



English 102 Topics—Spring 2017

This list is current as of 01/10/2017. 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*, 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.

Borchers, 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.

Branum, C.: Inquiry into Heroes

There are many kinds of heroes. Some, like firefighters and veterans, are common in everyday life. Some are embedded in stories like comic books and legends. Others, like presidents and cultural figures, are memorialized in history. They all have similarities such as courage and responsibility, and in *Inquiry into Heroism*, we will develop research and writing skills by investigating the qualities of heroes and our cultural perceptions of heroism. In the secondary source project, you will select a hero type (societal, historical, or folkloric) and investigate their cultural value. In the archival research project, you will select a hero and examine either the historical circumstances that made them heroes or the trajectory of how their heroic behavior is depicted through time. Finally, in the qualitative study, you will gauge participant's perceptions of heroes or heroism by conducting surveys, interviews, or observations.

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.

Brehm, J.: Inquiry into How We Relate to Animals

We relate to other animals intellectually, physically, and emotionally. They variously instill in us pleasure, fear, disgust, irritation, and love. As individuals and cultural participants, we categorize animals, identifying some as food, some as producers of food, some as workers, some as pests, and some as pets. We ardently protect the lives of certain animals and eagerly destroy others. Our representations of animals help sell our products and tell our stories. The point of English 102 is to develop students' academic research, writing, and communication skills, and this section will encourage students to consider the complexity of human relationships with other animals as the class conducts a series of research-focused writing projects. Throughout the semester, we will discuss chapters of *Rats*, an account of Robert Sullivan's multi-faceted research into the rat life of New York City—his observations of rats in an alley near Wall Street and the former World Trade Center; his interviews with experts, importantly including exterminators as experts; and his historical work on the roles rats played in the Civil Rights Movement and the development of tenants' organizations. Our discussions of Sullivan's research will help us raise questions about our relationships with animals at the same time that it models the archival, qualitative, and secondary-source research methods students will practice to answer those questions.

Brown, L.: 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.

Clark, C.: Inquiry into Gender and Sexuality

Inquiry into Gender and Sexuality examines the issues relating to these two very vast, complicated, dynamic, and significant identity traits, which have received increasing attention because of the resurgence of identity politics and the widespread visibility of the human rights movement. 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 archival project, we will explore the historical significance of a gender and sexuality concept in a specific time period before the end of World War II, such as women in the Civil War, the formation of the terms “homosexual” and “heterosexual,” and other diverse topics. Next, we will conduct qualitative research by interviewing participants in order to investigate their experiences with or beliefs about a current issue or concept related to gender and sexuality. Finally, the secondary source project will examine a present, academic debate occurring within gender and sexuality studies, such as the use of gender neutral pronouns, present representations of men in the domestic sphere, treatment of queer characters in television and films, and other contested subjects.

Clymer, A.: Inquiry into Monsters

Most of us grew up reading fairy tales about the Big Bad Wolf and hearing myths about the Loch Ness monster. The former are understood in our culture as being fantasy, but stories like the latter occupy an ambiguous space between fact and fiction. In "Inquiry into Myths and Monsters," we will investigate the transformation of cultural myths and monsters over time and in various genres. In our class readings, discussions, and individual research projects we will ask such central questions as how do myths, superstitions, and monsters function in our everyday lives? What is the relationship between myths, cultural anxieties, and individual fears? And, where do we draw the line between "rational" cultural beliefs, superstitions, and fantasy? Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

Condon, K.: Inquiry into Basketball Culture

Basketball has only been around for 124 years, but, despite its young age, the sport has undergone significant cultural and social changes. In this course, we will examine basketball's cultural and social evolution, first through secondary source research, focusing our writing on such things as its eventual inclusion of women and minorities, representations of professional players as celebrities, and the transformation of basketball from a sport into an entertainment business. We will use qualitative research to examine basketball in its current cultural context. Using archival research, we will investigate an aspect of basketball's history, such as the evolution of a particular "move" or position or the history of a specific social justice movement in basketball.

Cox, S.: Inquiry into Superheroes

Inquiry into Superheroes examines our society's fascination with superheroes, which have always held a special mythos in the pop-culture sphere but have recently exploded in popularity in mainstream society. Through research and writing, this class will explore the origins of superheroes and our society's evolving fascination with them. The archival research project will let students investigate original source texts, such as comic books, in order to compare historical representations of characters to modern day equivalents in film, television, or modern comics. The qualitative research unit will then allow students to conduct original research by interviewing or surveying specific populations about how they experience or perceive contemporary heroes. Finally, the secondary source research paper will allow

students to investigate relevant scholarship on the nature of superheroes and their relation to our society.

