



THE UNIVERSITY OF NORTH CAROLINA
AT CHARLOTTE

COURSE DESCRIPTIONS
Fall 2016

AMST 2050-001 (CRN#13550)

Andres, B.

Latinos/as in US, 1846 to Present

TR 12:30-1:45

Latino/as in the United States, 1846 to Present. (3) Cross-listed as LTAM 2170. A survey of the diverse Latino/a experience in the United States from the Mexican-American War to the present, with emphasis on the twentieth century and contemporary issues. Themes include colonialism, immigration policies, transmigration, labor, rural and urban life, culture, political and environmental activism, and race relations.

AMST 2050-002 (CRN#14739)

Obie-Nelson, K.

History of Sports

F 2:00-4:45

This course will examine the historical origins and development of various sports in America, and explore major political, cultural, social, economic, and intellectual concepts throughout the chronological history of sport. Major emphasize will focus on the history of three sports: Baseball, Football, and Basketball, with minor emphasize on other sporting games. Students will also take an in-depth look at such topics as race, gender, commercialization, the economy, and the media; learn how these topics impact, disrupt, and/or distinguish sports throughout history; and understand how sports became essential institutions in America and worldwide. Through this course, students will have a better understanding of how sports have shaped American history and American culture.

AMST 2050-003 (CRN#14740)

Oates, C.

Early American Law

F 9:30-12:15

This discussion-oriented course will examine the early history of law and jurisprudence in America. Beginning with the Colonial period, we will look at English origins of the law and follow its development through the 19th century. Our study will include an in depth look at the Marshall Court and its influence on 19th century law. Substantive areas of study will include property law, corporations and contract law, slavery, the law of married women and labor law. In alternate years, we will cover a specific 20th Century legal issue such as Hate Speech or School Integration.

AMST 2050-004 (CRN#16226)

Wilson, M.

History of Charlotte

TR 2:00-3:15

This course surveys the history of Charlotte and its surrounding region, from approximately 1000 CE to the present day. We will consider a range of topics, including the activities of the Catawba people and early European settlers; slavery; the region's involvement in the American Revolution; the growth of the city in the 19th century as a railroad hub and textile manufacturing center; the city's national role in struggles over the racial integration of schools; its late 20th-century role as the home to giant banks and other important business firms; and the region's relatively recent emergence as a sprawling Southern metropolis. Students in this course will hone their advanced reading, writing, research, and communications skills, by engaging with challenging texts, writing regularly and revising in response to instructor and peer comments, and by executing a small independent research project with the guidance of the instructor. Assignments will encourage students to do some elementary quantitative analysis and mapping, along with the more usual qualitative analysis normally demanded in history courses. Because this course is concerned with local history, students will be able to do original work in unique historical archives, including those in our university library's Special Collections department.

AMST 2050-005 (CRN#14741)**Mixon, G.**

Explores the events and circumstances that brought Africans to the Americas and the experience of these peoples during the time that slavery persisted in the South. Emphasis will be upon the economic and cultural systems that created and maintained slavery in the South and constrained freedom in the North and on the responses and struggles of Africans to these systems.

Afr-Amer History 1400-1860**MW 12:30-1:45****AMST 2050-006 (CRN#17884)****McKinley, S.**

History of North Carolina, 1500 to the Present. (3) An overview of North Carolina's historical development focusing on the social, economic, and political events that have shaped the state (Fall, Spring)

History of NC 1500-Present**TR 11:00-12:15****AMST 2050-007 (CRN#17962)****Vanier, J.**

Cross listed with ANTH 2050. Prehistory and early history of native American societies in the southeastern U.S.; earliest occupations, development of village life; ritual and political systems; archaeological evidence and policy.

Southeastern Archaeology**MW 9:30-10:45****AMST 2050-091 (CRN#17966)****May, A.**

Cross listed as ANTH 2112. Survey of the native peoples of America; culture at the time of European contact; major historical events and relationships; contemporary issues in Indian affairs.

