both in its original context and in our twenty-first century context.

Judaic Studies

■ JUDAIC 150.003

Yiddish Love StoriesTTh 2:30–4 / *Mikhail Krutikov*

Did young Jewish men and women fall in love in the old days? What was the place of love in traditional Jewish society? How did ideas about love, romance, and marriage change with time? We will address these and other important questions about Jewish life by looking closely at stories written in Yiddish in the 19th and 20th centuries in Russia, Poland, and America. We will explore the ways Yiddish writers portrayed romantic feelings, study their literary techniques and devices, and create our own interpretations of their works. We will read and discuss stories by the classic authors of Yiddish literature as well as by their younger followers and opponents. Also see SLAVIC 150.002.

Linguistics

■ LING 102.001

Sounds of the World's LanguagesMW 1–2:30 / *San Duanmu*

This course offers an overview of the sounds (consonants and vowels) of the languages of the world. We shall start with the sound system of English, and then compare its properties with those in other languages. For example, how do we annotate and analyze the sound system of a language? How do dialects differ from each other? Are people biased against certain accents? Are some accents or pronunciations more attractive than others? Through exploring these questions, we aim to gain a better understanding of the sound systems of the world's languages, and the social implications of language variation.

■ LING 102.002

Language and HumorTTh 5:30–7 / *Jeffrey G. Heath*

This course is a mix of creative work (improv, standup, and satire writing) and regular seminar work (reading, presenting, participating in discussions, homework). We like our humor rough, and in the classroom there is no “line.” Topics covered in the seminar work include conversational humor, reactions to humor, censorship and suppression of humor, subversive humor, humor and violence, comedians turned politicians, laughter, and the evolution of humor. Scenes from several Shakespeare plays (not the ones you expect), and the character of The Joker in films and graphic novels, will be studied.

■ LING 103.002

Stereotypes and Native LanguagesTTh 4–5:30 / *Cherry Meyer*

How have misconceptions about Native Americans affected language descriptions? How do Native American languages enrich our understanding of Language? To address the former question, we

examine several cases of supposed linguistic relativity involving Native American languages, including grammatical gender based on animacy rather than biological sex in Ojibwe, time in Hopi, and words for ‘snow’ in Yupik and Inuit. To address the latter question, we consider Ojibwe (Algonquian), the language of the Nishnaabeg, who are indigenous to the Great Lakes region. We examine several aspects of the language which differ from English and many Indo-European languages, including word-building processes, word order, and gender-neutral pronouns. No linguistic experience required.

Mid Eastern Studies

■ MIDEAST 295.001

Fake! Fraudulent Production in the Visual Arts, Literature, and Historical DocumentsMW 10–11:30 / *Gary M. Beckman*

Criminals, tricksters, frauds, hoaxes: why create something and pretend that it is something that it is not? From antiquity until today some craftsmen, artists, and writers have dedicated their efforts to creating objects and texts that masqueraded as something they were not, usually something of greater financial value or potentially more influential in its cultural and political setting. We will explore the gamut of fakery, including fraudulent antiquities from various civilizations, including ancient Egypt and Mesopotamia, forged examples of later (including contemporary) visual art, bogus literary works, scientific deceptions, and spurious historical documents.

■ MIDEAST 295.003

The Qu’ran and Its InterpretersMW 1–2:30 / *Alexander D. Knysk*

This course has three primary objectives. First, to introduce students to the main historical, thematic, and literary features of the Qur’an as both a scripture considered sacrosanct and infallible by Muslims and as a literary text. Second, to assist students in refining their thinking, speaking, and writing skills by discussing a major world scripture and its role as an ideological and intellectual force. Third, to foster an informed and sophisticated understanding of the role and place of the Qur’an in contemporary Muslim life thought and practice. To achieve these goals, the course explores how classical forms of appreciation and interpretation of the Qur’an have transitioned into the present.

