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 seven areas:

- Humanities
- First-Year Writing
- Interdisciplinary
- Math and Symbolic Analysis/Quantitative Reasoning
- Natural Science
- Social Science
- Exploring the Liberal Arts
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.

- **AAS 104.001**
  - **Black Lives and Life Writing: How We Tell Stories about Ourselves**
  - **TTh 10–11:30** / Magdalena Zaborowska
  - This course discusses life writing as a genre and focuses on notable samples penned by African American writers from Equiano, Harriet Jacobs and Frederick Douglass to James Baldwin, Audre Lorde, Alice Walker, Teju Cole, Thomas Chatterton Williams, Imani Perry, and others.

- **AAS 104.003**
  - **Black Atlantic Religion**
  - **MW 11:30-1** / Adrian Dreo
  - 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 American scholars working in the field of Afroamerican 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

- **AMCULT 103.001**
  - **Monuments Matter**
  - **TTh 4-5:30** / Kristin Hass
  - Monuments and the memorial landscape of the United States have been at the center of an intense public conversation about social justice and American identity over the past year. Monuments have been toppled and memorials have been moved into storage in the middle of the night. This course will take up the history and the future of the American commemorative landscape. It will look at two periods of intense interest in memorials and ask what they can teach us not only about who Americans have said they are but also about structures of inequality in the United States and how they are maintained.

- **AMCULT 103.002**
  - **Race, Religion, and Representation**
  - **MW 1–2:30** / Shad Abdul Khan
  - This seminar introduces students to the religious beliefs, institutions, and dialogues of African Americans and American Muslims, and how they are represented in US popular culture. We will examine and compare stereotypical representations of those groups on TV and in film and trace how these stereotypes play in shaping what the American public “knows” about black people and about Muslims.

- **AMCULT 103.004**
  - **African American Foodways**
  - **TTh 1–2:30** / Jessica Walker
  - This course looks at the historical and cultural development of food provisioning within African American culture. We explore how certain foodstuffs became traditional through the multi-ethnic societies of the early United States as well as in more recent historical moments like the Great Migration, the Dust Bowl, and the Black Power Movement. We will work to connect these moments to the everyday spaces of African American life by examining how domestic science, retail catalogs, radio, and television contribute to the symbolic meanings of food. By the end of the semester, students will better understand the contexts within which African Americans debate the value of group identity through food. Also see AAS 104.007 Classical Civilization and American Culture.

- **ARABAM 103.001**
  - **Race, Religion, and Representation**
  - **MW 1–2:30** / Shad Abdul Khan
  - See AMCULT 103.002

- **ASIAN 250.001**
  - **The Tibetan Book of the Dead**
  - **TTh 1–2:30** / Donald Lopez Jr
  - The Tibetan Book of the Dead is one of the most famous texts in the history of Buddhism. Its influence has extended far beyond Asia, providing inspiration to such figures as Carl Jung, Timothy Leary, the Beatles, John Coltrane, and Laurie Anderson. In this seminar, we will read the most famous translation of The Tibetan Book of the Dead and then trace its influence over the centuries, from its origins in the yoga traditions of Tibet to the death and dying movements of the modern world. The format of the course will be a seminar. Grades will be based on completion of readings, participation in seminar discussion, several short papers, a seminar presentation, and a final paper. No background in Buddhism or Asian Studies is required.

- **CLCIV 120.002**
  - **Shakespeare’s Classics**
  - **TTh 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 addition to studying the plays as great theater in their right, we will consider them both with and against Shakespeare’s ancient Greek and Roman sources in Plautus, Vergil, Ovid, Seneca, Plutarch, and others (all studied in translation), so as to grasp how Shakespeare staged, transformed, and adapted the ancient world for audiences of his day.

- **CLCIV 120.003**
  - **Building Blocks of Urban Life: Old World Early Cities**
  - **MW 11:30-1** / 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. Rome is our special urban center focus, but we also use other examples to contrast and compare. The course requirements include a variety of reading assignments, several short papers, a seminar presentation, and a final paper.
Comparative Literature

**ENGLISH 140.004**

**Contemporary American Poetry and “the Personal”**

MW 11:30–1 / Gillian White

We are taught as children that writing, especially poetry-writing, is a form of personal expression and a route to personal discovery. In this course, we look at writing in English, mostly from the U.S., mostly written in the 20th and 21st century. We will read creative writing and texts about reading and writing literature that cast “the personal” in a variety of lights and shadows: as a timeless aspiration, as a historically-conditioned problem, as a cultural logic of the ruling classes, as the avenue to liberation (“the personal is political”), as a limiting constraint, as the particular province of poetry, and as exactly what poetry can’t supply.