North American Indians**T 6:30-9:15****AMST 3000 – 001 (CRN#15374)****Massachi, D.**

L. Frank Baum's *The Wonderful Wizard of Oz* was a favorite since it was published; the story now has a place in history. Oz references are continuously made in all spheres of popular culture. But when we talk about Oz, which Oz are we discussing— are we referencing the original, the sequels, stage and film adaptations, anime series, comic books, television movies or mini-series? What makes Oz so popular, so American, so adaptable, and what can we learn about American culture by looking at Oz? In this course, we will examine in depth three versions of the story: Baum's *The Wonderful Wizard of Oz*, the 1939 MGM movie *The Wizard of Oz* and the 1978 Motown movie *The Wiz*. We will look at other versions of the story more briefly, ending the course with student led presentations on modern adaptations of the tale. Coursework will include writing assignments, class discussions, and oral presentations, and this course will meet both writing intensive and oral communication general education goals.

OZ: An American Fairytale (W,O)**TR 12:30-1:45****AMST 3000 – 002 (CRN#16971)****McMurray, B.**

From the highlands of the Southern Appalachian Mountains, through the rolling Piedmont of the Carolinas, to the flat swamps of the south, the Catawba River has a rich history of Native American culture and life. This course will study the Catawba River, from its source to its termination in the Atlantic Ocean, and will include the history and culture of the Catawba (Iswa) Nation, beginning with their first mention by Spanish explorers in the 1500s to the present day Catawba Reservation near Rock Hill, South Carolina. Our study of this river of life will also examine its use today by private and corporate citizens. Note: This course meets the writing intensive and oral communication goals for general education.

The Catawba: River of Life (W,O)**W 2:00-4:45****AMST 3000-003 (CRN#12303)****Vanier, J.**

The Piedmont region of North and South Carolina has been home to many Native American populations for the past fourteen thousand years. This course explores the cultural and material diversity of the various tribes from prehistory times to the present. This course meets the writing intensive and oral communication goals for General Education.

Indians of the Carolina Piedmont (W,O)**W 2:00-4:45****AMST 3000 – 004 (CRN#13522)****Bruner, M.**

In this course we will look at the influence of rock and roll and other popular music on American politics and culture as well as the influence of politics on American music and the music industry from the 1950s to the present. We will use music recordings and video, movies and documentaries in combination with lectures and assigned readings to consider the relationship of music to race, sexuality, generational conflict, public policy and the electoral process. We will examine the role of music as a means of looking at and coping with political and social change as exemplified in (but not limited to) the civil rights movement, the countercultural movement, the women's movement, and public response to American foreign policy and military actions during this time period. Finally, we will consider the intent and impact of musicians' and the music industry's efforts to draw public attention and financial support to national or international problems or crises and presidential contests. Course requirements include papers, discussion leaders and two formal presentations. (W,O)

Rock, Power, and Politics:**The Influence of Rock Music and Modern American Politics (W,O)****T 2:00-4:45**

AMST 3000-005 (CRN#13873)**Nooe, F.**

Southern Culture can be viewed as “a fiction of geographically bounded and coherent set of attributes to be set off against a mythical non-South.” Consciously and unconsciously, Americans both in and outside the South have constructed images and expectations of the region that are manifested in what we identify as Southern Culture. Throughout this course, we will take an interdisciplinary approach exploring the South through history, anthropology, literature, and media to examine an array of topics such as Native Americans, slavery, sports, and tourism. We will also examine how incidents associated with these topics reinforce and, at other times, contradict popular conceptions of the South. This course meets both the writing intensive and oral communication goals for general education.

