



THE UNIVERSITY OF NORTH CAROLINA
AT CHARLOTTE
COURSE DESCRIPTIONS
SPRING 2014

AMST 2050 – 001 (CRN#26449)

Moore, C.

Cross listed with HIST 2150 and WMST 2150.

A survey of women's experience in the U. S. from colonization through the civil war and reconstruction. Special emphasis on the evolution of women's public roles and the impact of class, race, and region in shaping women's lives.

U.S. Women's History to 1877

TR 2:00 – 3:15

AMST 2050 – 090 (CRN#25305)

May, J.A.

Cross listed with ANTH 2153 – 090.

Theories, methods, and data of the archaeology of the post-1492 world; integration of archaeological and documentary research; globalization through material culture; emphasis on North America.

Topics in AMST: Historic Archaeology

T 6:00 – 8:45

AMST 2050 – A01 (CRN#24728)

Simmons, S.

Cross listed with HIST 2000.

This course will examine the history and culture of the postwar era. This formative period saw the United States emerge as a global leader, and an antagonist against the "un-American way." With the fall of communism, the emergence of global terrorism, and the digital revolution, America has scrambled to (re)define its place and identity as a nation at home and abroad. We look in particular at the role that the various media played in shaping the era. From the newsreels of early Cold War events to current social media.

Topics in AMST: United States since 1945

TR 9:30 – 10:45

AMST 2050 – A02 (CRN#26452)

McKinley, S.

Cross listed with HIST 2297.

An overview of North Carolina's historical development focusing on the social, economic, and political events that have shaped the state.

Topics in AMST: History of NC 1500 - Present

TR 3:30 – 4:45

AMST 2050 – A03 (CRN#25306)

Higham, C.

Cross listed with HIST 2000.

This course offers an introduction to the diversity of Native North American life. We will study trends and movements that shaped the experiences of Native peoples in North America and examine the impact of stereotypes on Native and non-Native American life. Thanks to a dearth of traditional sources, the history of Native peoples provides us with an excellent opportunity to develop analytical, critical thinking and argumentative writings skills, often leading to interesting and unusual discussions.

Topics in AMST: The History of the American Indians

WF 9:30 – 10:45

AMST 2050 – A04 (CRN#26451)

Mixon, G.

Cross listed with HIST 2161.

This course explores the African-American experience from the Civil War to the present. It follows the struggle of freed slaves and free people of color to take advantage of the promise of emancipation and the changing place of African-Americans in their society.

Topics in AMST: African-American History since 1860

MW 9:30 – 10:45

AMST 3000 – 001 (CRN#20531)

Bruner, M.

Americans are a funny lot. We have been known to laugh at just about every aspect of public and private life--political gaffes, personal faults, and the newest viral videos, to name a few. Humor and comedy in this country has been used to uncover and dissect diverse social, cultural and political values, ideas and tensions. Constance Rourke suggests that American humor and comedy began with the close of the American Revolution, when the country "was freed from the worry of self-preservation" and its citizens began to regard themselves as "works of art." This course will use a variety of humor and comedy that has permeated American culture both historically and contemporarily. We will start by examining theories and functions of laughter and humor, and then explore the proliferation and types of comedy and humor in literature, media and performance by tracing the evolution of a nascent American "work of art" to what we now consider a distinctly American sense of humor based on national character(s) and experience(s). *Note: This course meets the writing intensive and oral communication goals for general education.*

Seminar in AMST: American Humor and Comedy (W,O)

TR 12:30 – 1:45

AMST 3000 – 002 (CRN#20532)**McMurray, B.**

Sports in America is a multi-billion-dollar-a-year industry, a cultural touchstone, and a barometer of the nation's political, racial and ethical temperature. Through modern media, the sports celebrity has risen to the top of the cultural heap and become a bellwether of individual achievement; at the same time, sports unions and quasi-federations like the NFL, MLB, NBA, and NCAA and Olympic committees have proven to be among the most powerful groups in the nation. In this course we will examine the relationship between both amateur and professional sports and the media, both modern and old, to see how we arrived at this cultural place where sports stars and events trump the popularity of music stars, blockbuster films and national elections. *Note: This course meets the writing intensive and oral communication goals for general education.*

Seminar in AMST: Sports and Media in American Culture (W,O)**W 2:00 – 4:45****AMST 3000 – 003 (CRN#26547)****Good Taste (W,O)****Bernard, M.**