Dean, L.: Inquiry into Food and Culture

This section of 102 will teach inquiry through one of the most essential and everyday aspects of life: food. If we are what we eat, then we will be studying who we are. A bodily necessity, food marks our days and is central to many of our rituals. As food is an economic engine, a connection to history and culture, and a moral or religious choice, it provides an excellent subject for inquiry from a variety of perspectives. The historical research unit will use archival sources to investigate how historical context affects assumptions about food. The qualitative research unit will look into how our choices about food reflect our lifestyles and cultures. Finally, in the secondary source research unit, students will use scholarly sources to investigate a food-related topic of their choosing, perhaps one related to their own disciplinary/major interests.

Dobbs, J.: Inquiry into the Supernatural

Inquiry into the supernatural explores supernatural phenomena that have fascinated humanity throughout the ages and continue to captivate us today through pop culture institutions like *Harry Potter*, *Twilight*, *Underworld*, *The Walking Dead*, and fairy tales, among others. 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 scholarly sources that explore a specific supernatural phenomenon, especially as it relates to movies, TV shows, and comic books. In the archival project, we will use primary source material to explore supernatural phenomena as they were depicted in the past, either to examine how views of those phenomena have changed over time, or to explore what those views have to say about the time period they represent. Finally, we will conduct qualitative research by interviewing or surveying participants in order to investigate their experiences with and/or beliefs concerning the supernatural today.

Downing, M.: Inquiry into Gender

Inquiry into Gender and Religion examines the issues surrounding gender roles in various world religions, a topic which has received increasing attention in both America and abroad as political and social structures become increasingly polarized between the god-led and the godless. 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 contemporary issues surrounding gender expression and sexuality within a specific religion. In the archival project, we will explore the way religion has influenced gender roles over time. Finally, we will conduct qualitative research by surveying and interviewing participants in order to investigate the role religion plays in forming different views of gender and sexuality.

Dunsmore, R.: Inquiry into Ghosts

Inquiry into Ghosts examines the issues of society's perceptions, portrayals, and responses to ghosts, which has received increasing attention because of society's representations of what happens to humans after death. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct secondary source, archival, and qualitative research. The secondary source research will examine scholarly debates about perceptions, portrayals, and responses to ghosts. With archival research, we will explore the historical significance of these responses in American culture from

the early 1900s to present day. We will also conduct qualitative research by interviewing individuals or conducting focus groups. The purpose of this assignment is to explore the experiences, feelings, and beliefs about how individuals and communities respond to the possibilities of ghostly presences in daily life, explain those presences, and use representations of ghosts to answer questions about what happens to humans after death.

Eppes, J.: Inquiry into Competition

Inquiry into Sports examines issues related to sports as an entertainment industry and business, but also as forms of competition in which ordinary people participate. 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 how the business of sports shapes the games we watch today. What changes happen to the same sport, its players, its rules, between, for example, kids playing baseball in a field and Major League Baseball? In the archival project, we will work with primary sources to investigate historical factors that led to sports, teams, or leagues disappearing or changing significantly. What prompted their disappearance, and how did they change over time? Finally, we will conduct qualitative research by interviewing or surveying participants to investigate their experiences with intramural or pickup leagues and their beliefs about competition when no cameras, no pay, and no attention is involved.

Fennell, 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.

Greene, T.: 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.

Hanson, C.: Inquiry into Satire

Inquiry into Satire examines issues of humor as a means to expose truth, which has received increasing attention because of social and political unrest in the United States. 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 effect of satire on members of specific discourse communities; for example, students will select a discourse community they identify with, such as people in their same

major, and will examine how satire functions within the shared set of values of that group. In the archival project, students will work with primary sources to explore the historical significance of satirical works, looking at newspaper and magazine articles, political cartoons, and American television programs. Finally, we will conduct qualitative research by observing and interviewing participants in order to investigate experiences with and/or beliefs about satire as impetus for personal and/or social change.

Havens, K.: Inquiry into 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.

