English 102 Topics—Spring 2022

This list is current as of 10/13/2021. If the description of a 102 section in the Timetable of Classes is not listed below, please contact the English Department at 865/974-5401 to get it. Topics for sections that currently do not have an instructor listed in Banner will be updated closer to the beginning of the semester, or as sections are assigned.

Each instructor’s section of English 102 is organized around a distinctive topic; please choose one that appeals to you and your interests. All English 102 sections teach archival, qualitative, and secondary source research and writing.

All English 102 sections require 2 textbooks, Rhetoric of Inquiry, 5th edition, and The Writer’s Harbrace Handbook, 6th edition. Each section may have additional required texts; please check with the Bookstore to see whether additional texts are required for your section.

The day/time for each instructor’s section is listed in the online Timetable of Classes.

Akers, H.: Inquiry into Food

We have all heard the phrase “you are what you eat,” but do we realize what this phrase suggests about our health, our identities, and our culture? In this writing and research-intensive course, we will investigate the various and complex relationships that we have with that most essential but often unexamined part of our lives: food. In addition to our personal relationships with food, we will also explore the ways our food choices have larger social, political, and environmental significance.

The emphasis of 102 is research and, as such, students will research food through a number of distinct yet interrelated research methods. The course assignments will foster confidence in reading and researching about food through a variety of research processes. We will begin with historical research into food production and consumption; then we will move into qualitative inquiry about current food policies, practices, and preferences; and finally, we will position ourselves within current debates over food in students’ disciplines or areas of interest by conducting traditional secondary-source research.

Albritton, A.: Inquiry into Food

We have all heard the phrase “you are what you eat,” but do we realize what this phrase suggests about our health, our identities, and our culture? In this writing and research-intensive course, we will investigate the various and complex relationships that we have with that most essential but often unexamined part of our lives: food. In addition to our personal relationships with food, we will also explore the ways our food choices have larger social, political, and environmental significance.
The emphasis of 102 is research and, as such, students will research food through a number of distinct yet interrelated research methods. The course assignments will foster confidence in reading and researching about food through a variety of research processes. We will begin with historical research into food production and consumption; then we will move into qualitative inquiry about current food policies, practices, and preferences; and finally, we will position ourselves within current debates over food in students’ disciplines or areas of interest by conducting traditional secondary-source research.

**Backer, H.:** Inquiry into Video Games and Gaming Culture

This course will allow you to develop your academic research, writing, and communication skills through one of the most multifaceted modes of learning and entertainment that we have: video games. Specifically, we will be examining the evolution of the gaming industry starting in the 1970s and moving forward from the arcade to personal computers and consoles. As we look at the evolution of the platforms and the games, we will also examine the social aspects of the gaming community and the increasing popularity of gaming over the last twenty years. You will have the opportunity to research the historical evolution of some of your favorite games or game series, examine the gaming culture as it stands today, discuss representation of games and gamers in the media, and explore how gaming has influenced your own field of study. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Backer, M.:** Inquiry into the Culture of Video Games

This course will allow you to develop your academic research, writing, and communication skills through one of the most multifaceted modes of learning and entertainment that we have: video games. Specifically, we will be examining the evolution of the gaming industry starting in the 1970s and moving forward from the arcade to the console. As we look at the evolution of the platforms and the games, we will also examine the social aspects of the gaming community and the increasing popularity of gaming over the last twenty years. You will have the opportunity to research the historical evolution of some of your favorite games or game series, examine the gaming culture as it stands today, discuss representation of games and gamers in the media and in games themselves, and explore how gaming has influenced your own field of study. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Bannon, B.:** Inquiry into American Horror

Why is Edgar Allan Poe’s face among the most recognizable in American Literature? Why is *American Horror Story*, now in its fifth season, so popular? What is the appeal of horror stories? In this section of 102, students will develop their research and writing skills while seeking to understand the socio-historical and cultural contexts of American horror stories, as well as what continues to draw us to them again and again. In addition to contemporary accounts, we will discuss classic and influential examples of the form. These discussions will complement our investigation into the phenomenon of the American horror story as students learn how to conduct qualitative, archival, and secondary research.

**Blankenship, S.:** Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of stories and world building. Specifically, the course will focus on myths that are created by and within the stories that we read and watch, such as *Lord of the Rings*, *Marvel*, and *Disney*. These stories create entire worlds with their own histories,
cultures, flora, fauna, and more. In this way, myth may give readers a chance to escape or to find acceptance or freedom, or it may comment on an aspect of everyday life. The course will give students a chance to examine mythical stories of their choice in film, literature, television, podcasts, or other mediums over the course of the semester. The course features secondary, archival, and qualitative research projects. This course will hone your writing and research skills through drafting, peer review, and revision.

