<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Instructor</th>
<th>Days</th>
<th>Time</th>
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</thead>
<tbody>
<tr>
<td>AMST 2050-001</td>
<td>Topics in AMST: American Indian History</td>
<td>Higham, C.</td>
<td>MWF</td>
<td>12:20-1:10</td>
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<td>This course has several purposes. First, it serves as an introduction to the diversity of Native North America. Throughout the course, we will study trends and movements that shaped the experiences of Native peoples in North America. Second, we will examine stereotypes about Native peoples and how that has shaped their experiences and those of non-Native peoples as well. Finally, the history of Native peoples provides us with an excellent opportunity to develop analytical, critical thinking and argumentative writing skills. Thanks to a dearth of traditional sources, the study of American Indians requires pulling together multiple types of sources, evaluating and building one’s case from them. This process often leads to interesting and unusual discussions.</td>
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<tr>
<td>AMST 2050-002</td>
<td>Topics in AMST: Afr-Amer History since 1860</td>
<td>Linker, J.</td>
<td>TR</td>
<td>10:00-11:15</td>
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<td></td>
<td>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.</td>
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<td>AMST 2050-003</td>
<td>Topics in AMST: Black Women since 1877</td>
<td>Linker, J.</td>
<td>TR</td>
<td>1:00-2:15</td>
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<td></td>
<td>Course description not available.</td>
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<tr>
<td>AMST 2050-004</td>
<td>Topics in AMST: Latino/as in US, 1846 to Present</td>
<td>Andres, B.</td>
<td>MW</td>
<td>4:00-5:15</td>
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<td>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.</td>
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<tr>
<td>AMST 2050-005</td>
<td>Topics in AMST: The History of NC 1500-Present</td>
<td>McKinley, S.</td>
<td>MWF</td>
<td>10:10-11:00</td>
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<td>An overview of North Carolina’s historical development focusing on the social, economic, and political events that have shaped the state.</td>
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<tr>
<td>AMST 2050-090</td>
<td>Topics in AMST: Introduction to Southern Studies</td>
<td>Joy, J.</td>
<td>T</td>
<td>5:30-8:15</td>
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<td></td>
<td>The American South has a rich culture and complex history that set it apart from other regions of the United States. This interdisciplinary course explores the major qualities that make the South so distinct and offers students the opportunity for critical study of Southern culture past and present from a variety of perspectives, including historical, literary, and popular culture representations of the region. Topics include: farming traditions, foodways, music, religion, sports, and issues of race, class, and gender.</td>
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<tr>
<td>AMST 2050-091</td>
<td>Topics in AMST: North American Indians</td>
<td>May, J.</td>
<td>T</td>
<td>6:00-8:45</td>
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<td></td>
<td>Survey of the native peoples of America; culture at the time of European contact; major historical events and relationships; contemporary issues in Indian affairs.</td>
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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.

Class is 100% ONLINE. 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.

Social and political protest and activism are crucially important parts of modern society. The ability to voice opposition and to challenge the status quo is a particular virtue of democratic societies and a core American principle. This course examines the history of protest movements as forces of change in modern American society from the late nineteenth century to the present. We will look at the ideological, political, cultural, and socio-economic origins of selected movements, and explore the movements’ origins, rationale, ideas, tactics, and their successes or failures. We will also discuss the responses these movements provoked from the American public, the media, and from government structures of power. Topics include but are not limited to anti-war protest movements, civil rights, the South’s protests against civil rights, the women’s movement, the gay rights movement, the anti-nuclear movement, the Tea Party, and the Occupy (Wall Street) Movement. Note: This course meets the writing intensive and oral communication requirements for general education.

James Gandolfini of The Sopranos 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. 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 Don Draper and Walter White, 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, The Wire, Breaking Bad, and Mad Men, 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 general education goals.

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.