Philosophy

■ PHIL 196.001

Social Progress and IdeologyTTh 4–5:30 / *Dan Lowe*

Underlying every society is a system of ideas. These ideas explain and justify the existing social order – who gets to hold power, how wealth is distributed, and what social categories like race and gender mean. These systems of ideas are necessary: without some commonly understood reasons for why society is arranged the way it is, society would be perpetually unstable. Knowing how one ideology may be reformed or replaced with a better one – is crucial to making one’s society better. That is the central question we will consider in this course: What ideologies are at work in our society, should they be changed, and if so, how?

■ PHIL 196.002

Art and Aesthetic ExperienceTTh 1–2:30 / *Janum Sethi*

In this course, we will consider a number of philosophical questions having to do with art and aesthetic experience. We will begin by asking what makes something an artwork, whether there is anything distinctive about the experience of beauty, and whether there are differences between natural and artistic beauty. Next, we will ask whether art and beauty have any value. Lastly, we will consider whether aesthetic judgments are objective or subjective. In the final portion of the course, students will be asked to bring in an artwork of their choosing and consider how it exemplifies or challenges some aspect of our readings or discussion.

Slavic

■ SLAVIC 150.002

Yiddish Love StoriesTTh 2:30–4 / *Mikhail Krutikov*

See JUDAIC 150.003

Women’s and Gender Studies

■ WGS 150.001

Beyond the Grind: Feminist Theories of Work, Rest, Pleasure, and CareTTh 1–2:30 / *Tiffany Diana Ball*

“Darling, I told you several times before. I have no dream job. I do not dream of labor.” Over the past few years, this anti-work phrase has been showing up all over social media. But what does it really mean to be anti-work? Is it a viable form of politics or a mere soundbite? And how does it apply to your life as a college student and worker? Together, we will explore these questions by reading feminist, anti-capitalist, and anti-racist texts by Tricia Hersey, Audre Lorde, Kathi Weeks, adrienne maree brown, The Care Collective, and others. We’ll examine the often-unquestioned idea that one must work for a living.



First-Year Writing Requirement



Classical Civilization

■ CLCIV 121.001

Coming of Age in Times of Crisis

MF 10–11:30 / *Donka D. Markus*

In this course, we will explore the coming of age of Achilles in Homer's Iliad and of Antigone in Sophocles' play of the same name. Both of these characters face challenging crises: Achilles – the Trojan War and Antigone – the civil war at Thebes. Through these two protagonists, we will explore what a mature human being looks like, what the epic and tragic reenactments of crises more than 2500 years in the past continue to teach us about coping with the traumas of the present, how humanity has always succeeded in transforming suffering through writing and creativity, and how reconciliation and understanding arise from unbearable loss.

English

■ ENGLISH 125.010

Ways of Knowing: How We Understand Environmental Change

MW 1–2:30 / *Elliot Greiner*

Nothing exists in a vacuum; every living thing in Earth's history has been influenced by the physical environment that bore it. In this class students will use classroom and field methods to learn how to observe, analyze and write about environments as they occur in both the present and the past. By developing skills in scientific analysis and environmental writing they will better understand how scientific and creative methodologies are used to approach the unknown. Particularly, we will investigate environmental change through time, explore ecological connectivity, and examine how perspective influences scientific conclusions.

■ ENGLISH 125.013

Magicians, Seers, and Witches: Magic in the Ancient Mediterranean

TTh 10–11:30 / *Catherine Schenck*

We relegate the world of magic to fantasy novels and superstition, but magic in antiquity was deeply embedded in all aspects of daily life: childbirth, birth control, business rivalry, and athletic competitions. Students will learn to analyze written and visual sources (curse tablets, spells, and amulets) from the ancient Mediterranean, evaluate modern scholarship, and analyze objects in social contexts. We will attempt to answer several questions: what is "magic"? Who uses this term, and what are they describing? How is it different from religion or medicine? How is it tied to gender and sexuality?