Bradshaw, K.: Inquiry into Crime and Punishment

In this English 102 course, we’ll be examining research topics related to crime and punishment. Experiences with and debates around crime and criminalization, forms of punishment and/or rehabilitation, as well as differing understandings of what justice is or looks like are clearly topical issues today that impact us and communities globally. In this course, you’ll develop research and writing skills by investigating topics of interest that relate to crime and punishment, on community-based, national, and/or global levels, across history and geographies. You’ll begin developing your own crime and punishment-related line of inquiry that interests you. You’ll formulate your own research questions about the collective and individual effects of crime and punishment, which you’ll then investigate through qualitative, secondary source, and archival research. For the qualitative project, you’ll gather your own data through interviews, surveys, or focus groups to examine how crime and/or punishment has impacted a specific group of people or aspect of society. In the secondary source project, you’ll locate and analyze scholarly sources to explore a crime/punishment-related line of inquiry. You’ll continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines the effects of crime/punishment upon a particular community in history and/or across time.

Braun, W.: Inquiry into Success and Failures

Inquiry into Success and Failure examines the issues of personal and professional accomplishment from traits of the masters to overcoming failure. This topic has received increasing attention due to the rapid rise of Success Literature as a viable genre of non-fiction, the dissemination of motivational memes and videos, and the popularity of related phrases such as ‘failing forward’ and ‘fail better.’ We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. The secondary source project will examine a debate about success and failure in a discipline, topic, or area of life of the student’s choosing. In the archival project, we will explore the historical significance of success narratives and advice from (at least the) 1980s to today. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about personal and professional development.

Breeding, J.: Inquiry into the South

Students will be asked to consider what “the South” is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will perform scholarly secondary source research as they write a survey of scholarship to get a consensus on how scholars talk about the South. Next, students will perform qualitative, first-hand research regarding what/how people think, feel, or act in regards to the South. Finally, students will execute an archival digital humanities project with objects from McClung Museum.
**Brooks, R.: Inquiry into Science Fiction and Technology**

Inquiry into Science Fiction & Technology examines the issues of how science fiction raises questions about technology in human cultures throughout time and into the speculative future, which has received increasing attention because of continuing advances in virtual reality, artificial intelligence, robotics, and space flight in recent years. We will use this topic to develop research and writing skills while we ask questions about how science fiction of the past and present thinks about technologies and humanities of the future. To accomplish these goals, we will conduct three kinds of research: archival, qualitative, and secondary source. The archival project will explore the historical significance of pre- and post-World War II science fiction—including literature, television, film, and radio—and its representation of technology. The qualitative project, through surveying participants about their experience with science fiction & technology, will investigate how people of today are thinking about the role of technology in today’s societies. Finally, in the secondary source project, we will imagine and predict where scientists see developments in various technologies going, especially including discussions of moral and spiritual issues surrounding technological development.

**Butler, A.: Inquiry into Sports**

As a cultural phenomenon, sports are unparalleled: their impact on celebrity culture, the entertainment industry, local economies, school budgets, and more have made them an ever-present reality of American life. But what can we learn from sports when we examine it as a mirror with which we may better understand ourselves? In this section of 102, we will dig deeper into sports as a projection and mirror of the society in which the games are played. In our class readings, discussions, and individual research projects, we will ask questions such as: What can sports tell us about labor, race, and gender? What can they tell us about our concept of meritocracy? How do sports tap into our deepest emotions? Why does the South love football so much? How has sports journalism and media shaped news media? The course’s major assignments will consist of 1) archival research, where students will explore an issue of sports history as a means of understanding both the past and the present, such as the creation of free agency or the 2005 NBA dress code, 2) secondary research which will explore contemporary academic questions about sports, such as the NCAA’s amateur status for student-athletes or Major League Baseball’s anti-trust exemption, and 3) qualitative research, where students will formulate and develop their own questions through field research.

**Butler-Probst, E.: Inquiry into Myths and Monsters**

This section of English 102 will explore the idea of “Myths and Monsters” through the lens of villainy. As a staple of storytelling, villains appear everywhere in literature, history, and popular culture—from Greek mythology to urban legends, from Disney movies to professional wrestling. What, though, is the role of villainy in storytelling? In this section, we will explore what makes villains memorable, as well as investigate what it says about our own understanding of the world. In our class readings, discussions, and individual research projects, we will ask central questions such as: How do we define villainy? How does it inform our understanding of “heroism”? Why are we so interested in antiheroes and why do we sometimes find ourselves rooting for “the bad guy” in movies? What is the relationship between effective villains and our cultural anxieties and individual fears? And, if villains are intrinsically bad, what makes a “good” villain

**Campbell, H.: Inquiry into Technology and Ethics**
This section of English 102 will explore the topic of technology and ethics. Advancements in scientific knowledge throughout history have led us to wonder about what impact such changes have on cultures, individual societies, and humanity at large. In this course, we will examine a selection of texts, both historical and modern, and complete research projects on ideas related to technology. Our goal in doing so is to investigate such questions as: How do we define “technology”? How does our personal or cultural history influence our understanding of the role of technology in society? To what extent should ethics play a role in technological development, if at all? And what does the future of technology hold in store for us?

**Cooley, E.: Inquiry into Disability**

Inquiry into Disability will allow students to question what “disability” really is, how history, scholars, and contemporaries view and have viewed it and what our assumptions are about both disabled and abled people. You will learn and inquire about accessibility: how it affects both abled and disabled people and how it shapes our everyday lives. Throughout this course, you will conduct research for a final research project uncovering a disability- or ability-related topic of your choice. Along the way, you will write smaller, related assignments and papers that will allow you to practice college-level research and understand the research process as a whole, with the goal of creating a fully-formed longer paper at the end of the semester.