**ENGLISH 140.005**

**Literature and the Meaning of Life**

MW 2:30–4 / Daniel Bac

Some people consider “the meaning of life” and the sources of meaning in one’s life as age-old questions at the heart of a liberal arts education. Others view these topics as overly abstract, too earnest, too hokey. In this course, we will take these questions seriously but we won’t treat them as timeless; instead, we will view interest in the meaning and meaningfulness of life as a historical phenomenon, one that took off in the late-nineteenth century. We will look especially to British novels from this period to understand why this was the case, and to ask why the novel itself became a key site for thinking about meaning. How will we ask, is interpreting a novel like—or not like—finding meaning in real life?

**ENGLISH 140.006**

**Connecting Life Stories, Connecting Lives: The Middle East and Beyond**

TTh 2:30–4 / Carol Bardenstein

See MIDEAST 295-002

Film, Television & Media

**FTVM 190.001**

**From Sci-Fi to AI: Media and Artificial Intelligence**

T 4–7 / Sarah Murray

Science fiction is often just that—fiction. But in a world in which artificial intelligence has made commercial space travel a reality and a humanoid robot has been granted citizenship, science fiction becomes something else entirely. This first-year seminar will explore the emergence of artificial intelligence alongside the genre of science fiction. Popular culture influences science and science influences popular culture. Our objective in this course will be to interrogate the relationship between science and storytelling. In order to do this, we will study the history of ideas about AI in the western world as well as its technical development. We will study science fiction as an incredibly old and influential genre of media and literary texts.

**FTVM 190.002**

**Race, Religion, and Representation**

MW 1–2:30 / Soud Abdul Khaibeer

See AMULT 103.002

**German**

**GERMAN 180.001**

**Race and Ethnicity in Postwar Germany**

MW 10–11:30 / Kristin Dickinson

In the three decades since the fall of the Wall in 1989, Berlin has massively transformed itself in order to become the official capital of a unified Germany and a symbolic center of the new Europe. The colossal architectural and cultural reinvention of the city has been matched only by the need to confront the material remains, the authoritarianism and the brutality of past, Nazi and Communist regimes and their investments in Nazism, colonialism and racism. In asking what balance is being struck between past and future, this course uses literature, film, art, architecture and history to trace the periods of Berlin’s development over the past century and into today.

**History**

**HISTORY 197.001**

**Commodore Perry Meets the Shogun: Nineteenth Century Japan**

TTh 8:30–10 / Hitomi Tomonura

This course explores the momentous encounter of two forces, the rising imperialist nation, the United States, and the proud warrior regime that had barred all Christian countries from its soil centuries before. This is a story of palpable “fear and anxiety at first sight” that generated remarkable adjustments on the part of the vulnerable—especially of the Japanese—and it also greatly impacted the aggressor. We examine this transformative time in the long history of Japan by focusing on the lives and ideologies of the samurai and the intant and conduct of the Americans. The course introduces this moment through carefully chosen feature films, journal entries, scholarly articles, and visual materials, such as comics and photographs.

**HISTORY 197.002**

**Literature and Capitalism**

MW 11:30–1 / Clement Hawes

This course aims, through a series of pertinent literary texts, to intro- duce students to popular controversies surrounding early capitalism in England (and then, after 1707, Great Britain). We will be reading texts drawn from the following list: William Shakespeare, The Merchant of Venice; Daniel Defoe, Miss Flanders; Bernard Mendilove, The Fable of the Bees; Jonathan Swift, A Modest Proposal; Olaudah Equiano, The Interesting Narrative of Olaudah Equiano and Maria Edgeworth, Castle Rackrent. 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 toward trade, commerce, usury and social structure and we will also consider geopolitical exploitation—that is colonialism and slavery.