Southern Culture Past and Present (W,O)**M 2:00-4:45****AMST 3000 – 007 (CRN#16972)****Belus, M.**

100% ONLINE Class, In Animation in America students will immerse themselves in all things cartoon. We will explore the spectacular Golden Age of Animation with its nascent comics, silent films and the profound impact this industry had on the popular radio programs and theatrical shorts of the 1930s. From here Bugs Bunny will accompany us on adventures as we delve into the turning point of American animation as its purpose evolved to utilitarian – to build the public’s morale and promote war bonds during the tumultuous WWII era. We will further study animation in the decades following World War II from the proliferation of television through the American Animation Renaissance of the late 1980s spanning to the most contemporary elements of animation today. From rudimentary cartoons to blockbuster Disney films and everything in between, this course is designed to “BAM”. Note: This course meets the writing intensive and oral communication general education goals.

Animation in America (W,O)**100% ONLINE****AMST 3000 – 010 (CRN#17937)****Massachi, D.**

From the first settlements to current communes, Americans have explored new frontiers in search of a better life, a perfect place, a utopia. But does this search for paradise conflict with American ideals regarding pursuits of the individual? What makes an ideal place? What can we learn about our cultural values from utopias portrayed in American fiction and film? What can we learn from real attempts at creating American utopian societies? Has time changed what America views as utopian? This course will examine American visions of utopian societies in history, fiction and film including Lois Lowry’s *The Giver*, Paramount’s 2002 film *Minority Report*, and Fox’s reality TV show *Utopia*. Coursework will include writing assignments, class discussions, and oral presentations, and this course will meet both writing intensive and oral communication general education goals.

American Utopias: Living the Dream (W,O)**TR 11:00-12:15****AMST 3000-090 (CRN#16220)****McMurray, B.**

From the gritty, rutted fairground dirt tracks to the gleaming, sleek Super speedways, racing has always been a Southern product. NASCAR stock car racing has grown from its regional roots to become one of the nation’s top sporting attractions. This course will explore the men and machines that raced the tracks of the South, as well as the rules and regulations that every driver has been caught breaking. From the brave moonshine runners of the 40’s to the slick, highly-televised races of today, we will explore why this phenomenon is such a popular sport. Characters such as NASCAR’s Founder, Big Bill France, along with famous drivers Fireball Roberts, Curtis Turner, Dale Earnhardt, Sr., Bobby Allison, Cale Yarborough and Others will be featured for their impact on Southern Culture. In addition to the study of racing in films, we will examine contemporary support industries such as marketing, public relations, and souvenir merchandising. *Note: This course meets the writing intensive and oral communication goals for general education.*

Motorsports in the South (W,O)**W 5:00-7:45****AMST 3000-091 (CRN#16973)****Shacht, W.**

This course explores the impact of popular music on American culture and vice versa. We’ll begin with the earliest mass mediums (radio, acetates, gramophones) and the rise of a national audience, and dissect the birth of rock & roll in terms of race, business, and cultural trends. We’ll continue through the youth culture movement of the second-half of the 20th century, including Woodstock, the sexual and drug revolutions, punk, hip-hop, the rise of MTV, and the multi-billion dollar music industry of the 1990s. We’ll look at the effect music has had on other mediums, such as film, advertising and television. Finally, we’ll examine the impact of the Internet on the American music scene and the declining business model that characterized it for nearly a century. *Note: This course meets the writing intensive and oral communication goals for general education.*

Pop Culture and the American Music Scene (W,O)**T 6:30-9:15****AMST 3000 – 092 (CRN#16993)****Winkler, T.**

This course will cover the creative output of 20th and 21st century artists who have not been trained in the traditional sense and who practice outside the mainstream of the contemporary art world. Outsider Artists come from diverse backgrounds, work in a wide variety of media and styles, yet tend to share a common passion for image-making and storytelling. Besides exploring social and cultural issues surrounding Outsider Art, we will also consider some key questions: What exactly do we mean by “Outsider?” How do we place Outsider work in art history? How have marginalized artists influenced insiders? How do we interpret the often complex meanings of visionary art? We will learn about many folk art superstars, with an emphasis on artists from the South. This is a rich subject full of colorful personalities and engaging imagery. This course meets the writing intensive and oral communication goals for General Education.