**Crozier, M.: Inquiry into Cross-Cultural Identities (Note: Cross listed with English 132)**

Inquiry into Cross-Cultural Identities examines how identity, place, and writing are connected, particularly in an increasingly multicultural world. We will use this topic to develop research and writing skills. Writing and researching are both important tools for successful cross-cultural interaction. In order to develop these skills, we will conduct three kinds of academic research writing: secondary source, archival, and qualitative. Building on English 101/131, we will maintain a focus on analyzing and using rhetorical concepts and strategies to understand, conduct, and share research with diverse audiences. Going beyond English 101/131, we will explore some of the ways people from different disciplines conduct research, including posing valid research questions and the processes of library and field research, data analysis, and presenting research.

To explore the topic of cross-cultural identities, we will read academic articles, writing studies research, scientific journalism, literacy narratives, and many others besides. We will practice strategies for formulating and investigating questions, locating and evaluating information, using varied sources and research methods, developing positions on intercultural and interdisciplinary issues from diverse texts (print, digital, and multimedia), and presenting research using appropriate rhetorical conventions. ENGL 102/132 is a cross-cultural composition course, which purposefully integrates both native and L2 English speakers so that all students can learn cross-cultural communication skills and gain linguistic and cultural awareness.
Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of myths and monsters in relation to cultural beliefs and superstitions. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct qualitative, archival, and secondary source. The purpose of this assignment is to explore the experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. With archival research, we will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. Then, we conclude with the secondary source research; we will examine a debate about how myths and monsters shape our culture.

Inquiry into Social Media

Inquiry into social media will provide students with an opportunity to reflect on how digital discourses that they use almost every day fill diverse discursive roles. Through various modes of research, including secondary source, primary source, and qualitative, students will discover the ways in which social media functions in contemporary society. By filtering academic research questions through familiar mode, students will come to a greater understanding of the significance of academic study in the day-to-day, and will thus begin to view other aspects of their lives through an academic lens. The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and a poster presentation.

Inquiry into Food

We have all heard the phrase “you are what you eat,” but do we realize what this phrase suggests about our health, our identities, and our culture? In this writing and research-intensive course, we will investigate the various and complex relationships that we have with that most essential but often unexamined part of our lives: food. In addition to our personal relationships with food, we will also explore the ways our food choices have larger social, political, and environmental significance.

The emphasis of 102 is research and, as such, students will research food through a number of distinct yet interrelated research methods. The course assignments will foster confidence in reading and researching about food through a variety of research processes. We will begin with historical research into food production and consumption; then we will move into qualitative inquiry about current food policies, practices, and preferences; and finally, we will position ourselves within current debates over food in students’ disciplines or areas of interest by conducting traditional secondary-source research.

Inquiry into Food

This section of English 102 will explore issues related to food, a topic which has always received attention due to reasons such as global hunger, food culture, sustainability, and genetically-modified foods. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. In the secondary source
project, we will conduct academic research to examine current debates about food. For instance, we can explore genetically modified foods along with assessing their global importance and status. In the archival project, we will explore the historical significance of food, focusing on specific topics like the importance of canning during the Great Depression. Finally, we will conduct qualitative research by interviewing specific populations in order to investigate their experiences with and/or beliefs about a particular food-related topic. A possible example would be to interview several McDonald’s employees about their experiences serving and preparing fast food. After the data are collected, we will work on finding underlying patterns among the responses to see what the respondents (do not) have in common.

The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and a poster presentation.

**Geerlings, H.: Inquiry into Food**

Inquiry into Food examines issues related to food, which receives considerable attention today because of debates surrounding nutrition, advertising, genetically-modified food, and food scarcity. We will use this topic to develop research and writing skills. The course will explore questions such as the ethics of food advertising towards children, food production and sustainability, connections between food and cultural identity, and social practices associated with food. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

This section will investigate conceptions of popular culture and its role in our (and possibly others’) culture, both historical and contemporary. Students will read a variety of popular culture mediums, including argumentative essays concerning the topic of popular culture itself. The course will draw from a variety of written texts as well as visual, musical, technological, and other non-written forms. Like all sections of 102, students will conduct archival, qualitative, and secondary source research.

**Gonzalez, E.: Inquiry into Popular Culture**

This section will investigate conceptions of popular culture and its role in our (and possibly others’) culture, both historical and contemporary. Students will read a variety of popular culture mediums, including argumentative essays concerning the topic of popular culture itself. The course will draw from a variety of written texts as well as visual, musical, technological, and other non-written forms. Like all sections of 102, students will conduct archival, qualitative, and secondary source research.

**Greene, T.: Inquiry into Personal Identity**

In this course, we will focus on examining our personal identity and practice writing with special attention to the roles of history, place, and experience in our lives. Using Stephen King’s memoir as a guide, we will also be undergoing intensive instruction in writing, especially in analysis and argument. Coursework will include archival, qualitative, and secondary source research. Additionally, we will be exploring pre-writing techniques and revision strategies as part of the writing process. In doing so, we
will find the best way to express ourselves on paper and to effectively communicate our ideas, both in and out of the classroom.