"Cult movie" is a term that many of us have probably heard in reference to a particular film. However, if asked to define what exactly a "cult movie" is, we may struggle for a precise definition. This course will attempt to answer the deceptively simple question of what we mean when we say "cult movie." In exploring this issue, we will ask several questions such as: what are the origins of cult behavior surrounding the movies? Are certain films from certain genres more likely to become cult movies than others? Can a filmmaker or studio aim to make a cult movie, or is a cult movie something that can only be determined by audience reception? Can Hollywood blockbusters be cult movies? Are some actors more cult than others? How has the cult reception of certain films varied over time as film viewing habits and formats change? Students will read, think, and write critically about films screened in class and will also present on selected films viewed outside of class. Films screened/discussed may include, but are not limited to: Freaks (1932), Wizard of Oz (1939), It's a Wonderful Life (1946), Plan 9 from Outer Space (1959), Night of the Living Dead (1968), El Topo (1970), Pink Flamingos (1972), The Rocky Horror Picture Show (1975), This Is Spinal Tap (1984), and The Big Lebowski (1998). *Note: This course meets the writing intensive and oral communication goals for general education.*

Seminar in AMST: Cult Movies: At the Edge of Hollywood, the Mainstream, and**T 2:00 – 4:45****AMST 3000 – 004 (CRN#26548)****Obie-Nelson, K.**

Racism has plagued the history of America. Racism comes in many forms including segregation, intolerance, prejudice, discrimination, and even violence. This course will examine the violent and blatant forms of American racism through lynchings and race riots. Students will analyze and explore the events surrounding lynchings and race riots through historical, cultural, social, and literary contexts. This course will evoke critical thinking from students as they study how these violent acts preserved, perpetuated, disseminated, and maintained racism throughout American culture. Disclaimer: The subject matter is extremely graphic and may be unsettling. *Note: This course meets the writing intensive and oral communication goals for general education.*

Seminar in AMST: Racism and Racial Violence in American Culture (W,O)**F 9:30 – 12:15****AMST 3000 – 005 (CRN#26549)****Contemporary Television (W,O)****Bruner, M.**

James Gandolfini has been memorialized in countless essays about his greatest role—the role that revolutionized television, the role that paved the way for so many other troubled men who served as microcosms of the American experience for viewers and critics. What do these violent, complicated characters mean, and not just to us—to TV and how we watch it. Shows like *When Mad Men* and *Breaking Bad* are over, is the television anti-hero here to stay? The heavy, heavy shows that feature these men—and, yes, they are almost always men—are labeled brilliant because they are able to say something about the American condition through despicable guys who are somehow watchable and also somehow representative. This course will examine the idea of the anti-hero. Beginning with the character of Tony Soprano to Walter White, Don Draper, and Nicholas Brody, Americans have been enamored with the idea of the flawed hero. When is the line crossed between protagonist/antagonist? Is the anti-hero his/her own worst enemy? Drawing on readings, and the television shows *The Sopranos*, *Breaking Bad*, *Mad Men*, and *Homeland* we will examine the development of the main characters and the deeper societal issues that fuel their appeal. (Disclaimer: This course contains extremely graphic material, and may be unsettling). *Note: This course meets the writing intensive and oral communication goals for general education.*

Seminar in AMST: From The Sopranos to Breaking Bad: The Male Antihero in**TR 11:00 – 12:15****AMST 3000 – 090 (CRN#20599)****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.*

Seminar in AMST: Motorsports in the South: NASCAR Past and Present (W,O)**W 5:00 – 7:45**

AMST 3000 – 092 (CRN#26551)**Bernard, M.****Seminar in AMST: Coen Brothers in American Film (W,O)****T 6:00 – 8:45**

Over the past three decades, the writing/producing/directing team of the Coen brothers (Joel and Ethan) has been making films that have been met with critical acclaim, box office success, and academic analysis. In this course, we will cover films spanning the Coens' rich and varied body of work. We will discuss how the Coens utilize postmodern pastiche in their neo-noirs, like their debut film *Blood Simple* (1984), their popular favorite *Fargo* (1996), their cult classic *The Big Lebowski* (1998), and their award-winning *The Man Who Wasn't There* (2001). We will explore how the Coens depict family life in their uproarious comedies like *Raising Arizona* (1987) and *O Brother, Where Art Thou?* (2000). This course will also consider the Coens' work in various genres such as the Western, like their Oscar-winning *No Country for Old Men* (2007) and their hit remake of the classic *True Grit* (2010). Finally, we will take account of the Coens' more unconventional, difficult-to-classify fare, like *Barton Fink* (1991) and *A Serious Man* (2009). Throughout our discussions, we will return to reoccurring themes, such as crime, gender bending, the double, intertextuality, and regionalism, that cross over into all of the Coens' films. Students will read, think, and write critically about films screened in class and will also present on selected films viewed outside of class. **Note: This course meets the writing intensive and oral communication goals for general education.**