**HISTORY 197.003**

**Mobility and Migration in African American History, 1619–1975**

MW 4–5:30 / Jennifer Jones

This first-year seminar invites students to interrogate how movement (forced and voluntary, physical and imagined) shaped the experi- ences/populations of African-descended peoples in the United States. This course will consider four broad movements of people: The Transatlantic Slave Trade, Domestic Slave Trade and the First Great Migration. Students will analyze how these migrations and under- standings of mobility (the ability to move easily) shaped political ideologies, cultural forms, community structures, demographics and intimate life. Course materials include interdisciplinary scholarly articles, documentaries and podcasts, as well as an array of primary sources (poetry, visual arts, music, newspapers, short stories, etc.).
Why are Italians so obsessed with food? In this course, students will explore the ways in which food and culinary knowledge have shaped Italian State, both before and during fascism, used food to create and fortify a national identity through cookbooks, agricultural practices, and food-related policies. At the same time, we will examine the categorical and system of gender and sexual orientation. We will also explore how modern assumptions about patriarchy, biological sex, and the Middle East can interfere with our ability to explore the full diversity of gendered experiences in the ancient world.

Photography representations and multimedia installations, vocal musical genres including Middle Eastern rap/hip-hop, as well as movement and dance. Also see ENGLISH 140-006

JUDAIC 150.003 Yiddish Love Stories
MW 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

LING 102.001 Sounds of English
MW 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. We shall discuss both the linguistic and social implications of speech sounds. 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.

PHIL 196.001 Morality & Politics of Analogies
Th 4–5:30 / Sarah Buss
The ability to distinguish the fruitful, informative analogies from the misleading and even dangerous, analogies is an ability we all need if we are to reach reasonable and thoughtful conclusions. But many of the important issues that confront us as individuals and as a group. Is the requirement to wear a political button? Is the prohibition against smoking in a restaurant? The prohibition against wearing a hijab? The prohibition against wearing a religious uniform? The prohibition against using a wheelchair? The prohibition against wearing a political button? We will learn how to identify the source of our disagreements, and to think about how we might try to persuade one another to see the power of alternative analogies (and disanalogies).

SLAVIC 150.001 Prague: The Magic City
MW 2:30–4 / Jindrich Toman
The course traces Prague’s history, culture, architecture, the symbiosis of ethnic groups within its walls, and its current spirit. Topics include Prague as: a medieval city; the center of religious reformation; the center of arts and science, but also alchemy and black magic, in the early modern times; an architectural project of the baroque period; a center of the Czech national revival, a center of music; the city of Jews; and last but not least — the showcase of modernism in the twentieth century. We will read literature inspired by Prague, including Naruda, Kafka, and Apollinaire; study visual documents, and watch films including Paul Wegener’s Golem.

SLAVIC 150.002 Yiddish Love Stories
MW 2:30–4 / Mikhail Krutikov

ITALIAN 250.001 Taste of Italy: Food and Identity in Italian Culture
MW 1–2:30 / Giulia Ricco’
Why are Italians so obsessed with food? In this course, students will explore the ways in which food and culinary knowledge have shaped specific Italian identities. First, we will discuss the ways in which the Italian State, both before and during fascism, used food to create and fortify a national identity through cookbooks, agricultural practices, and food-related policies. At the same time, we will examine the contrast between this national cuisine and the strong regionalism that still dictates much of what people eat in Italy. Lastly, we will explore how Italian food and culinary knowledge have developed in the Americas. Depending on what the Fall semester will look like in terms of public health, this class may include hands-on cooking experience and field trips to Italian establishments in Ann Arbor. Class taught in English.
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.
What are stem cells? Why are they such a ‘hot topic’ in biomedical research? This course will examine these and related questions about the biological properties of stem cells and how they function in normal life processes and in response to injury. We will also discuss the ethical and moral issues surrounding the use of human embryonic stem cells.

This seminar course will explore various diseases and pandemics that have occurred in the past and modern times. Public health implications, policies, and human behavior will be discussed. Similarities between diseases occurring in the past and those occurring now will be analyzed. In addition, vaccine development, problems with creating suitable vaccines, and the ‘anti-vaxer’ movement will be discussed.
The news coverage of Africa has often focused on a continent replete with disease, poverty and conflict. Partly in response, interest in Africa among the general public has proliferated. To meet the growing curiosity there has been a surge of popular volumes claiming to provide an accurate diagnosis of the source of the African malaise including blaming the problem on the international aid community and associated policy strategies. More recently there have been new books claiming the opposite that all is well and the continent is becoming a global powerhouse. The class will focus on a critical reading of a selection of these books aimed at a better understanding of the dynamics of African development.