■ ENGLISH 125.015

Monsters in Society

TTh 2:30–4 / *Kate O'Conner*

What are "monsters" and why are we (supposed to be) scared of them? Zombies, for example, a perpetual favorite in the horror genre, have changed dramatically over the last century to reflect cultural anxieties including racism, immigration fears, nuclear war, technological disasters, and pandemics. This course will examine how "monsters" reflect broader social, political, and cultural anxieties and fear about categories including race, sex, gender, sexuality, immigrants, power, class, health, and disability. What is it about zombies, Frankenstein's monster, vampires, ghosts, and other monsters that make most people uncomfortable and/or scared? Through close readings, historical analysis, and literary analysis, students will be encouraged to think broadly about the categories of "horror" and "monsters."

■ ENGLISH 125.017

Archaeology of Death

TTh 11:30–1 / *Sheira Cohen*

From ancient mummies to medieval anti-zombie rituals, archaeologists encounter many enigmatic burial practices. How do we know what they mean? In this class, students will learn to think like archaeologists as we investigate how burials can answer questions

about social status, inequality, gender identity, cultural and ethnic identity, and religious beliefs. Drawing on examples from across the globe, we will also consider the ethical implications of studying human remains. Students will have the opportunity to explore their interests as they learn to analyze diverse perspectives, evaluate arguments, and practice both popular and academic writing styles.

■ ENGLISH 125.033

Digital Values (and How to Use Them)

MW 10–11:30 / *Caitlin Dyche*

Values are frequently defined as core enduring beliefs that shape how we behave and evaluate as well as how we justify our actions and assessments. Values spread and materialize through communication—words, images, sound, video. In this course, we will explore values transmitted via digital communicative forms, with the goal of identifying our own personal values and gaining insight into how they are produced and reinforced through media. In addition to consuming, discussing, and analyzing academic texts, digital media, and evaluative discourse, we will also experiment with producing digital media, including (but not limited to!) TikToks, Tweets, and Snaps.

■ ENGLISH 125.037

Outcasts and Social Control

MW 11:30–1 / *Stacey Jacqueline Bishop*

How was 'normal' created? This first year writing course explores how law, policy, and battles over public space created 'outcasts' and 'deviants' in US history. Topics range from government campaigns against opium dens, vagrancy laws, industrial and reformatory schools, skid rows, asylums, and working-class publics. We will examine these topics as processes of social control that powerfully define and redefine citizenship and belonging. Drawing on scholarly accounts, oral histories, movies, cultural works, and archival sources, we will ask what exactly is being regulated through these processes? How is a social problem defined and then resolved?



Natural Science



Interdisciplinary

University Courses

■ UC 154.001

Alone/Together: The Individual Life and the Common Good

MW 1-2:30 / *Christine Ann Modey*

After more than a year of living through a world-wide pandemic and with the emergence of a "new normal" on the horizon, many of us are asking: Where do we go from here? This first-year seminar provides us with opportunities to put our experiences of the COVID-19 pandemic, the economic crisis, and the uprisings for racial justice into broader perspective by exploring our needs for solitude, reflection, and self-care, as well as our ethical obligations to others and to the common good. Key assignments include weekly journals, online discussions, and a final project.

Biology

■ BIOLOGY 120.001

Marine Biology

TTh 2:30-4 / *Diarmaid O'Foighil*

Most of our planet's surface is covered by oceans and this course engages with how we study life in this very different environment. Major topics include the physics of living in seawater and its biological implications, the enormous diversity of marine lifeforms, how major marine ecosystems and biological communities function, and how these functions are increasingly impacted by human activities.