AMST 3020 – 001 (CRN#21348)**Harris, M.****Seminar in American Studies: Poker in American Film and Culture (W)****100% On-Line**

In this completely on-line class in Moodle, we will examine the history of poker in America -- a game invented in the U.S. shortly after the nation's birth -- focusing in particular on cultural productions, including film and literature, in which poker is of special thematic importance. Students will not only learn poker's rich story and relevance to U.S. history generally speaking, but will also come to appreciate how the game serves as a lens through which to examine numerous aspects of American culture from the early 19th century to the present day. **Note: This course meets the writing intensive general education goal.**

AMST 3020 – 002 (CRN#20533)**Belus, M.****Seminar in American Studies: Food In America (W)****100% On-Line**

100% online course delivered using Moodle. Learn to use Moodle at <http://distanced.unc.edu/new-current-student-guide#orientation>. 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.**

AMST 3020 – 003 (CRN#24426)**World Order (W)****Hoffman, D.****Seminar in American Studies: Ridley Scott's *Black Hawk Down* and the New****WF 8:00 – 9:15**

This course will consist of a critical analysis of Mark Bowden's nonfiction bestseller about the "forgotten war" of the post-Cold War era and its realization in Ridley Scott's self-described "anti-war, pro-military" film, with particular attention given to its growing status as an emblem of the complexity of global conflict in the new millennium, its redefinition of the mythic paradigms of extraction, dynamics of combat and imprisonment in cinematic narrative, and as a touchstone for the War on Terror. **Note: This course meets the writing intensive general education goal.**

AMST 3020 – 004 (CRN#24788)**Hoffman, D.****Seminar in American Studies: Films of Sam Peckinpah: Pioneer of Violence (W)****WF 9:30 – 10:45**

This course will focus on Sam Peckinpah's career as a cinematic iconoclast of on-screen depictions of violence, with special attention to his innovations of realism and stylization through editing and slow-motion montage. The course will examine violence as integral to the themes of male partnership and the paradoxical nature of the outlaw in *The Deadly Companions*, *Ride the High Country*, *Major Dundee*, *the Wild Bunch*, *Ballad of Cable Hogue* and *Pat Garrett and Billy the Kid*, and will also explore the broader themes of territorial imperative and culture clash in *Straw Dogs*, self-reference in *Bring Me the Head of Alfredo Garcia*, and the futility of battlefield heroism in *Cross of Iron*. **Note: This course meets the writing intensive general education goal.**

AMST 3020 – 005 (CRN#24659)**Gardner, S.****American Indians in Children's Literature (W)****WF 12:30 – 1:45**

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 3020 – 006 (CRN#24799)**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. In this 100% ON LINE course we 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 general education goal.**

Motorsports in the South: NASCAR Past and Present (W)**100% ON-LINE****AMST 3020 – 007 (CRN#26872)****Belus, M.**

In this completely on-line class we will study the evolving role of teens in American culture. In doing so, we will review classic and contemporary films and various novels, shorts stories, poems and personal experiences. Some of the themes to be overviewed include adolescent girls, gangs, multiculturalism and teen relationships. We will begin our study by exploring teens in Colonial America and continue through contemporary adolescents with the objective to better understand the ever-changing role of the American teenager. Classes will be taught in Moodle with asynchronous modules that explore and interpret the evolution of American adolescence. Students will be expected to participate in on-line discussions and assignments and complete a class project, various reading and writing assignments, quizzes, and the final exam. **Note: This course meets the writing intensive general education goal.**

Adolescence in America (W)**100% On-Line****AMST 3020 – 090 (CRN#20534)****Schacht, J.**

This course will explore the impact of popular music on American culture. We'll begin with the earliest mass mediums (radio, acetates, field recordings) and the rise of rock 'n' roll. 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, and indie rock. We'll look at the effect music has had on other mediums, such as film and television. Finally, we'll examine the impact of the internet on the American music scene. **Note: This course meets the writing intensive general education goal.**

Seminar in American Studies: Pop Culture and the American Music Scene (W)**T 6:30 – 9:15****AMST 3050 – 001 (CRN#24387)****Dupre, D.**

Cross listed with HIST 3212.

The South from colonial origins through the Civil War. Emphasis on the political and cultural developments which ultimately led the South to secession and the creation of a distinct Southern nation in the Confederacy.

