AMST 2050-001 (CRN#23469) Topics in AMST: Disney and Children’s Literature
Connolly, P. MW 12:30-1:45
In this class, we will study the development of Disney short- and feature-length animated films, ranging from Silly Symphonies and Snow White and the Seven Dwarfs to more recent films like Frozen. We will also explore the translation of children’s literature to film by reading the fairytales and stories from which those films were adapted. Such study of story and film will allow us opportunities to examine how Disney films both reflect and influence American culture. Large lecture. If you have taken ENGL 2090, Disney and Children’s Literature, you may NOT take this ENGL 2109 Disney class for credit.

AMST 2050-004 (CRN#23619) Topics in AMST: America Since 1945
Simmons, S. MW 5:00-6:15
This course will examine American history and culture of the postwar years. This formative period saw the United States emerge as a global leader, with greater involvement in foreign affairs while facing upheaval and challenge at home. We will use the various media of the times to illuminate political, economic, and cultural developments such as the Cold War, 1950s America, Civil Rights, Korea and Vietnam, the Great Society, the counterculture, Watergate, economic and environmental issues, cultural change, the Reagan era, and recent global interactions.

AMST 2050-005 (CRN#23620) Topics in AMST: History of NC 1500-Present
McKinley, S. MW 12:30-1:45
This course is an overview of North Carolina’s historical development focusing on the social, economic, and political events that shaped the state. Major themes are uniqueness, isolation, and sectionalism.

AMST 2050-006 (CRN#27274) Topics in AMST: Latino/as in US, 1846 to Present
Andres, B. MW 3:30-4:45
A survey of Latino/a history from the Mexican-American War to the present with emphasis on the twentieth-century and contemporary issues. The course examines the diverse experiences of Mexican, Central American, Caribbean and Latin Americans in the US. Themes include colonialism, immigration policies, transmigration, labor, rural and urban life, culture, political and environmental activism, and race relations.

AMST 2050-007 (CRN#27497) Topics in AMST: Afr-Am History since 1860
Mixon, G. TR 12:30-1:45
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.

AMST 2050-A91 (CRN#27500) Topics in AMST: African American Women’s History Since 1877
Ramsey, S. W 6:30-9:15
This course examines the historical experiences of women of African descent living in the United States from the end of the Civil War to the present. In this course, we will analyze issues relating to work, family, identity, image, sexuality, and oppression. This course will also analyze the impact of major political, cultural and economic events upon the lives of African American women. We will also discuss the impact of class, race, and region in shaping African American women’s lives. This course also introduces major theoretical concepts used to discuss and analyze African American Women’s history.
This course will examine the evolution and impact of race in America. Students will analyze racial ideology and the controversial issues American society and culture. This course meets the oral communication and writing intensive goal for general education.

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 through such mediums as media, politics, labor, law, and education. This course will evoke critical thinking from students as 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 oral communication and writing intensive goal for general education.
AMST 3000-006 (CRN#23170)  Seminar in AMST: Back in the World: The Vietnam War in American Culture (W,O)
Schacht, J.
TR 11:00-12:15
Long before builders broke ground for it, controversy surrounded architect Maya Lin’s Vietnam War memorial in Washington, D.C. Like all things related to the decade-long (1964-1975) conflict, the memorial (completed in 1982) became a lightning rod for Americans still coming to terms with the war’s meaning. And in those polarizing views we can find the lasting impact of the Vietnam War, which reverberates through American culture to this day. In this course we’ll cover the headlines of America’s involvement in Southeast Asia, and see how the war -- and the protest it generated -- nearly tore the nation in two. We’ll also dig deeper to see how Vietnam came to re-shape everything from our politics and journalism practices to the arts world, exploring the latter through films like Apocalypse Now, The Deer Hunter and Coming Home; the music of Bob Dylan and Sly and the Family Stone; as well as classics of war reportage and fiction like Tobias Wolff’s In Pharaoh’s Army, Tim O’Brien’s The Things They Carried and Michael Herr’s Dispatches. This course meets the oral communication and writing intensive goal for general education.

McMurray, B.
R 5:30-8:15
From the “free-love” ethos of hippie communities in the 1960s to disco “queen” Donna Summer’s eight-minute orgasm in her 1975 hit, Love to Love You Baby, a “Sexual Revolution” was impacting Americans’ attitudes and behaviors about traditional sex and gender mores. This course investigates Americans’ quest for sexual “liberation” during the 1960s and 70s by examining the intersecting socio-political and cultural changes occurring at the time. Course topics reflect shifting American views, values and representations of sexuality: Social changes (the “Pill,” female sexual expression, divorce), legal implications (Roe v. Wade, abortion rights; Loving v. Virginia, interracial marriage), political and social movements (women’s liberation, civil and gay rights movements), popular cultural developments (Three’s Company, pornography, sex-advice manuals) and the conservative backlash (religious, anti-feminists and feminists alike). The course will also highlight innovators and noteworthy contributors to sexual discourse. This course meets the writing intensive and oral communication goal for general education.