**Guichard, S.: Inquiry into Popular Culture**

This section will investigate conceptions of popular culture and its role in our (and possibly others’) culture, both historical and contemporary. Students will read a variety of popular culture mediums, including argumentative essays concerning the topic of popular culture itself. The course will draw from a variety of written texts as well as visual, musical, technological, and other non-written forms. Like all sections of 102, students will conduct archival, qualitative, and secondary source research.

**Hanson, C.: Inquiry into Women, Gender and Sexuality**

In this section of ENGL 102, students will learn fundamental theories related to women, gender, and sexuality, which have received increasing attention as society continues to recognize and attempt to repair the fundamental inequalities present in the treatment of those deemed “other.” Students will not only be asked to read short selections from fundamental critical texts, they will also be given the opportunity to see these theories in action through popular literature, film, and other media. Students in this course will conduct three types of research: secondary source, archival, and qualitative. The archival project will ask students to identify and discuss historical critical theory as it is represented in the modern media, which may include books, articles, short videos or sketches, film, and television. The secondary source project will ask students to compare secondary source responses to critical theories to the original work in order to participate in and understand the overall argument. Finally, the qualitative paper will require students to design and perform their own study related to the perception or reception of the values and theories they have learned over the course of the class. Students will also be asked to conduct a multi-modal remediation of their qualitative project, allowing them to transform their writing into a new medium, such as an Instagram story, web page, video, or podcast.

**Heiser, A.: Inquiry into Popular Culture**

This section will investigate conceptions of popular culture and its role in our (and possibly others’) culture, both historical and contemporary. Students will read a variety of popular culture mediums, including argumentative essays concerning the topic of popular culture itself. The course will draw from a variety of written texts as well as visual, musical, technological, and other non-written forms. Like all sections of 102, students will conduct archival, qualitative, and secondary source research.

**Hess, M.: Inquiry into the Memoir**

In this section, we will launch an investigation of the memoir, and, through research and close analysis, develop skills that will enable us to look closer at ourselves through the lens of history and place. We will seek to establish preliminary definitions of what it means to write about ourselves and will pursue those definitions through different media and contexts. By the end of the course, we will be able to compare our original definitions with the more nuanced perceptions developed over the semester via our archival, qualitative, and secondary-source research projects. Our work should enable us to develop and demonstrate the critical reading, thinking, and writing skills that will serve us well in academic and other future pursuits.
**Jalloul, E.: Inquiry into the Memoir**

In this section, we will launch an investigation of the memoir, and, through research and close analysis, develop skills that will enable us to look closer at ourselves through the lens of history and place. We will seek to establish preliminary definitions of what it means to write about ourselves and will pursue those definitions through different media and contexts. By the end of the course, we will be able to compare our original definitions with the more nuanced perceptions developed over the semester via our archival, qualitative, and secondary-source research projects. Our work should enable us to develop and demonstrate the critical reading, thinking, and writing skills that will serve us well in academic and other future pursuits.

**Jansen, C.: Inquiry into Anime and Manga**

This section of English 102 will explore the evolution of anime and manga from the 20th century to the present. As we examine the varieties of these Japanese cultural products, we will also look into the sociohistorical contexts influencing their development, the fandom culture surrounding them, and their growth of popularity in the West. You will have the opportunity to research the evolution of some of your favorite series or genres, discuss the subcultures dedicated to them, and explore how Japanese popular culture has been discussed by scholars in various fields of study. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and a poster presentation.

**Kent-Johnson, A.: Inquiry into True Crime**

Inquiry into True Crime examines the issues of true crime and true crime writing, which has received increasing attention because of the growing popularity of the genre. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: archival, qualitative and secondary source. In the archival project, we will explore the historical significance of true crime writing over the course of one century. Then, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about perceptions of crime, crime solving, and/or policy issues. Finally, the secondary source project will examine the impact of the true crime genre on how criminality is interpreted in modern culture.

**Kirby, H.: Inquiry into Myths and Monsters**

Inquiry into Myths and Monsters examines the issues of myths and monsters in relation to cultural beliefs and superstitions. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct qualitative, archival, and secondary source. The qualitative research will require either interviewing or surveying participants. The purpose of this assignment is to explore the experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. With archival research, we will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. Then, we conclude with the secondary source research; we will examine a debate about how myths and monsters shape our culture.
Kramer, J.: Inqurery into Myths and Monsters

This section of English 102 will explore research skills through the topic of True Crime. The point of this course is to: Develop your academic research, writing, and communication skills. Learn about our course topic through each other’s research and writing. Investigate the topic from any academic perspective in ways that feel relevant to you and will hopefully connect to your own interests/academic pursuits. Learn how to conduct archival, qualitative, and secondary source research. Present what you’ve learned to academic audiences in traditional discipline-appropriate papers and a poster presentation.

Lane, V.: Inqurery into Gender and Sexuality

Inquiry into Gender and Sexuality examines the issues of gender and sexuality which has received increasing attention because of conversations in and around college networks. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: archival, secondary source, and qualitative. The archival project will examine historical significance of gender representations in advertising and print media from 1950 forward. The secondary source project will build from the archival research project to examine the ways gender representations are and have been linked to the ways in which sexuality is or has been expressed through our culture. Finally, we will conduct qualitative research in order to investigate the current beliefs and conversations about gender and sexuality happening on our own campus.