Topics in AMST: History of the South to 1865**TR 12:30 – 1:45****AMST 3050 – 002 (CRN#25130)****Andres, B.**

Cross listed with HIST 3288.

Influence of the frontier on the historical development of the U.S. Emphasis on the trans-Mississippi Western United States.

Topics in AMST: The Frontier in the US History**TR 3:30 – 4:45****AMST 3050 – A01 (CRN#25308)****Mims, L.**

With a primary focus on the twentieth century, this course will trace the history of same-sex desire in the United States. Through a variety of primary and secondary sources we will examine the creation and meaning of "lesbian" and "gay," and learn how these identities have changed over time. We will critically examine the role of homosexuality in American history and society by exploring the process of "doing" lesbian and gay history, and engaging the current scholarship and theories that shape the field.

Topics in AMST: Lesbian and Gay History**TR 9:30 – 10:45****AMST 3050 – A02 (CRN#23702)****Hicks, C.**

Cross listed with HIST 3000.

This course will introduce students to the significant themes and events that have shaped African American Women's historical experience from the end of the Civil War to the present. We will examine the social, political, and economic meaning of freedom for women of African descent.

Topics in AMST: African-American Women**TR 2:00 – 3:15****AMST 3050 – A90 (CRN#23576)****Cole, T.**

Cross listed with HIST 3202.

The American Revolution was both a military conflict fought over the issue of colonial independence and a catalyst for sweeping political and social change. Examines the Revolution as a political, social, and military phenomenon, focusing on the transformation of political culture and the experiences of ordinary Americans.

Topics in AMST: American Revolution, 1750 – 1815**M 6:30 – 9:15**

AMST 3050 – A91 (CRN#25310)**Cox, K**

Cross listed with HIST 3011.

An examination of twentieth-century historical themes in cultural context through films and scholarly monographs.

Topics in AMST: The South in Film**W 3:30 – 6:15****AMST 3050 – B01 (CRN#25714)****Tindal, B.**

Racial inequality, segregation, and protest movements have defined the social and political milieu of the U.S. and South Africa in the twentieth century. Both countries have struggled to reconcile its history of slavery and emancipation; the impact of settler colonialism and capitalism; the relationship between segregation and equity; the intersections of race, class, gender, and ethnicity in policymaking; and the dissemblance of democracy in practice and theory. This course offers a comparative examination of the history of apartheid in the U.S. and South Africa and the various strategies of accommodation and resistance employed by African Americans and black South Africans from the colonial era up to the twentieth century. In this regard, this course is particularly attentive to the Civil Rights-Black Power movements and Anti-Apartheid struggle in the U.S. and South Africa respectively. This course is designed to help students engage a variety of methodological issues raised by the comparative approach to history, including: (1) understanding concepts of race and class as categories of historical analysis, (2) identify key issues in the social, political, and economic history of the U.S. and South Africa, and (3) discern the similarities and differences in the history and historiographical tradition of each nation.

Topics in AMST: Apartheid in United States and S. Africa**TF 11:00 – 12:15****AMST 3050 – 003 (CRN#26552)****Coles, S.**

This 100% online course incorporates thought-provoking resources and activities designed to guide our conversation and exploration of the use and impact of social media on American culture. The goal of the course is to give students the tools and the opportunity to build knowledge related to the current landscape of American culture with the rapid proliferation of social media. Students will examine the influence of social media, including the social networking giant – Facebook, along with Twitter, blogs, and others on material culture, social institutions, attitudes toward the unknown, the arts, and language in American culture. Students will access the Moodle course via the Internet: <https://moodle.uncc.edu/login/index.php>.

Topics in AMST: Social Media in American Culture (C)**100% On-Line****AMST 3050 – 004 (CRN#26554)****Salanger, C.**

What do you want to be when you grow up?" This commonly asked question opens the imagination for many young Americans and begins to solidify early in development the cultural importance of work, the profound connection between our profession and our being, and the limitless possibility to become whatever you desire. This course takes a broad look at work, the workplace, and the American work ethic over time and how these aspects influence the definition of ourselves and our culture. We will use American culture in the forms of film, literature, magazines and humor to examine how work has shaped our culture and in turn how our culture has shaped the workplace. Throughout the course, students will work to personally define "success" and "happiness." We will look at different sectors of hard-working Americans including those who struggle to make ends meet. What does this struggle say about a culture that values success and money to the level that America does? This 100% online course is open to all students.

Work, Success, and the Pursuit of Happiness in American Culture (C)**100% On-Line****AMST 3050 – 005 (CRN#)****Obie Nelson, K.**

In this 100% online class we will explore 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.