AMST 3000-091 (CRN#23169)  Seminar in AMST: Motorsports in the South (W,O)
McMurray, B.
W 5:00-7:45
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.

AMST 3000-093 (CRN#25111)  Seminar in AMST: Pop Culture and the American Music Scene (W,O)
Schacht, J.
T 6:30-9:15
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.

AMST 3000-094 (CRN#27083)  Seminar in AMST: Know Justice Know Peace: From Civil Rights to Black Lives Matter (W,O)
Tindall, B.
M 6:30-9:15
An in-depth treatment of an American topic using an interdisciplinary and writing-intensive approach.
From iconic dishes like okra to the international commercial success of Kentucky Fried Chicken, Southern food is many things to many people. Foodways provides us an opportunity to explore “why we eat, what we eat, and what it means”. Through the study of Southern Foodways, this course will explore what food means to the region and what it reveals about the South. We will examine the significance of the region’s culinary history, regional social issues surrounding food, food’s relationship to race, class, and gender in the South, and cultural representations of the South through food. This course meets both the writing intensive and oral communication goals for general education.

In this 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.

When we hear the word fairy tale, we often think of Anderson and Grimm tales that have been “Disney-ified” with happy endings. While these may be dominant in American culture, they aren’t American fairy tales— tales originated in America, for American children, with subtle references to touchstone’s of American culture and values. In this class we will first look at a few Grimm tales and a Disney adaptation in order to understand what an American fairy tale is not. We will then examine the text and film versions of The Wizard of Oz, Shrek, and The Princess Bride in order to uncover the common elements that make a fairy tale American. We will finish with Weetzie Bat, a fairy tale novella currently being adapted into a script, and an analysis of what elements might be included or left out in order to make the film adaptation a true American fairy tale. There is an expectation of a minimum of 1.5 pages of writing a week IN ADDITION to FOUR 4-5 page papers. This 100% online course meets the writing intensive general education requirement.
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. This course meets the writing intensive goal for general education.

Seminar in American Studies: Youth Culture and the Media (W)
Massachi, D.
100% Online
The term “young adult” was coined by the Young Adult Library Services Association during the 1960s to represent the 12-18 age range. As youth culture was being created and defined, Congress passed the the Juvenile Delinquency and Youth Offenses Control Act (1961) focusing unprecedented public attention on juvenile delinquency. Much of what we consider early young adult literature explores “delinquency” issues, but Nancy Reagan’s utterance of “Just Say No” in 1982 created “special” television episodes (often with government funding attached) in order to teach teens the perils of drugs, alcohol and other “bad” choices. In 2017, when some mental health experts and parents claim the Netflix series 13 Reasons Why holds dangerous lessons for teens, the legacy of young adult “problem” literature continues. But is this literature helpful, harmful, or something else? Is it propaganda when the government funds it? Is it meant to replace parents? Can it contain valuable lessons about empathy? Is there a correct (or incorrect) way to do it? What voices are represented (or neglected) within it? Has it changed over time? These questions, and more, will be explored as we read and view texts like: Go Ask Alice, Saved by the Bell (Jessie’s Song), Glee (Preggers), Full House (Shape Up), Wintergirls, 13 Reasons Why, The Fresh Prince (Mistaken Identity), and The Hate U Give. This 100% online course meets the writing intensive requirement.

Topics in AMST: Issues and Controversies
Obie-Nelson, K.
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.

Topics in AMST: Innovation in Modern America
Provolt, N.
100% Online
This 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.

Topics in AMST The Age of Reagan 1964-2016
Cebul, B.
MW 2:00-3:15
This course explores the significant social and political developments that defined the final decades of twentieth century U.S. history, an era notable for deteriorating faith in political institutions, rampant polarization, and a variety of new rights claims. Until very recently, scholars have characterized this period as one of conservative political resurgence led by its most famous figure, Ronald Reagan, the nation’s 40th president. While Reagan is an essential figure, this course considers a variety of perspectives within the conservative movement and also across the political spectrum. These include significant developments within the liberal coalition as well as across a variety of movements for social, racial, gender, sexual, and civil rights and cultural expression that often defied easy ideological categorization. The course situates these social and political developments within broader global, economic, and technological trends.

Topics in AMST: Scientific History of Race in America
Higham, C.
TR 12:30-1:45
The course leads students through the scientific history of racial theories and their political and social effects from the Enlightenment through the early twentieth century. The course examines the scientific origins of polygenism versus monogenism, the history of anthropology and ethology, evolution, and how these scientific theories shaped US policy toward slavery, African Americans, immigrants and Native peoples.
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.

