



English 102 Topics—Fall 2017

This list is current as of 7/13/2017. 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.

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*, 4th edition, and *The Writer's Harbrace Handbook*, 5th 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.

Backer: **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.

Borchers: **Inquiry into the Culture of Videogames**

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.

Brown: **Inquiry into National Parks**

Since the creation of the National Park Service (NPS) in 1916, preservation and conservation of our nation's landscape has been part of the American mindset. The NPS oversees fifty-nine national parks for the enjoyment of the general public, but with great projects come great controversies as well. Throughout the course 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. What lengths did previous generations go to to create national parks? What are the difficulties in maintaining these spaces? What

has, will, and/or continues to threaten these protected lands? The point of English 102 is to develop students' academic research, writing, and communication skills, and this section will encourage students to explore the rich history of the national park community as the class conducts the above series of research-focused writing projects.

Considine: Inquiry into Performance and Theatre

In this course, we will use research and inquiry methods to explore concepts of performance across many different fields and consider the way performance, research, and writing intersect with our daily lives. We will begin by researching historical artifacts from the history of performance at UT, move on to explore a work of live theatre in performance through observations and interviews, and then examine current academic conversations taking place around alternative ideas of performance. Topics may include: performative identity, performance art, sports performance, cultural performance, ritual, game-play, political performance, and performance of self through online role-playing and social networking sites. Students will have opportunities to investigate the way concepts of performance operate in their own fields of interest.

Dunsmore: Inquiry into the Paranormal

This course will launch an investigation into how individuals and society perceive and respond to the possibility of the paranormal. How do we, individually and as a culture, explain and grapple with something that may be scientifically unexplainable? Furthermore, how do we record our responses and perceptions and what genres do we use to explain paranormal phenomena? Broadly speaking, the paranormal may include activities and entities that fall outside the area of scientific explanation, such as ghosts, hauntings, extraterrestrial activities, supernatural occurrences, and malevolent forces. This class will investigate the numerous genres used to capture the paranormal, such as documentaries, music, television, oral and written stories, photography, newspaper articles, brochures, websites, and folk tales. Students will analyze selected readings from secondary source, archival, and qualitative research. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

Fennell: 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.

Greene: Inquiry into 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.

Havens: Inquiry into the Punk Aesthetic

In this section of English 102, we will explore "punk" culture by looking at the punk movement of the late '70s & early '80s and the reflection of that movement's legacy in "punk" and other "Do It Yourself" movements today. Through an analysis of archival resources (music, artwork, zines, etc.), qualitative research (such as interviews with musicians and/or observing punk groups/events), and secondary source research analyzing "punk," we will conduct an inquiry into the relationship between "rebellious" subcultures and mainstream culture, as well as examine the ways in which punk culture both resists and is appropriated by mainstream culture.

Hewitson: Inquiry into History, Memory and Reality in Words and Pictures

This course explores how ideas about reality are constructed and understood in different narrative forms. Fiction, memoir, film, documentary, photography and historical record are considered in order to investigate how such information is used as a

vehicle for self-examination and rational understanding and, conversely, for manipulation and self-delusion. The capacity of these texts and images to communicate ideas and their facility to provide legitimate knowledge is also considered. Related issues to be addressed include how memory and anecdote are used as evidence; how the selection and omission of different kinds of evidence and information shape historical records; how narratives produced through these means create identities and contribute to ideas about the world in general; and how stories are deliberately manipulated in personal, legal and historical contexts. Students are encouraged to explore topics of specific interest and relevance to themselves within the broader parameters of the course. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

Murphy: Inquiry into Reproduction, Birth and Nurture

Anxieties about reproduction are prevalent in contemporary culture. One need only open a newspaper to read debates raging on issues such as cloning, the use of human embryos in medical research, and the desirability of cross-racial or same-sex partner adoptions. With the introduction of new technologies, what has traditionally been billed as a natural act has taken on unnatural connotations. In divorcing sex from procreation, medical science has complicated reproduction on political, social, and aesthetic levels. This is not only a contemporary phenomenon. In both past and present, anxieties of monstrous births, strange inseminations, and perverse parenting are prevalent and span genres from medical, to legal, to fictional. During the course of the semester, we will examine, debate, and write about the politics of reproduction ranging from *Frankenstein* to the present day. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

Powell: Inquiry into Crime and Detection

Law & Order, The Wire, Sherlock Holmes, CSI, The Mentalist, Cold Case, Criminal Minds, Monk, Without a Trace: The proliferation of crime shows on television evinces our fascination not only with crime but also in the method of detection and the persona of the detective. Indeed, there is much more to these crime shows than a morbid fascination with deviance. Crime shows illustrate not only what we fear but also what we value and what makes us feel secure. In this course, students will ask questions about how people perceive or react to crime, crime prevention, and methods of detection, as well as how crime is represented both in fiction and journalism. To answer those questions, students will conduct archival, qualitative, and secondary source research and will present their work in traditional papers as well as multi-modal formats.

Saeli: 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.

Sisson: Inquiry into East Tennessee

Inquiry into East Tennessee examines the issues of our university's region, which have received increasing attention because of their proximity and relevance to the student population. 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 a current news event in East Tennessee. In the archival project, we will explore the historical significance of an artifact or artifacts illuminating the changes of the East Tennessee region, either within the context of its own time or its changes over a twenty-year span. Finally, we will conduct qualitative research by interviewing or observing participants in order to investigate the experiences with or perceptions of stereotypes of life in East Tennessee.