American Culture

- AMCULT 102.001 Food and Gender in Asian American Communities
  MW 1–2:30 / Emily Lawsin
  See WGS 151.001

Anthropology

- ANTHRCUL 158.001 Native Andeans today
  TTh 10–11:30 / Bruce Mannheim
  Inka ruins and landscapes draw tourists from around the world, but few of the visitors get to know the modern descendants of the Inkas. This course is an introduction to Native Andeans today: their social practices, ideas about the world, religious practices, and lives. The course will draw on first-person accounts, ethnography, film, and music to introduce modern Quechua-speaking people and their lifeways.

- ANTHRCUL 158.002 Making Ethnographic Film
  TTh 2:30–4 / Alaina Lemon
  Anthropology questions common sense and ideological blinders by exploring the myriad and diverse conditions in which people live. In order to spark shifts in habitual perspectives, how can we use image and sound? In this seminar, students will study techniques for shooting, recording, and editing ethnographic documentaries about their own familiar worlds—and in sharing the work, see those worlds anew. We will review, critique, and learn from both recent and classic films, and students will have the choice to work alone or in small groups on short documentary projects.

History

- HISTORY 196.001 Making News in Africa
  TTh 8:30–10 / Derek Peterson
  This first-year seminar is about the history and politics of journalism in Africa. We’ll discuss the newspaper that Mahatma Gandhi published in South Africa during the 1920s. We’ll talk about the ‘Voice of Uganda’, which was an instrument for Idi Amin’s dictatorship. We’ll study the politics of Drum, a news magazine that made African cities look posh, modern, and romantic. Nowhere was the ‘news’ simply available, ready to be reported. African editors made choices about what was newsworthy, and by their news-making work, they encouraged their readers to see themselves as sharers of particular experiences. Also see COMM 159.002

Environment

- ENVIRON 152.001 Reconsider African Environments
  MW 1–2:30 / Brian Klein
  Blood diamonds. Resource curse. Land grabs. The tragedy of the commons. These concepts are often used to frame discussions about natural resource politics and environmental 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. Also see AAS 103.002
The Psychology of Violence

M 1–4/ Sandra Graham-Bermann

This freshman 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 inter-generational systems theory. Following these introductory conceptual psycho-pathology model, research on relevant risk and protective factors associated with violence is also presented.

Psychological Perspectives of Politics

TTh 10–11:30/ Joshua Rabkovitz

In this seminar, we will discuss the psychology of public opinion, voting behavior, 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?
• 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 learn about theoretical frameworks and receive experience in applying a theoretical framework to these case studies.

Poverty in America

TTh 2:30–4/ Alexandria Murphy

Poverty has long been a problem in the United States. Recently, this problem has grown deeper. More Americans are living in “extreme poverty,” surviving on $2 a day or less. More Americans than ever before are living in “extreme poverty,” surviving on $2 a day or less. It is also spreading. For the first time in American history, the majority of low-income people now live in the suburbs. In this course, we will interrogate the historical and contemporary causes and consequences of poverty in the U.S. We will examine the role of the job market, housing, education, incarceration, the social safety net, neighborhoods, and social networks. Special attention will be paid to how poverty shapes people’s everyday lives and their worldviews.

Understanding Development through Children’s Literature

MW 8:30–10/ Shelly Schrieber

This course explores how children’s literature supports and promotes development in cognitive, social, and emotional ways. Students will critically evaluate children’s books and the messages they provide. We will analyze the ways children’s literature corresponds to psychological theories and the developmental challenges faced by children. Students will discuss how 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 issues ranging from divorce, war, sibling relationships, gender identity, peer relationships and bullying, chronic and terminal illness, race and culture. Students will be exposed to a variety of children’s picture and chapter books, from the classics to more contemporary selections.

Understanding Society through Memoirs

MW 4–5:30/ Karyn 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 as an opportunity to expose the 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.

Psychology

Sustainability: Can Psychology Save the Planet?

W 2–5/ Stephanie Preston

People are concerned about the state of our natural environment, with increasing interest in climate change, conservation, sustainable food production, and consumption. 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. Students will learn about some of our most pressing environmental issues and the psychological research that addresses them.