On July 16, 1945, the world was forever changed when the first atomic bomb blast took place in the New Mexico desert. With this event, America entered the nuclear age. This course will examine the various effects that the development of the atomic bomb had on American life and culture, including how people learned to cope with the potential destruction posed by the bomb, the secrecy surrounding its development and use, the Cold War, the Space Race, the spin-off stories about alien existence and extraterrestrial visits, and such popular films as Dr. Strangelove, The China Syndrome, and WarGames. We will also discuss key scientists such as J. Robert Oppenheimer of the Manhattan Project, atomic testing that took place in the western United States, the use of nuclear energy in power production and medicine, and concerns today about the impact of nuclear energy on the environment and humankind. This course meets the writing intensive and oral communication goals for General Education.
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.

This 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 oral communication and writing intensive goal for general education.

This 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 oral communication and writing intensive goal for general education.

In August of 2000, the punk rock band Green Day released a song which proudly declared, “I want to be the minority,” as an anthem for the “underworld” or their counter-culture audience which shot to #1 on the Billboard charts for 5 weeks. In 2013, the American country music artist Miranda Lambert also released a song proclaiming that “ever since the beginning to keep the world spinning it takes all kinds of kind.” These songs, though completely different in genre and message, are similar in their promotion of being different, in standing out against the crowd; a message that sells well in the music industry. But when we examine the subject of these songs, being different, as a social model, society tends to treat difference, well differently. In this course, we will be exploring the ways in which society assigns “difference” to people by examining theories of disability, race, gender, nationality, and even sexuality. We will also be investigating how different mediums and genres, such as movies, novels, television, music, and literature, celebrate or chastise difference in order to recognize and understand how “difference” is constructed. Lastly, this course will focus on developing the written and oral skills of the students through multiple written and oral assignments in our pursuit of what it means to be different in America. This course meets the writing intensive and oral communication goal for general education.

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.
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.

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.

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.

Class is 100% ONLINE. 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.

Class is 100% ONLINE. 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.

Class is 100% ONLINE. 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.
“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.

Class is 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 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.

Class is 100% ONLINE. 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. The course is 100% online and meets the writing intensive general education requirement.

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.

Class is 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. been a central part of the American experience, and their outcomes have mattered a great deal to the lives of all Americans.
AMST 3050-004 (CRN#24625) Topics in AMST: Modern Gay America
Burford, J.
100% ONLINE
Class is 100% ONLINE. 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.

AMST 3050-006 (CRN#23080) Topics in AMST: Religion and Popular Culture
McCloud, S.
R 2:30-5:15
An examination of the interactions and intertwining of religion and popular culture. Topics may include, but are not limited to, popular literature, domestic rituals, material and visual cultures, space and place, fan cultures, media, and folklore. Emphasis on how religion and popular culture shape and are shaped by issues of identity, community, nostalgia, memory, commercialism, capitalism, power, and meaning.

AMST 3050-007 (CRN#23079) Topics in AMST: The Coming of the Civil War
Dupre, D.
MWF 12:20-1:10
Using a wide variety of primary and secondary sources, we will explore both the long-term conditions and specific political and social conflicts that drove apart the North and the South, leading to the secession of the southern states and the commencement of America’s bloodiest war.

AMST 3050-008 (CRN#23887) Topics in AMST: History and Culture in the Deep South
Cox, K.
T 4:00-6:45
This course offers an exploration of the Deep South state of Mississippi and with an emphasis on the small city of Natchez. The course will examine Natchez’s history to include the planter aristocracy, the domestic slave trade and the town’s role as the second largest slave trading post in the Deep South, as a tourist destination since the early 1930s, and as a town where the legacy of slavery contributed to the system of Jim Crow and, later, the battle for civil rights. Like short-term “study abroad” classes, students will go to Natchez to see that history firsthand. They will also have an opportunity to work with primary source material from the Historic Natchez Foundation for their papers. Day trips are planned to a working cotton plantation, historic houses, National Park Service sites, and possibly a visit to a blues museum in the Delta.