Smith, M. : Inquiry into Travel and Tourism

Research is often considered a solitary pursuit. When we picture a researcher, we may imagine a lone scholar cloistered in a library or an isolated scientist bent in scrutiny over a microscope. In reality, however, research is far from a lonely enterprise. Research calls upon us to seek for knowledge *outside* of ourselves, to inquire into the thoughts of others and enter into conversation with their ideas. This semester we will learn a variety of methods for conducting research in an academic context. Though our course theme is "Travel and Tourism," the goal of this course is not for us to amass a particular body of knowledge about traveling. Rather, we will use topics related to travel to help us acquire research skills applicable to a number of fields. Particular focus will be given to questions regarding how travel transforms us as individuals, how travelers in the past have recorded their encounters with the unfamiliar, and how we today can move towards resolving contentious issues related to the modern tourism industry. Like all sections of English 102, we will conduct archival, qualitative, and secondary source research to investigate the course topic.

Spirko, R.: Inquiry into Disability

The U.S. Census estimates that 20% of the population has some sort of disability. This phenomenon affects a number of different disciplines: biology, medicine, literature, art, history, philosophy, political science, education, engineering, architecture, business, and others. With such a wide impact, any student will be able to connect some aspect of disability to their own interests or major, and in this section of 102 they will use a range of research methods to investigate the topic, from using an artifact or document to understand the history of disability, to surveying people about their understanding of it, to entering a scholarly conversation about disability in a particular area or field

Stewart: Inquiry into Violence

This section of English 102 investigates the role of violence in culture today and in the past. Through examinations of violence in various genres—history, fiction, nonfiction, film—students will learn to investigate questions about how violence affects the world we live in today. The course readings will help students interpret representations of violent individuals ranging from the heroic warrior to the heartless crime boss. Like all sections of English 102, assignments will involve conducting first-hand qualitative and archival research and secondary-source library research to investigate the course topic.

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.

Underwood: Inquiry into Nature and the Environment

Inquiry into Nature and the Environment examines attitudes towards and experiences in the natural world and the environment, a pressing topic in current political, scientific, and popular discourse. In this writing and research-intensive course, we will investigate the complex relationships that we have with nature and the environment. In addition to our personal relationships with nature and the environment, we will also explore how historical ideas about our place in the natural world have changed over time as well as how different cultures vary in their relationships with nature.

Our research projects will allow us to investigate our relationships with nature and the environment in a variety of ways: we will begin with historical research into attitudes towards and experiences in the natural world; then we will move into a qualitative inquiry about current environmental policies and practices, researching people's relationships with nature and the environment in an increasingly industrial, technological, and globalized world; and finally, we will position ourselves within current debates about nature and the environment in students' disciplines or areas of interest by conducting traditional secondary source research.

Valenzuela: Inquiry into Travel

In Inquiry into Travel we will explore how ideas of travel and travel experiences have changed over time. For the purposes of this course, travel will be defined as movement over geographical and cultural boundaries (not just “tourism”). 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 the impact of travel. In the archival project, we will explore the historical significance of travel writing by looking at letters, journals, and diaries of past travelers. Finally, we will conduct qualitative research by interviewing and/or surveying participants in order to investigate their experiences with and/or beliefs about travel.

Vaughan: Inquiry into Fandom

What do Football, Star Wars, The Beatles, and My Little Pony have in common? They all have vibrant communities of fans who help to shape what it means to consume their media of choice. Fan Communities, or "Fandoms" are groups of people who devote themselves to a particular subject with a sometimes fanatical devotion. As the Internet and social media have become a part of our daily lives, people are now able to immerse themselves in these subcultures more than ever before. But what does this immersion mean, both for the media and the fans themselves? The point of English 102 is to develop students' academic research, writing, and communication skills, and this section will allow students to use these tools to consider what it means to be a fan. Throughout the semester students will examine subgroups of fan life, focusing on topics ranging from the Tennessee Volunteers to The Lord of the Rings to explore how people construct their identities around the hobbies they enjoy. We will use archival, qualitative, and secondary source research methods to investigate these questions and to better understand our own relationships to our favorite media.

Weld: Inquiry into Human Narratives

As far as we know, humans are the only species of animal that thinks, dreams, remembers, and communicates in narrative form. What can we learn about ourselves and each other by examining the stories we tell? How does our relationship with narrative both shape and reflect our culture? In this class, you will use the topic of human narratives to develop important academic writing and research skills by exploring the way stories operate in multiple disciplines and genres. Through archival, qualitative, and secondary source research, students will explore the ways we form and share our identities through personal narratives, as well as the role of story-telling in fields such as science, medicine, psychology, advertising, history, sports, and entertainment.

Williams, J: Inquiry into Horror

H.P. Lovecraft asserts that the oldest and most potent human emotion is fear. As such, horror is an extremely telling marker not only of the psychology of the individual but also of cultural and social developments. How does the perception of horror change with different cultural groups? How does the horror genre represent social/political movements and ideals? In this section of English 102, we will attempt to investigate these questions (and more) pertaining to horror as a genre and cultural phenomenon. The goal of English 102 is to develop your academic research, writing, and communication skills. You will learn how to conduct archival, qualitative, and secondary source research and will present what you've learned to academic audiences in traditional papers and formal presentations.