If there was a Mount Rushmore for film directors, the enormous visage of Alfred Hitchcock would be staring down gloomily upon us. Known as “The Master of Suspense”, Hitchcock was a prolific artist whose films, and filmmaking style, inspired a legion of directors and writers. In this course we will view at least six Hitchcock films, analyzing what makes them powerful, transcendent works of art (as well as terrifically suspenseful flicks). Requirements for the course include writing and reading assignments, two books (available in campus bookstore), quizzes and Final Exam. Films studied will include THE 39 STEPS, NOTORIOUS, STRANGERS ON A TRAIN, VERTIGO, PSYCHO. (You’ll be required to view some films on your own time, outside of class.)

Cemeteries reflect many aspects of human life including demographics, cultural norms, social relationships and family histories. They reveal spatial and temporal patterns and are integral to the understanding of an area’s history and culture. This course will focus on historical cemeteries and the data they contain that is of interest to archaeologists, cultural anthropologists and others who study symbolism and changes in demographics. As part of this course, students will learn about culture change as reflected in cemeteries, how to preserve and record historic cemeteries, identify cultural or ethnic evidence provided by cemeteries, and distinguish the many types of cemetery markers and their symbolism. This course will include visits to area cemeteries and students will conduct research projects.

This course studies the speeches given by African Americans from the founding of the nation through the modern day. The course is discussion oriented. The readings focus on the speeches themselves. Basic rhetorical concepts are covered in lecture, and the majority of the course then focuses on discussing the speeches themselves. Special attention is paid to the speaker, the historical context within which the speech was delivered, the audience(s) for the speech and analyzing how the speaker “put together” a persuasive message.

Analysis of the systems of media production and patterns of media representation that constitute contemporary sports culture. Focus on current issues in sport including controversies surrounding race, gender, sexuality, performance enhancement, concussions and other matters of political and social importance.

Since the late 20th century, American film has experienced a range of significant changes technologically, socially and artistically. Modes of communication have emerged and shifted. Cinematic logic and language have radically changed as well with new independent voices, distribution methods and available technology. From filmmakers including Jim Jarmusch, Gus Van Sant and Paul Thomas Anderson to Harmony Korine, Darren Aronofsky and Wes Anderson, take part in an in-depth look at the various developments, approaches and visions of contemporary American cinema.
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.

Using Canvas 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, and 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?

American Studies is an interdisciplinary approach to the study of a topic or period in American History. In this decade class, focusing on a shorter time period than is possible in a history survey provides the opportunity to look more in depth at the music, popular culture, literature, theater, art, sports, religion, race relations, gender roles, medicine, business, education, etc. of the period. Get ready to slip back in time to a fascinating period of Sputnik and spies, the Red Scare, James Dean and drive-ins, the birth of Rock and Roll, Elvis, Youth Culture, and Marilyn Monroe.

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.

In this decade course, students will take an in-depth look at such areas as politics, race, technology, pop culture, fashion, terrorism, literature and the media, and how these forces shaped American society during the 2000s and propelled America into the 21st Century. Topics include but are not limited to: Y2K, 9/11, Hurricane Katrina, the War on Iraq, the 2008 recession, the election of Barack Obama, the Virginia Tech Massacre, social media platforms, and more.
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.

What can one say about contemporary American religious cultures? Has American religion changed in the last 70 years? Can one discuss “American religion” as if it were an undifferentiated whole? And can we easily pick out some social formation we call “religion” that can be separately examined as a field apart from “culture,” “politics,” “economics,” or other categories we might construe? There are multiple ways—complementary and contradictory—in which one might describe contemporary American culture and its religious imaginaries. Our class will focus on three characterizations: the consumerist, the haunted, and the therapeutic.

W. E. B. Du Bois is one of the most famous activists in American history, serving as founding editor of the NAACP magazine The Crisis from 1910 to 1934 and giving voice to both Marxism and Pan-Africanism until his death in 1963. Du Bois has been claimed by many disciplines: his book The Souls of Black Folk has been studied as literature and philosophy; Black Reconstruction is still seen as a watershed in the history of that period; and he founded the first American school of sociology at Atlanta University. In this course, we will try to do justice to this broad range of intellectual interests, examining not only Du Bois’s theories of race—the usual focus of philosophers—but also his sociology, his views on education and evolution, his polemics on the role of art, his novel Dark Princess, his treatment of reconstruction, and his account of Africa and colonialism. Along the way, we will read all three of the autobiographical works that Du Bois published in his lifetime, each of which combines personal narrative with philosophical history.

Seeking Identity in Adolescent Literature and Culture (AMST). Class is 100% ONLINE. “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 multicultural 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% online class taught in Canvas. Students will be expected to complete various projects, on-line presentations, reading and writing assignments and group-work.

The South (AMST). Class is 100% ONLINE. This 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. 100% online.