AMST 3050-009 (CRN#24465) Topics in AMST: Burned Over: Religion, Reform, and Violence in America
Klehr, G.
TR 1:00-2:15
This class will explore the turbulent interactions among religion, politics and the economy from the Second Great Awakening to the Civil War. The American religious world was shattered by the Second Great Awakening. In its aftermath, some became convinced that God wanted believers to remake society in preparation for the coming millennium. Others pursued more radical visions, advocating violence as the only answer to the religious turmoil they saw around them. Others argued that closer bond between politics and religion would knit American society together. We will look at figures as diverse as Brigham Young, Nat Turner, and Abraham Lincoln to examine how Americans attempted to understand their religious and secular worlds.

AMST 3050-A01 (CRN#23139) Topics in AMST: Religion and the Constitution
Bolin, J.
TR 11:30-12:45
This course will explore the legal history of “freedom of religion” in the United States from the colonial era to contemporary controversies over issues such as 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 non-establishment of religion.

AMST 3090- 090 (CRN#21945) Topics in American Film: Hustlers, Homeboys, and Homicidal Maniacs in Contemporary American Film
Bratynski, J.
M 5:30-8:15
American movie audiences no longer accept depictions of the black “Sambo,” happy slave or the “Savage Indian” as authentic representations of America racial and ethnic identity. But consider the following contemporary film characters: the black street hustler, the Chicano “cholo” or the “sexually confused” serial killer. These are just a few of the cinematic identities that have emerged in American film and television over the last forty years. This course will examine the debates and controversies concerning the representation (and misrepresentation) of race, ethnicity, sexual orientation, and gender identity in U.S. contemporary films.
Throughout the history of American cinema, directors’ unique visions have allowed many great feats to be accomplished. Through various personal approaches, film has shifted from a Nickelodeon novelty to social equalizer, technological forerunner and artistic explorer thanks to the efforts of the creative forces behind the films. In this course, select American directors who have contributed to the art of film from the early 20th century to present are studied with a specific focus on their first films. Often with wildly different career trajectories, their first films tell a unique story when viewed and examined to help understand what styles, aims, philosophies and challenges filmmakers have and the influence these preliminary works carry into the rest of their career. From seminal directors such as John Ford and Orson Welles, independent flagbearer John Cassavetes and contemporary filmmakers including Paul Thomas Anderson and David Lynch, view and discuss the works that influenced their own and others’ future films.

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.

The 1930s powerfully impacted the lives of ordinary people living under extraordinary circumstances. What can we learn from their experiences?

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.
AMST 3100-090 (CRN#21940)  Intro to American Studies: The 1960s
Rutledge, P.  W 5:30-8:15
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.

AMST 4050-090 (CRN#25966)  Topics in AMST: Conversion, Deconversion, and Change
McCloud, S.  T 5:30-8:15
This course combines a selection of first-person accounts and academic theories to explore the subject of religious change. What does it mean to “convert” to a religion? What are a few of the myriad ways one might understand personal religious narratives? How have social theorists tried to account for both religious change and stasis?

LBST 2212-425 (CRN#24296)  Literature and Culture
Belus, M.  100% Online
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.

SOST 2100-090 (CRN#26596)  Introduction to Southern Studies
Joy, J.  T 5:30-8:15
The American South has a rich culture and complex history that set it apart from other regions of the United States. This interdisciplinary course explores the major qualities that make the South so distinct and offers students the opportunity for critical study of Southern culture past and present from a variety of perspectives, including historical, literary, and popular culture representations of the region. Topics include: farming traditions, foodways, music, religion, sports, and issues of race, class, and gender.

SOST 3050-001 (CRN#27071)  History and Culture in the Deep South
Cox, K.  T 4:00-6:45
This course offers an exploration of the Deep South state of Mississippi and with an emphasis on the small city of Natchez. The course will examine Natchez’s history to include the planter aristocracy, the domestic slave trade and the town’s role as the second largest slave trading post in the Deep South, as a tourist destination since the early 1930s, and as a town where the legacy of slavery contributed to the system of Jim Crow and, later, the battle for civil rights. Like short-term “study abroad” classes, students will go to Natchez to see that history firsthand. They will also have an opportunity to work with primary source material from the Historic Natchez Foundation for their papers. Day trips are planned to a working cotton plantation, historic houses, National Park Service sites, and possibly a visit to a blues museum in the Delta.