Langendorfer, A.: Inquiry into Race and Racism

In this English 102 course, we’ll be examining race and racism. If we were not already aware, the George Floyd Uprisings of 2020 made us all acutely aware of the widespread effects of racism on our lives and communities. Race and racism have been shaping us and our histories for centuries; in the U.S. context, we might think about the first enslaved Africans brought to North American soil in 1619 or the Jim Crow laws and policies that white Tennesseans used to keep their fellow Black citizens from attending UT until 1961. In this course, you’ll develop research and writing skills by investigating race and racism, past and present. You’ll formulate your own research questions about the collective and individual effects of race and racism, which you’ll then investigate through secondary sources, archival, and qualitative research. In the secondary source project, you’ll locate and analyze scholarly sources to explore a race-racism-related line of inquiry. You’ll continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines one aspect of racism’s effects upon a particular community. For the qualitative project, you’ll gather your own data through interviews, surveys, or focus groups to examine how race or racism has impacted a specific group of people or aspect of society.

Love, J.: Inquiry into the South

This section of English 102 will explore the South as a region and as a construct. The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from several academic perspectives that interest you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional, discipline-appropriate papers.
MacCartey, K.: Inquiry into Pandemics

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14th century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic’s effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

Mangle, J.: Inquiry into Science Fiction

Inquiry into Science Fiction examines the issues and subject of science fiction and what questions it raises about the future of humanity on a galactic scale. We will examine short stories, podcasts, television/movie clips, and snippets of graphic novels and video game stories, as well as look at contemporary social issues of our own real science future, such as space tourism and space colonialism. We will ask questions about how science fiction makes us think and examine our own possible futures and use this topic to develop our research and writing skills. To accomplish these goals, we will conduct three kinds of research: secondary source, qualitative, and archival. In the secondary source project, we will discuss arguments about the ethics of science and scientific development. In the qualitative project, we will survey participants about their experiences with science fiction and investigate a topic related to that. The final project, the archival, will explore historical science fiction including film, books, television, graphic novels, etc.

Massey, K.: Inquiry into the Heroic

In this section of 102, students will conduct and present research related to the concept of the hero and how it has changed through time. We shall focus upon the epic hero in traditional literature as well as modern characterizations in popular culture. Through the study of epics such as the Iliad and Beowulf, folklore (including African American folktales), modern fantasy literature (The Hobbit and Harry Potter), and contemporary films (such as Troy and Kingdom of Heaven), we shall consider how images of the hero show continuity as well as transformation through different time periods, cultures, and media. We shall use qualitative, archival, and secondary source research to explore our topic through various essay assignments. Each student will also lead one class discussion and present research pertaining to the reading or film discussion for that day. A reading assignment of 20-30 pages or watching a film will be required before most class meetings.

Mayer, C.: Inquiry into Food
We have all heard the phrase “you are what you eat,” but do we realize what this phrase suggests about our health, our identities, and our culture? In this writing and research-intensive course, we will investigate the various and complex relationships that we have with that most essential but often unexamined part of our lives: food. In addition to our personal relationships with food, we will also explore the ways our food choices have larger social, political, and environmental significance.

The emphasis of 102 is research and, as such, students will research food through a number of distinct yet interrelated research methods. The course assignments will foster confidence in reading and researching about food through a variety of research processes. We will begin with historical research into food production and consumption; then we will move into qualitative inquiry about current food policies, practices, and preferences; and finally, we will position ourselves within current debates over food in students’ disciplines or areas of interest by conducting traditional secondary-source research.

**Mcleod, J.: Inquiry into Food and Culture**

If we are what we eat, then what do the choices we make on a daily basis say about us? This writing and research course is an investigation of the complex relationship that humans have with food. We’ll look at what, when, with whom, and how we eat and what these choices reveal about ourselves and our culture. Students will explore a food tradition in their family or hometown community and consider what that tradition says about the values that are passed along with it. Then we will choose a time period and investigate how a generation’s food choices and patterns reflect the values, stereotypes, and assumptions of their time. Finally, students will examine how food and consumption relates to their specific fields of study. This course is a tasty way to learn the research skills necessary for a successful academic career! Like all sections of English 102, we will conduct historical, qualitative, and secondary source research to investigate the course topic.

**Meredith, B.: Inquiry into Popular Culture**

This section will investigate conceptions of popular culture and its role in our (and possibly others’) culture, both historical and contemporary. Students will read a variety of popular culture mediums, including argumentative essays concerning the topic of popular culture itself. The course will draw from a variety of written texts as well as visual, musical, technological, and other non-written forms. Like all sections of 102, students will conduct archival, qualitative, and secondary source research.