Outsider Art in American Culture (W,O)**M 5:30-8:15**

AMST 3020 – 001 (CRN#10212)**Harris, M.**

100% ONLINE course. "A man who couldn't hold a hand in a first-class poker game isn't fit to be President of the United States." So claimed Albert Upton, a literature professor at Whittier College whose most famous student, Richard Milhous Nixon, would go on not only to become the 37th U.S. President, but by many accounts a formidable poker player as well. While many who have held the nation's highest office have enjoyed a game of cards, none ever took poker as seriously or enjoyed as much success at it as did Nixon. In fact, as a Naval officer in the South Pacific during WWII, Nixon earned enough playing poker to help fund his first run for Congress in 1946. Starting with an overview of Nixon's poker playing and the various strategies he developed as a player, this 100% online course will examine in detail the tumultuous three-decade career of one of the century's most polarizing political figures, a career full of bold gambles and stealthy "tricks" that earned him huge wins before concluding with the failed bluff of Watergate and historic fold when resigning the presidency. Note: This course meets the writing intensive general education goal.

Tricky Dick: Richard Nixon, Poker, and Politics (W)**100% ONLINE****AMST 3020- 002 (CRN#15375)****Hoffman, D.**

This course will explore director Martin Scorsese's representative depictions of Mafia life in such early efforts as *Who's That Knocking at My Door* (1968) and his film school shorts through later films such as *Mean Streets* (1973) and *Goodfellas* (1990), with special attention to the relationship between crime and commerce in *Casino* (1995), official corruption in *The Departed* (2006), and the role of the criminal band in immigrant history as depicted in *Gangs of New York* (2002). Secondary materials will include selections from Scorsese's published interviews along with Nicholas Pileggi's source nonfiction, Herbert Asbury's history of early New York crime and Fellini's influential *I Vitelloni* (1953). This course meets the writing intensive goal for general education.

The Mob Cinema of Martin Scorsese**WF 9:30-10:45****AMST 3020 – 003 (CRN#12997)****Bruner, M.**

In this 100% ONLINE course will study television's evolution as a technology, economic, and cultural influence on American society from the 1950s to the present. We will focus on prime time commercial broadcasting, but will also look at game shows, children's programming, and soap operas. Much required viewing as well as reading in media history and cultural interpretation. Note: This course meets the writing intensive general education goal.

Television in America**100% ONLINE****AMST 3020 – 004 (CRN#12998)****Gordon, C.**

In this 100% online writing intensive course, we will explore the subject of ghosts in American film and culture. According to a recent Harris Poll, nearly half of all Americans claim to believe in ghosts. Modern horror films such as *Poltergeist* and *The Amityville Horror* have been thought to influence these beliefs. Ghosts also have a romantic side (the classic film *The Ghost and Mrs. Muir* and the more recent *Ghost*, with Patrick Swayze and Demi Moore), as well as a funny side (*Ghostbusters* and *The Ghost and Mr. Chicken*). Ghosts appear in American literature and are told about in folktales and stories. They are also the subject of poetry, comic books, cartoons, television shows, and popular music. Even a search of the internet returns millions of hits for "ghosts." Note: This course meets the writing intensive general education goal.

Ghost in American Film and Culture (W)**100% ONLINE****AMST 3020 – 005 (CRN#13087)****Belus, M.**

100% ONLINE Class. Food...we need it, we love it, but how does it shape our lives beyond our basic needs for sustenance? How does it impact us culturally? Ethnically? Romantically? In this 100% online course we will study the changing dynamic of food as it connects Americans through our rituals with family and friends, through media and advertising, and through our personal behaviors and relationship with food. Other topics we will cover include critical perspectives on gender and food, modified foods, fad diets, and the influence of the fast food industry on individuals and the nation. Course requirements include numerous reading assignments of books and articles, as well as formal and informal writing assignments. Note: This course meets the writing intensive general education goal.