■ BIOLOGY 120.002

Biology and Middle Earth

TTh 8:30-10 / *Stephen A. Smith*

Through the lens of Tolkien's works (Lord of the Rings, Hobbit, among others), we will explore several major modern biological themes including environmentalism, ethnobotany (plants and people), evolution, biogeography (why do things live where they live), and ecology. In addition to learning about some of the biology related to these topics, students will learn about the local flora of Michigan as well as the last few billion years of Michigan's geology. The ecological ethos of Tolkien's middle earth offers compelling lessons for modern biology and environmentalism. While Tolkien wrote fiction, his works are firmly grounded both in real plants and in broad biological themes that we will use to learn and discuss major biological topics.

Psychology

■ PSYCH 121.001

The Human Mind and Brain

MW 11:30-1 / *Thad Polk*

How are mental processes like memory, language, and attention implemented in the brain? What is the neural basis of insanity? Of sleep? Of depression? What, if anything, can the brain tell us about consciousness? Within the last few decades, science has made significant progress on these and related questions by studying the effects of brain damage and by recording brain activity in intact individuals. In this seminar, we will survey this exciting field. We will first familiarize ourselves with the structure of the human brain and then learn what is being discovered about how the brain implements a variety of mental processes.



Social Science



Afroamerican and African Studies

■ AAS 103.001

Reading Africa: Critical Perspectives on Popular Development Books

TTh 2:30-4:00 / *Howard Stein*

This course seeks to introduce students to everyday life in urban Africa. The course is designed to equip students with basic and useful knowledge about how urban residents – rich and poor, newcomers and old-timers, young and old, men and women – negotiate the challenges of living in cities. Social organization, religious belief and practice, ethnicity, economic and political systems, the arts, and popular culture are some of the topics we will explore. We will be approaching these themes from a variety of disciplinary perspectives, including history, anthropology, literature, political science, sociology, and economics.

■ AAS 103.002

Reconsidering African Environments

MW 1-2:30 / *Brian Klein*

See ENVIRON 152.001

■ AAS 103.003

South Africa: from Apartheid to Democracy

MW 1-2:30 / *Adam Philip 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 103.007

Social Media, and the Politics and Culture of Human Rights

TTh 4-5:30 / *Omolade Adunbi*

This course examines international human rights theory and practice through a consideration of three key concepts: Transnationalism, ethnic nationalism, and social media practices. Each of the central concepts will be considered in depth and linked to the emerging field of transnational governance and the growing interest in Non Governmental Organizations (NGOs) in using social media to shape 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 engage some of the most pressing issues regarding the application and enforcement of human rights.

American Culture

■ AMCULT 102.002

American Horror History: Monsters in the US

TTh 10-11:30 / *William A. 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, economic, and gender elements in order to understand how America uses the imaginary to deal with socio-historical anxieties, fears, and demographic changes. This class will discuss and analyze stories, films, TV shows, fiction novels, and academic papers.

Communications

■ COMM 159.001

An Introduction to Hackers, Pranksters and Whistleblowers

MW 2:30-4 / *Muzammil M. Hussain*

This course offers a three-part framework for thoughtfully understanding and situating issues and challenges surrounding global “hactivism”—the subversive use of computers and networks to protect and promote freedom and democracy. Part 1 introduces students to recent events and issues surrounding hacking and whistleblowing that have disrupted international affairs. Part 2 introduces students to a framework for understanding the relationships between information-communication technologies and political power. Part 3 introduces students to emergent issues and ways of thinking through the processes of innovation and governance of political technologies. In addition to course readings, students will have an opportunity to engage with course concepts through the mediums of movies, novels and games.

Environmental

■ ENVIRON 152.001

Reconsidering African Environments

MW 1-2:30 / *Brian Klein*

Blood diamonds. Resource curses. Land grabs. Tragedies of the commons. Climate refugees. These concepts are often used to frame discussions about natural resource politics and environmental (mis)management in Africa. Time and again, we hear that corruption (in government) and overexploitation (by poor citizens) are preventing sustainable development, putting biodiversity conservation at risk, and providing fodder for ongoing conflict. This course prompts students to critically engage with these narratives through an appraisal of popular media, policy documents, and relevant scholarship in the fields of political economy, geography, anthropology, political ecology, and development studies. See also AAS 103.002.