**Moeck, E.: Inquiry into Race and Gender in Popular Culture**

This section of English 102 will explore how popular culture—with particular interest in the evolution of America’s ‘superheroes’—provides us with scripts of power, and how these practices are infused with our perception of gender and race. We will question the influence of popular culture—in the form of films, television, and print media—on our identities, social roles, values, and perceptions. We will investigate questions such as: How do popular culture industries reinforce racial and sexual domination? How do racially and sexually marginalized groups use popular culture to subvert existing social hierarchies? Are people’s ideologies mirrored or shaped by popular culture—or both? Course readings will be exploratory and cover some foundational scholarly work in: Feminist/Gender Studies, Cultural Studies, Critical Race Theory, Historiography, Film Studies, and literary scholarship. Advancing concepts introduced in English 101, English 102 provides students with intensive writing instruction focused on inquiry and research. It does so by emphasizing strategies for formulating and investigating questions, locating and evaluating information, using varied sources and research methods, developing positions on intercultural and interdisciplinary issues from diverse texts (print, digital, and multimedia), and
presenting research using appropriate rhetorical conventions. Although our in-class examples will be focusing primarily on pop culture’s “superheroes” as a means of understanding America’s scripts of power and ideals across time, students who are interested in using a race/gender lens to assess another aspect of pop culture should feel supported and encouraged to do so.

**Moore, J.: Inquiry into Popular Culture**

Inquiry into Super-Heroes examines the ideology behind and cultural attitudes toward Super-Heroes which have been a staple of Pop Culture for almost 100 years in America and seemingly only getting started. We will use this topic to develop research and writing skills. This course will feature three kinds of research: secondary source, archival, and qualitative. The secondary source project will examine a debate about Super-Heroes. In the archival project, we will explore the historical significance of Super-Heroes and Super-Hero fiction throughout the 20th and 21st centuries of America. Finally, we will conduct qualitative research involving participants in order to investigate their experiences with and/or beliefs about Super-Hero fiction. This course will hone your writing and research skills through drafting, peer review, and revision.

**Newburn, H.: Inquiry into Environmentalism**

Inquiry into Environmentalism examines the various issues linked to climate change, which has received increasing attention due to considerable scientific study. We will use this topic to develop research and writing skills. This course will feature three kinds of research: secondary source, archival, and qualitative. For the secondary source project, students will identify a current environmental issue and do academic research to explore the arguments within that issue. In the archival project, students will research the origins of a particular issue and then trace its adaptation over time. Finally, students will conduct qualitative research by surveying participants, perhaps supplemented by interviewing and/or conducting observation; the goal will be to investigate and identify the attitudes and/or beliefs of those participants about some aspect of environmentalism chosen by the student.

**Nottingham, C.: Inquiry into Public Health Concerns**

With the recent Ebola epidemic outbreak in Africa, the topic of contagious diseases has been brought the public’s attention quite loudly. However, this is just the most recent worldwide public health concern. Public health is concerned with issues affecting the health and well being of people, and it is an important inter-disciplinary research topic. This course will investigate public health concerns as a focus to accomplish our main goal: developing academic research and writing skills. We will do archival, qualitative, and secondary research. Broadly, we will be thinking critically about complex issues from multiple viewpoints in order to create informed arguments.

**Pilkington, M.: Inquiry into the Environment**

This section of English 102, Inquiry into the Environment, examines the relationship between humans and our natural environment, which has received increasing attention because of concerns over global warming, pollution, and overpopulation. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. The secondary source project will use academic research to examine a debate about a present day environmental concern. In the archival project, students will analyze primary sources such
as photographs, maps, letters, or newspaper articles to investigate how humans and the environment interacted in historical moments like the Trail of Tears, the Chernobyl explosion, or the Dust Bowl. Finally, we will conduct qualitative research by surveying local participants in order to investigate their experiences with and/or beliefs about the future risks associated with environmental changes and concerns of the present. The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and a poster presentation.

Pizappi, D.: Inquiry into Food and Foodways

Inquiry into Food and Foodways examines why we eat the foods we do and what this reveals about the cultural, social, economic, and historical character of our region(s). This area of inquiry has received increased attention thanks to developments such as the emerging “foodies” and local food movements and the rising popularity of food-centric media within the past decade. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. The secondary source project will examine a debate concerning the intersection of food, culture, and ethics (e.g., dietary behavior and socio-economic status, food justice in community-driven food practices, agricultural practices). In the archival project we will select a region and historical moment to examine the cultural significance of foods in context. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and beliefs about the cultural values embedded in the foodways of our families and/or communities.

Platz, A.: Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Reed, G.: Inquiry into the Memoir

In this section of English 102, we will focus on examining the history of the memoir and will be practicing personal writing with special attention to the roles of history, identity, and place in our lives. Using various readings as a guide, we will also be undergoing intensive instruction in writing, especially in analysis and argument. The point of this course is to develop your academic research, writing, and communication skills through the process of developing and connecting with your personal history and experiences. We will learn about our course topic through our own research writing, as well as with each other’s. You will also learn how to conduct archival, secondary source, and qualitative research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

Reno, B.: Inquiry into Food
In this course, we will examine issues related to food, a topic which has always received attention due to reasons such as obesity, global hunger, food culture, and GMOs. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. In the secondary source project, we will conduct academic research to examine current debates about food. For instance, we can explore genetically modified foods along with assessing their global importance and status. In the archival project, we will explore the historical significance of food, focusing on specific topics like the emergence of fast food chain restaurants in the US. Finally, we will conduct qualitative research by interviewing specific populations in order to investigate their experiences with and/or beliefs about a particular food-related topic. A possible example would be to interview several McDonald’s employees about their perspectives on serving and preparing fast food. After the data are collected, we will work on finding underlying patterns among the responses to see what the respondents (do not) have in common.