Sports in America: Issues and Controversies (C)**100% On-Line****AMST 3050 – 090 (CRN#26565)****Jenks, R.**

The comic strip represents a unique American phenomenon that has experienced periods of evolution and change. In the second half of the twentieth century, the Golden Age of comics gave way to an era in which comic book makers were demonized and a comic book code emerged. The children of the Yellow Kid grew up and the Marvel Age emerged. With so many super heroes on the comic book scene, many comic book characters find themselves in Hollywood. Also, underground comic books begin drawing a larger readership, and comic books in general are sold in places other than the local drug store. The comic book store helps to promote comic books as collectible items, and comic book conventions become major events for fans. Comic strips continue to fill the nation's newspapers, with new characters, storylines, and formats. This course will explore the evolution of comic books and comic strips in post-World War II America from 1945 to the present.

Comic Books and Comic Strips in America after 1945 (C)**M 6:00 – 8:45**

AMST 3050 – 092 (CRN#26568)**Burford, J.**

This course will focus on the emergence of the LGBT community in 20th century American Culture. We will look at the ways in which Gay culture developed from a collection of men and women hiding their lives in fear, to a post-Stonewall liberation culture of increased visibility. We will look at the many ways LGBT identity developed in the 20th century by exploring the intersections of science, religion, popular culture, politics, and urbanization on LGBT people. Because the experience of LGBT individuals is so varied, we will use a variety of media to create patterns and connections within this diverse community. We will read biography, watch films, read novels, listen to music and look at a collection of primary documents to illuminate the vast experience of what it is like to be Gay in modern American Culture. This class is designed to be an introduction to the study of LGBT culture and students at all levels are invited to participate in the discussion of where this community has been, and where it will go in the 21st century.

Topics in AMST: Modern Gay America**T 5:30 – 8:15****AMST 3090 – 090 (CRN#23473)****Shapiro, S.**

Over fifty years have passed since the 1950s ended, and most young Americans today imagine that decade in much the same way it was first presented to their grandparents in the now-legendary TV shows of that era. They see it as a time of domestic harmony and emotional well-being, of national prosperity and suburban bliss.

American Cinema of the 1950s (C, L)**R 6:30 – 9:15**

However, it was in the Hollywood films of that era in which the fault-lines could be observed – if you knew where to look. It was a time in which Hollywood producers both promulgated and slyly subverted that “mythic image” of the 1950s. And it was also a time in which some of the greatest film directors (Hitchcock, Wilder, Preminger, Kazan, to name just four) were at the zenith of their creative influence and technical innovation.

The movies that you’ll study in class (as well as out-of-class assignments) will represent popular genres of the 1950s, as well as mater works of several genius directors: Vertigo, Rear Window, Shane, Invasion of the Body Snatchers, Rebel Without a Cause, On the Waterfront, Shadows.

AMST 3100 – 001 (CRN#20536)**Bruner, M.**

From the atomic bomb, spies, and Sputnik to Rock and Roll, television, and drive-in movies, this course takes an in-depth look at the fascinating decade of the 1950s in America.

Intro to American Studies: The 1950’s**TR 9:30 – 10:45****AMST 3100 – 002 (CRN#20537)****McNeil, J.**

With the release of the 52 Iranian hostages and Ronald Reagan’s inauguration, the 1980’s begin. The birth of MTV would soon follow, as would a full-blown AIDS pandemic, the Iran-Contra hearings, the invasion of Grenada, the rise of hip-hop, and Reaganomics. It was a decade of greed and one in which the term ‘yuppie’ was coined. The 1980’s also saw an explosive growth in media, especially television. In this class, we will explore the political, social, and artistic landscape of the decade and its impact on American culture today.

Intro to American Studies: The 1980’s**100% On-Line****AMST 3100 – 003 (CRN#20539)****Belus, M.**

In this 100% on-line 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?

Intro to American Studies: The 1930’s**100% On-Line****AMST 3100 – 004 (CRN#20541)****Kitrick, L.**

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.

Intro to American Studies: The 1970’s**TR 11:00 – 12:15**

AMST 3100 – 005 (CRN#23460)**Bauerle, S.**

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.

Intro to American Studies: The 1990's**TR 11:00 – 12:15****AMST 3100 – 090 (CRN#23461)****Rutledge, P.**

Note: This class will be taught as a hybrid online course. That means that instruction and student participation will be divided between in-class meetings and online activities using Moodle. A high-speed internet connection is strongly recommended.

Intro to American Studies: The 1960's (Hybrid)**W 6:30 – 9:15**

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.