History

■ HISTORY 196.001

The Politics of 1619: Race & United States History

TTh 8:30-10 / *Matthew J. Countryman*

Race has been at the center of American history since the first arrival of Europeans and Africans on the North American continent. Questions of how to tell this history, and in particular the role of racial practices and ideologies in that history, have always been political questions. This course will focus on recent debates over the role of race in American history and what the nation’s racial history tell us about the nature of American society. We will pay particular attention

to debates over: the 1619 project and the role of slavery in the nation’s founding; Confederate Monuments and popular memory of the Civil War; and Critical Race Theory (CRT) and what, if anything, students should learn about the structural causes of racism and racial inequity.

■ HISTORY 196.002

Russia and its “Easts”: Race, Ethnicity, and Nationality in the Russo-Soviet Past

WF 10-11:30 / *Douglas Northrop*

How did Russians and non-Russians interact in the complicated world of tsarist, and then Soviet, empire? From educational practices to family life, from military history to the world of high politics, from gender roles to religious beliefs—we will track the role of ethnicity and nationality in Eurasia. This topical seminar is designed to introduce the methods of historical analysis and to explore an important theme in the tsarist Russian and Soviet past. The focus is on issues of race, ethnicity, and nationality—on the macro level of state politics, discourse, and economic, social, and cultural policy as well as the micro level of lived social experience and personal identity.

Psychology

■ PSYCH 120.001

Sustainability: Can Psychology Save the Planet?

W 2-5 / *Stephanie D. Preston*

People are concerned about the state of our natural environment, with increasing interest in climate change, pollution, sustainable food production, and conservation. Despite this growing concern—and efforts by public and private interests to increase sustainability—we often fail to change behavior. Psychological research is needed to help us translate knowledge about sustainability into real behavior change. Existing approaches have tried to reach people through fear, social norms, personal values, and the desire to belong or to surpass others. In addition, “nudge” techniques try to passively change behavior. We need to evaluate these approaches and suggest new ones.

■ PSYCH 120.002, 120.011

Psychological Perspectives of Politics

MW 10-11:30, TTh 2:30-4 / *Joshua L. 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?



■ PSYCH 120.003

The Development of Stress and Resilience: Biology, Psychology, and Society

T 9-12 / *Daniel P. Keating*

Stress is an essential part of everyday life, but there are many indicators showing substantial increases in feelings of distress and anxiety in recent decades, along with a rise in health problems associated with excess stress -- indeed, a stress epidemic. The COVID-19 pandemic has of course made this far more severe over the past year and a half, leading perhaps to a stress pandemic. In this seminar, we will explore the biology, the psychology, and the social factors responsible for this cycle, with a special focus on how to break that cycle at an individual and societal level.

■ PSYCH 120.004

The Psychology of Violence

M 1-4 / *Sandra A. Graham-Bermann*

This first-year seminar is focused on the study of violence. 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.

■ PSYCH 120.005

Understanding Development through Children's Literature

MW 8:30-10 / *Shelly Schreier*

We will look at the evolution of children's books over the last several decades and the ways in which they correspond to our understanding of psychological theory and the developmental challenges faced by children. Students will discuss the ways in which books encourage children's ability to categorize, build concepts, enhance language skills and come to understand themselves and the broader social world. Book selections focus on thematic and topical issues ranging from

divorce, war, sibling relationships, traumatic life events, gender roles, peer relationships and bullying, chronic and terminal illness, race and culture.

■ PSYCH 120.006

Emerging Adulthood

MW 1-2:30 / *Kathleen Jodl*

This seminar provides an in-depth study of development during the period of emerging adulthood (ages 18 to 25+). The goal is to provide an overview of the current state-of-the-art regarding the transition to adulthood, and how larger historical, cultural, and economic forces impact emerging adults today. Students are encouraged to think critically about the theory and research on emerging adulthood and to integrate this knowledge with their own observations of human behavior. Moreover, students should consider the practical implications of current research in the field of developmental psychology for emerging adults and social policy.