Rigg, M.: Inquiry into the Memoir

In this section of English 102, we will focus on examining the history of the memoir and will be practicing personal writing with special attention to the roles of history, identity, and place in our lives. Using various readings as a guide, we will also be undergoing intensive instruction in writing, especially in analysis and argument. The point of this course is to develop your academic research, writing, and communication skills through the process of developing and connecting with your personal history and experiences. We will learn about our course topic through our own research writing, as well as with each other’s. You will also learn how to conduct archival, secondary source, and qualitative research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

Riggs, A.: Inquiry into Pop Culture

Inquiry into popular culture will provide students with an opportunity to reflect on how society affects pop culture and, in turn, how pop culture impacts society. Through various modes of research, including secondary source, primary source, and qualitative, students will discover the ways in which popular culture functions in contemporary society. By filtering academic research questions through familiar mode, students will come to a greater understanding of the significance of academic study in the day-to-day, and will thus begin to view other aspects of their lives through an academic lens.

The point of this course is to develop your academic research, writing, and communication skills. We’ll learn about our course topic through each other’s research and writing. You’ll be able to investigate the topic from any academic perspective that interests you (hopefully your major). You’ll learn how to conduct archival, qualitative, and secondary source research and will present what you’ve learned to academic audiences in traditional discipline-appropriate papers and a poster presentation.

Ross, T.: Inquiry into Food

In this section of English 102, we will focus on examining the history of the memoir and will be practicing personal writing with special attention to the roles of history, identity, and place in our lives. Using various readings as a guide, we will also be undergoing intensive instruction in writing, especially in analysis and argument. The point of this course is to develop your academic research, writing, and communication skills through the process of developing and connecting with your personal history and experiences. We will learn about our course topic through our own research writing, as well as with
each other’s. You will also learn how to conduct archival, secondary source, and qualitative research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

Saeli, H.: Inquiry into Food

In this course, we will examine issues related to food, a topic which has always received attention due to reasons such as obesity, global hunger, food culture, and GMOs. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. In the secondary source project, we will conduct academic research to examine current debates about food. For instance, we can explore genetically modified foods along with assessing their global importance and status. In the archival project, we will explore the historical significance of food, focusing on specific topics like the emergence of fast food chain restaurants in the US. Finally, we will conduct qualitative research by interviewing specific populations in order to investigate their experiences with and/or beliefs about a particular food-related topic. A possible example would be to interview several McDonald’s employees about their perspectives on serving and preparing fast food. After the data are collected, we will work on finding underlying patterns among the responses to see what the respondents (do not) have in common.

Shaffer, M.: Inquiry into the South

Students will be asked to consider what “the South” is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will perform scholarly secondary source research as they write a survey of scholarship to get a consensus on how scholars talk about the South. Next, students will perform qualitative, first-hand research regarding what/how people think, feel, or act in regards to the South. Finally, students will execute an archival digital humanities project with objects from McClung Museum.

Shea, K.: Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Shephard, J.: Inquiry into Popular Culture: Super Heroes

Inquiry into Pop Culture examines the issues of pop culture and social media, which have received increasing attention due to their impacts on daily life during the COVID-19 pandemic. We will use this topic to develop research and writing skills. The course will explore questions such as: How does social media impact how we form opinions? Consume art? Make friends? The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Smith, C.: Inquiry into Popular Culture and Social Media
Inquiry into Pop Culture examines the issues of pop culture and social media, which have received increasing attention due to their impacts on daily life during the COVID-19 pandemic. We will use this topic to develop research and writing skills. The course will explore questions such as: How does social media impact how we form opinions? Consume art? Make friends? The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Smith, J.: Inquiry into Food

In this course, we will examine issues related to food, a topic which has always received attention due to reasons such as obesity, global hunger, food culture, and GMOs. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. In the secondary source project, we will conduct academic research to examine current debates about food. For instance, we can explore genetically modified foods along with assessing their global importance and status. In the archival project, we will explore the historical significance of food, focusing on specific topics like the emergence of fast food chain restaurants in the US. Finally, we will conduct qualitative research by interviewing specific populations in order to investigate their experiences with and/or beliefs about a particular food-related topic. A possible example would be to interview several McDonald’s employees about their perspectives on serving and preparing fast food. After the data are collected, we will work on finding underlying patterns among the responses to see what the respondents (do not) have in common.

Sorrels, J.: Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Stickel, M.: Inquiry into the Memoir

In this section of English 102, we will focus on examining the history of the memoir and will be practicing personal writing with special attention to the roles of history, identity, and place in our lives. Using various readings as a guide, we will also be undergoing intensive instruction in writing, especially in analysis and argument. The point of this course is to develop your academic research, writing, and communication skills through the process of developing and connecting with your personal history and experiences. We will learn about our course topic through our own research writing, as well as with each other’s. You will also learn how to conduct archival, secondary source, and qualitative research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

Stockdale, A.: Inquiry into the South
Students will be asked to consider what “the South” is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will perform scholarly secondary source research as they write a survey of scholarship to get a consensus on how scholars talk about the South. Next, students will perform qualitative, first-hand research regarding what/how people think, feel, or act in regards to the South. Finally, students will execute an archival digital humanities project with objects from McClung Museum.