Food in America (W)**100% ONLINE****AMST 3020-006 (CRN#18179)****Obie-Nelson, K.**

This 100% online course will examine the evolution and impact of race in America. Students will analyze racial ideology and the controversial issues surrounding race throughout history and culture. Students will learn how racial constructs have been and still are perpetuated within American society through such mediums as media, politics, labor, law, and education. This course will evoke critical thinking from students as they examine race in the world in which they live and the impact of racial paradigms and relations from the past, present, and future of American society and culture. This course meets the writing intensive goal for general education.

Race in America (W)**100% ONLINE**

AMST 3020 – 009 (CRN#14891)**Gardner, S.****American Indians in Children Literature (W)****100% ONLINE**

Probably the history and literature of no other ethnicity in the contemporary US has been so “over-written” by the mainstream culture. White writers have predominantly controlled how Am. Indian children are represented. Focusing on YA novels and biographical reflections on the YA experience by Am. Indian writers, we will explore their differences from the stereotypes that had (and, to some extent, still do) prevailed. We will also explore the forced confinement of Am. Indian children in federally and church-run boarding schools during the 19th and 20th centuries, which aimed to strip them of their culture: an “education for extinction,” as one scholar has described it. Note: This course meets the writing intensive general education goal.

AMST 3050 – 001 (CRN#13084)**Bishop, N.****Innovation in Modern America****100% ONLINE**

This 100% online course explores the role of technological innovation in modern American life. Our concern is not merely with things and processes, but rather with how technologies have interacted with society and culture in complex and important ways. We will explore the lives of the innovators such as Steve Jobs of Apple, Donna Dubinsky of the Palm Pilot, and Otis Boykin whose electronic control devices were used in computers and pacemakers, as well as dissect the impact of innovation on the economy and education. The course material will go behind the disputes over the nature and direction of technical change (and the social changes associated with it) that have persistently been a central part of the American experience, and their outcomes have mattered a great deal to the lives of all Americans.

AMST 3050 – 002 (CRN#13086)**Obie-Nelson, K.****Sports in America: Issues and Controversies****100% ONLINE**

This 100% online course explores the relationship between sports, culture, and society. Students will be exposed to the historical, cultural, and sociological aspects of the world of sports. This course will analyze the controversial issues surrounding these aspects as well as evoke critical thinking from the students as they examine sports in their own lives and in the world in which they live. Students will take an in-depth look at such topics as race, gender, commercialization, and the media and how these topics impact, disrupt, and/or distinguish sport society. The course will primarily focus on intercollegiate and professional sports.

AMST 3050-003 (CRN#13137)**Hicks, C.****Rethinking the Modern Civil Rights Movement****TR 12:30-1:45**

What do scholars mean when they discuss civil rights in the United States? How does our understanding of civil rights change over time? What was the Modern Civil Rights Movement? This course will focus on activism before the 1954 Brown v. Board of Education decision, the traditional narratives of the Modern Civil Rights Movement (1954-1965), as well as the ways that the Black Power Movement (1966-1982) influences our understanding of civil rights activism today.

AMST 3050-004 (CRN#14625)**Bolin, J.****Religion and the Constitution****TR 12:30-1:45**

This course will explore the legal history of “freedom of religion” in the United States from the colonial era to contemporary controversies over same-sex marriage and abortion. Our focus will be on the First Amendment, including its origins and the development of the constitutional concepts of free exercise and nonestablishment of religion.

AMST 3050-005 (CRN#14742)**Ramsey, S.****African American Women’s History to 1877****MW 9:30-10:45**

This course examines the historical experiences of women of African descent living in the United States from the colonial era to the end of Reconstruction in 1877. In this course, we will analyze issues relating to work, family, identity, image, sexuality, and oppression. This course also introduces major theoretical concepts used to discuss and analyze African American Women's history.