Sexuality in the College Context

F 9–12/ Terri Conley

This course will be geared toward those who have had little or no sex education and will focus on the practical experiences of college students in the U.S. today. We will address myths about sex, the development of personal ethics surrounding sexuality, guidelines for making sexual choices, and communication with partners.

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

MW 1–4/ Daniel 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, and a range of empirical sources.

What Makes Life Worth Living?

MW 1–2:30/ Vansook 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 seminar 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.

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Sociology

Food and Gender in Asian American Communities

MW 1–2:30/ Emily P. Lawsin

This first-year seminar introduces students to historical and contemporary issues of Asians in America, through the lens of food and culture. We examine how foodways often shape gender roles, power dynamics, and Asian American identity. Focusing on, but not limited to, Chinese, Japanese, Filipino, Korean, Indian, and Vietnamese American communities.

Students will learn: How gender, like food, is a cultural construct; the historical impact of legislation and immigration on communities and culinary practices; the strategies that various Asian communities have used to survive in America; and get an introduction to contemporar- y issues and foodways in Asian American communities. Also see AMCULT 102.001, ASIANPAM 102.001

Women’s and Gender Studies

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TTh 2:30–4/ Alexandria Murphy

Poverty has long been a problem in the United States. Recently, this problem has grown deeper. More Americans are living in “extreme poverty,” surviving on $2 a day or less. It is also spreading. For the first time in American history, the majority of low-income people now live in the suburbs. In this course, we will interrogate the historical and contemporary causes and consequences of poverty in the U.S. We will examine the role of the job market, housing, education, incarceration, the social safety net, neighborhoods, and social networks. Special attention will be paid to how poverty shapes people’s everyday lives and their worldviews.

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In the Whirlwind Tour of the Liberal Arts (ALA 164), you will:

- Explore the incredibly wide range of disciplines in LSA (across the social sciences, natural sciences, and humanities);
- Get inspired by some of our most fascinating faculty members;
- Identify opportunities to pursue your academic and career interests; and
- Build a community with other students transitioning to the University of Michigan.

This course is designed for first-year and new transfer students - whether you're looking for your major, or exploring how your major will fit into your broader college and career journey.

ALA 101.001, ALA 101.002
A User’s Guide to the Liberal Arts
M 6–7, W 5:30–7:30

The liberal arts is one of those phrases that everyone uses, but few people actually feel comfortable defining. This course is designed to help students understand why their college education looks the way it does and to help them speak confidently about how their liberal arts education is preparing them for success in a wide range of possible careers. Find out what LSA graduates from the University of Michigan do with their degrees, what employers are looking for in recent college grads, and how important your major really is. You’ll learn how to navigate the university better, debate current issues in higher education, and expand your network at U-M and beyond.

Section 001 is a 1-credit, traditional version of ALA 101. Section 002 is a 2-credit, community-based-learning version of ALA 101. This section has an ongoing partnership with the non-profit Mentor2Youth in Ypsilanti. Class members will use what they learn to create resources that help participants in Mentor2Youth’s teen program prepare for their own college experiences.

ALA 171 / Multiple Sections
Making the Most of Michigan
Date and Time Varies

What are you hoping to gain from your time at Michigan? To take advantage of your experience, ALA 171: Making the Most of Michigan, is a 7-week activity-based course designed to help students get involved, meet people, and present themselves professionally to the world at large.

Students in the course:

- Visit and learn about resources across the university campus
- Create online portfolios that detail their goals, aspirations, and key experiences and connect them to career networking tools such as LinkedIn, Handshake, and UCAN
- Explore social identities and build important communication skills across differences
- Grow as leaders in the diverse Michigan community

Facilitated by upper-level students, this course creates an environment for students to share perspectives and ideas. It is recommended for all first-year students. Ultimately, Making the Most of Michigan is making Michigan yours!

ALA 240
Living Well in College and Beyond
Multiple Sections and Instructors

Adjusting to life in a pandemic, students are in need of connection and well-being strategies more than ever. This course will focus on exploring the eight dimensions of personal and community well-being, alongside the major college public health issues facing our campus including (but not limited to) COVID, racism, alcohol and other drug use, loneliness, and mental health.
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