**Stricker, S.: Inquiry into Myths and Monsters**

Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

**Todd, A.: Inquiry into New Media**

Have you ever argued with someone over whether video games "count" as art? Do you rely on Twitter for news? Do you write fan fiction or creepypastas, or sketch your own comics? As the forms art and communication can take change with time, so too does our understanding of both art and communication more generally. This class will investigate digital and internet-age forms of media, along with the conversation and debate about those forms. In the secondary source paper, we will look for current academic conversation about these genres, to understand the issues under consideration. The historical unit will then seek to compare the present-day concerns with other, well-established forms of communication in their early days, to see if the debates are specific to a particular genre or more universal in nature. Finally, the qualitative unit will seek out interviews with both die-hard fans and naysayers of current genres, to offer our own assessment of the nature of the debate for everyday people. Along the way we'll get to see some of the more entertaining, interesting, and stranger content the internet has to offer.

**Turner, S. Inquiry into the Titanic and its Legacy**

The Titanic began as an engineering puzzle, became a historical trauma, and by the end of its century had become both an archeological challenge and a case study in the modern Hollywood blockbuster. This course will examine both the ship and its legacy in all of these contexts. First students will study primary sources in the form of survivor accounts, photographs of salvaged artifacts, and fictionalized retellings. They will then research recent scholarship in a discipline of their choice to answer some question about the ship, the wreck, or people's enduring fascination with both. Finally, groups of three will design a qualitative study that investigates the relationship between stress and anxiety in everyday life and cultural narratives of disaster and loss.

**Weech, J.: Inquiry into Popular Culture and Social Media**
Inquiry into Pop Culture examines the issues of pop culture and social media, which have received increasing attention due to their impacts on daily life during the COVID-19 pandemic. We will use this topic to develop research and writing skills. The course will explore questions such as: How does social media impact how we form opinions? Consume art? Make friends? The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Wells, W.: Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Widdifield, H.: Inquiry into Film and Culture

This section of 102 will challenge students to explore the cultural impacts of film, both presently and in the past. As it has cemented itself in our everyday lives, film has become a booming business, a cultural identifier, an escapist activity, and a means of artistic expression. Thus, it has involved itself not just in our personal lives, but also in conversations across multiple disciplines. Using film as an investigative lens, students will learn to use archival, qualitative, and secondary research methods that they will be able to transfer later to various fields of study.

Wilcox, S.: Inquiry into Myths and Monsters

Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Wilson, H.: Inquiry into Popular Culture

Inquiry into Pop Culture examines the issues of pop culture and social media, which have received increasing attention due to their impacts on daily life during the COVID-19 pandemic. We will use this topic to develop research and writing skills. The course will explore questions such as: How does social media impact how we form opinions? Consume art? Make friends? The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Wright, K.: Inquiry into Myths and Monsters
Inquiry into Myths and Monsters examines the issues of European Mythology, Legend, and Folklore, which has received increasing attention because of the pervasiveness of early mythology and legends today. We will use this topic to develop research and writing skills. The course will explore questions such as women in mythology, influences on pop culture, themes and morality tales in mythology, storytelling, mythology and early culture, and influence on modern culture. The course features secondary, archival, and qualitative research projects. You will use skills such as drafting, peer review, and revision to improve your work over the course of the semester.

Yancey, S.: Inquiry into the Good Death

Inquiry into the Good Death investigates cultural, historical, and literary representations of death and how they have changed throughout the years. We will use this topic to develop research and writing skills in various genres by examining several associated materials in qualitative, archival, and secondary source research. The qualitative research project will entail interviewing participants to explore their experiences, feelings, or beliefs about topics related to the general concept of death. In archival research, we will explore historical artifacts associated with the death industry, such as gravestones, obituaries, legal documents, and representations in pop culture. Finally, in the secondary source project, we will research and present an argument about the end of something, from a specific process in an industry to a shift in attitudes toward a particular issue. **This course will not require students to reflect on, discuss, or write about their own encounters with death—we will keep our focus on the broad history and implications of the idea rather than individual experience.**

Yost, R.: Inquiry into Nature Writing

In this section of 102, students will learn about the methods writers have historically used to write about the natural world. The inquiry starts with the eighteenth century—the age of Linnaeus, who introduced a framework for classifying living things—and will culminate with a look at contemporary concerns about the sustainability of the natural world within the American economic system. Different viewpoints regarding environmental conservation and the human use of natural resources will be encountered through essays, documentaries, films, at least one guest speaker, and a review of contemporary environmental issues as they are depicted in national politics. Part of the course is designed to encourage students to look closely at the natural world. As Gretel Ehrlich writes, “Keenly observed, the world is transformed.” Students will broaden their knowledge of the relationship between human activity and the natural world. Just as important, though, students will learn about the ways in which this relationship has been discussed in serious writing. Thus, students will develop the foundation from which they, too, can write about nature. In addition, students will be encouraged to craft their essays toward their majors or interests in life. Not only will this procedure offer a variety of perspectives to the class, but it will also encourage students to write about what they know—to a degree that is applicable, at least. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.