AMST 3050-007 (CRN#14743)**Klehr, G.****Civil War and Reconstruction 1860-1877****MW 2:00-3:15**

The American people in war and the postwar adjustment. Emphasis on the political, social and economic conditions of the North and South during the Civil War and Reconstruction period.

AMST 3050-008 (CRN#16050)**McKinley, S.****History of the South Since 1865****TR 2:00-3:15**

Southern history from Reconstruction to the present. Emphasis on race and class relations as the South copes with change. Special attention is paid to the Civil Rights Movement, industrialization, and urbanization.

AMST 3050-009 (CRN#17885)**Wilson, M.**

This course considers the history of politics and government in the United States by examining the history of American democracy in theory and practice. To what extent have American politics and government been democratic? What does the history of democracy in America suggest about the future of politics and society in the United States and the world? This course will examine the rise of parties and mass politics, machine politics and reform movements, the history of citizenship and suffrage as relates to race, ethnicity, and gender, the relationship between war and democracy, and the problem of reconciling democratic ideals with social and economic inequalities. Students in this course will hone their advanced reading, writing, research, and communications skills, by engaging with challenging texts, writing regularly and revising in response to instructor and peer comments, and by executing a small independent research project with the guidance of the instructor. Students in this course will also become better informed, more capable citizens. The course content demands that students enhance their knowledge of the U.S. political system and its history. It also requires students to master (and historicize and criticize) some basic common rules of parliamentary procedure, as a way of encouraging their future participation in governance and politics. We will discuss current events and connect them to historical developments. Students' independent research projects provide them with an opportunity to explore their own interests and think about how to improve democracy in America for the 21st century.

Democracy in America: A Historical Perspective**TR 9:30-10:45****AMST 3050 – 091 (CRN#18207)****Sanders, M.**

Analyzes the question of what constitutes American Philosophy, examining the interaction between America and philosophy and exploring some of the characteristics that may help contribute to the characterization of American Philosophy including: individualism, community, practicality, fallibility, and meliorism. Critically examines the narrative of American philosophy, focusing on pragmatism, America's distinctive contribution to philosophy, and assesses the role that American philosophy has, can, and should play concerning social and cultural issues in America.

American Philosophy**TR 12:30-1:45****AMST 3050 – 090 (CRN#18093)****Burford, J.**

Urban America is a class that explores the development of urban culture in America by looking at a variety of US cities and culture that develops from urban space. We will take a look at everything from how cities are constructed, to the creation and subsequent loss of public space, to tourism as a form of leisure and memory. We will also take a look at the character of America as it pertains to the citizens of its cities. All told this course will look at the ways in which the urban environment has influenced who we are as a nation as well as who we think we are. This class will use multiple formats including texts, art, urban theory, film, websites, and architecture.

Urban America**T 5:30-8:15****AMST 3090 – 090 (CRN#15376)****Davis, W.**

Since 1980, American film has experienced a range of significant changes technologically, socially and artistically. Not only have the ways we communicate changed, but the language of film has changed radically from new independent filmmakers to distribution methods and available technology. From Jim Jarmusch, Gus Van Sant and Paul Thomas Anderson to Harmony Korine, Darren Aronofsky and Wes Anderson, join in an in-depth look at the various genres, styles and voices of contemporary American cinema.

New American Film Makers**T 5:30-8:15****AMST 3100– 001 (CRN#10215)****Bruner, M.**

This 100% ONLINE course will cover Flappers, Speak-Easies, The First Radio, The Jazz Age. This decades course will take us on a tumultuous ride from Post World War I prosperity up to the Wall Street Crash of 1929. Topics include: Prohibition, The Rise of the Mafia, The President Harding Scandals, The Great Gatsby and more.

"The 1920s"**100% ONLINE****AMST 3100 – 003 (CRN#10217)****Belus, M.**

In this 100% online course using Moodle and Second Life, we will examine how diverse social, economic, artistic, literary, philosophical and political forces shaped American society during the 1930s. We will discuss the complex and multifaceted nature of American culture during a tumultuous era that experienced the Great Depression, the Dust Bowl, the demise of the American Dream, the New Deal, and the rise of modern activism. The 1930s powerfully impacted the lives of ordinary people living under extraordinary circumstances. What can we learn from their experiences?