■ PSYCH 120.010

What Makes Life Worth Living?

MW 1-2:30 / *Nansook Park*

This first-year seminar addresses the topic of what makes life worth living. This course will draw on positive psychology as well as allied work in various disciplines to address these common themes of the good life. In this course, students will learn about the science and art of life worth living by examining research findings as well as specific practices that build and promote happy, healthy and meaningful life.

Sociology

■ SOC 105.001

Sociology of Elites

MW 10-11:30 / *Jonah Stuart Brundage*

Who are elites and why do they matter? This course approaches a number of key topics in sociology through the lens of social elites, those who have the most power in society. Elites are important not because they are "representative" of larger groups, but because they

have disproportionate influence over major social processes and other people's lives in spite of their unrepresentative character. We will consider the identities, views, and actions of elites in terms of their implications for social inequality and for the nature of politics, primarily in the United States but also elsewhere. We will explore elites in such fields as: finance and the economy; politics and government; the education system; art and entertainment; and foreign policy.

■ SOC 105.002

Families in the US

MW 2:30-4 / *Pamela J. Smock*

What's happening to the family today? One can't get through the news without seeing articles and blogs about changing family life and whether these changes are "good" or "bad" for society. This class will introduce you to key family topics using a sociological lens. We will cover living together, marriage, divorce, remarriage, parenthood, and the sheer diversity of family life. An emphasis throughout this course will be inequality by social class and gender - and how those inequalities affect families. The course is organized as a seminar, with emphasis on reading, writing, in-class activities, and lively discussion.

■ SOC 105.004

Understanding Social Problems through Memoirs

MW 4-5:30 / *Karyn R. Lacy*

This course peers into the lives of 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 conversation. But memoirs chronicle the most impactful experiences of our 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 have managed to overcome. This course has three objectives: to apply theories about race, class, and gender to people's "real life" experiences, to understand how people engage social identities in their interactions with others, and to deepen students' understanding of inequality and its consequences.

Women's and Gender Studies

■ WGS 151.001

Fantasizing Japan

MW 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 there. 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 intersections of race, gender, and sexuality, we examine a range of readings and films.



First-Year Seminars

2120 LSA Building, 500 South State Street
Ann Arbor, MI 48109-1382

LSA Course Guide:
lsa.umich.edu/cg

REGENTS OF THE UNIVERSITY

Jordan B. Acker, Huntington Woods
Michael J. Behm, Grand Blanc
Mark J. Bernstein, Ann Arbor
Paul W. Brown, Ann Arbor
Sarah Hubbard, Okemos
Denise Ilitch, Bingham Farms
Ron Weiser, Ann Arbor
Katherine E. White, Ann Arbor
Mary Sue Coleman, ex officio

UNIVERSITY OF MICHIGAN NONDISCRIMINATION POLICY NOTICE

The University of Michigan, as an equal opportunity/affirmative action employer, complies with all applicable federal and state laws regarding nondiscrimination and affirmative action. The University of Michigan is committed to a policy of equal opportunity for all persons and does not discriminate on the basis of race, color, national origin, age, marital status, sex, sexual orientation, gender identity, gender expression, disability, religion, height, weight, or veteran status in employment, educational programs and activities, and admissions. Inquiries or complaints may be addressed to the Senior Director for Institutional Equity, and Title IX/Section 504/ADA Coordinator, Office for Institutional Equity, 2072 Administrative Services Building, Ann Arbor, Michigan 48109-1432, 734.763.0235, TTY 734.647.1388. For other University of Michigan information call 734.764.1817, institutional.equity@umich.edu.

This publication is a collaboration of the Office of the Provost, Vice President for Student Affairs, College of Literature, Science, and the Arts, Undergraduate Admissions, and University Housing.

© 2022 Regents of the University of Michigan