"The 1930s"**100% ONLINE**

AMST 3100 – 004 (CRN#10218)**“The 1970s”**

Kitrick, L.

TR 11:00-12:15

What do the 1970’s bring to mind? Disco? Leisure suits? That ‘70s Show? Once passed, decades tend to be stereotyped and are actually more contradictory and varied than we remember or imagine them to be. While the 1970’s saw plenty of dancing and too many dads in polyester, the decade also gave birth to glam, punk, and rap. The colorful 1970’s also had a dark side—Watergate, the energy crisis, and continuing outbreaks of violence. The protest movements of the 1960’s became increasingly more radical in the 1970’s while receiving more mainstream attention. In addition, new developments in the arts, marketplace, and government that took place in the seventies continue to affect us today. In this course we will examine the politics, technology, and popular culture (including film, literature, music, and television) that made the 1970’s an especially complex and dynamic decade.

AMST 3100 – 005 (CRN#13085)**“The 1990s”**

Bauerle, S.

WF 12:30-1:45

The 1990s have been described as one of the most diverse and interesting periods in American history. The underground became mainstream as music, fashion, literature, film, and pop culture strived to test and transcend boundaries as society explored rebellion and idealism. The last decade of the millennium marked an explosion of economic, cultural, technological, and political activity in almost every aspect of American society. Some of the trends that we will trace through the 90s include: the rise of the grunge movement in music, movies, and fashion; the impact of the War on Terror and national traumas like the Oklahoma City Bombing and Los Angeles Riots; and the dramatic cultural transformations surrounding race, gender, and sexuality.

AMST 3100-090 (CRN#10219)**“The 1960s”**

Rutledge, P.

W 6:30-9:15

Note: This class will be taught as a hybrid course (50% online/50% face-to-face). This means that instruction and student participation will be divided between in-class meetings and online activities using Moodle, and classes will meet every two weeks rather than every week. A high-speed Internet connection is strongly recommended. The 1960’s brought serious challenges to authority, the status quo, and the traditional institutions that had previously defined American life. In the early part of this explosive decade, the conservative conformity of the 1950’s gave way to an increasingly direct and hostile questioning of the American Dream. This course will examine the important cultural, social, and political conflicts that emerged in the 1960’s, especially those related to the black civil rights movement, feminism, the Vietnam War, environmentalism, social justice, the youth-base counterculture, and expanding one’s consciousness’ through drug use. These diverse conflicts ultimately brought significant change in American attitudes, values, institutions, and policies.

LBST 2212-425 (CR#18294)**Literature and Culture**

Belus, M.

100% ONLINE

This 100% online course examines the distinct literature and culture of the South. Topics include literature, film, music, art, religion, politics, race relations, gender and social class. We will view the literature and culture in both a historical and contemporary context.

LBST 2212-426 (CRN not available)**Literature and Culture**

Bruner, M.

100% ONLINE

Seeking Identity in Adolescent Literature and Culture: “Who are *you*?” the Caterpillar repeatedly asks Alice. This question of identity is one of the prevalent themes in adolescent literature. We will examine this topic as well as other struggles of teens, including coming of age issues. We will explore a variety of multi-cultural texts, films, and television programs and examine how evolving characters identify with their differing cultural milieus; subsequently, often contradicting expectations. As literature is a written representation of culture that highlights the significance of the various ideologies, behaviors, and customs in a creative way, some of the great novels we will read include: *Perks of Being a Wallflower*, *The Absolutely True Story of a Part-time Indian*, *Speak*, and *A Step from Heaven*. This course is an asynchronous, 100% on-line class taught in Canvas. Students will be expected to complete various projects, on-line presentations, reading and writing assignments and group-work.