Herrin, J.: Inquiry into Perceptions of Veterans

Inquiry into Perceptions of Veterans examines the differences between veterans as they are perceived by popular culture and the media and their personal experiences, which has received increasing attention because of the influx of veteran students. 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 challenges presented to the returning veteran community. In the archival project, we will explore the historical significance of veterans' perceptions across multiple American conflicts. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about how veterans are perceived.

Hitzel, J.: Inquiry into Gender

Inquiry into Gender examines the issues of Gender and Social Movements, which has received increasing attention because of rising awareness, visibility, and policy addressing gendered issues in the last century. 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 representations of gender. In the archival project, we will explore the historical significance of gendered representations in American popular culture in the 1900s-present day. Finally, we will conduct qualitative research by surveying participants in order to investigate their experiences with gender in contemporary contexts.

Jaggers, K.: Inquiry into Race

Inquiry into Race examines the issues of race in our lives, which has received increasing attention because of recent discussions of police brutality, immigration reform, and the 2016 presidential election. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: qualitative, archival, and secondary source. We will conduct qualitative research by interviewing or surveying specific populations in order to investigate their experiences with and/or beliefs about race. In the archival project, we will explore the ways that perceptions of race have changed throughout history by analyzing historical documents, photographs, and advertisements.

Finally, the secondary source project will use academic research to examine a topic of each student's interest, such as race and sports or racial profiling.

Keener, W.: Inquiry into Criminal Justice

Inquiry into Criminal Justice examines the issues of relations between specific communities and the criminal justice system and popular portrayals of crime, which has received increasing attention because of recent incidents of police violence and television shows and podcasts such as Making A Murdered, O.J.: Made in America, and Serial. 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 relations between specific communities and the criminal justice system. In the archival project, we will explore the historical significance of the criminal justice relations with specific communities from before 1975. Finally, we will conduct qualitative research by interviewing and surveying participants in order to investigate their experiences with and/or beliefs about crimes that capture popular attention.

Kitchen, R.: Inquiry into Taboo

Inquiry into taboos examines the issues of social or religious customs prohibiting or forbidding practices like discussing topics deemed off-limits, eating certain foods, or marking one's body. 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 religious taboos, such as forbidden food. In the archival project, we will explore the historical significance of physical or beauty taboos, like body modification and tattoos, from the early 1900s to today. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about relationship taboos, such as gender and age disparity.

Lallier, A.: Inquiry into the Postmodern

The term "postmodernism" arose around different people's attempts to make sense of the rapidly-changing world of the late 20th century, a world where things that seemed answered actually led to new questions, where everything seemed like it had been said before, and where all reality seemed virtual. In this course, we'll investigate some of these postmodern ideas for ourselves, using a variety of research methods. We will move from investigating how the online spaces that we already inhabit may be considered postmodern, to investigating historically how people reacted to early postmodern art or writing, to looking into the way postmodern ideas relate to areas that interest each of us individually. We will be reading some challenging texts in the class, but we'll also discuss them in terms of popular culture. Conducting the course's research projects should help you better understand the culture you inhabit and the academic realms you are entering. Like all sections of English 102, students will conduct historical, qualitative, and secondary-source research to investigate the course topic.

Lane, V.: Inquiry 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.

Layman, E.: Inquiry into the Visual Arts

Inquiry into the Visual Arts examines the ongoing importance of art as a vehicle of social commentary and a lens through which we can gain insight into both culture and history. We will use our investigation of art as a springboard to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: archival, secondary source, and qualitative. In the archival project, we will explore the historical significance of nineteenth-century art. The secondary source project will examine a debate about a highly controversial work of nineteenth or twentieth-century art. Finally, we will conduct qualitative research by surveying participants in order to investigate their beliefs about art.

Locke, J.: Inquiry into Horror

This section of 102 will offer a multifaceted inquiry into horror with an emphasis on exploring the historical, cultural, and thematic aspects of the genre, from its rise out of the gothic tradition in the late eighteenth century to contemporary manifestations. We will engage in a careful examination of archival materials, both text (fiction and non-fiction) and film, and will conduct qualitative as well as secondary source research to investigate our topic. Ultimately, this course, like all good horror, will destabilize current understandings of the genre in such a way that you will be able to approach it with a renewed understanding of horror as a highly rhetorical and culturally significant art form when well executed.

MacKenzie, S.: Inquiry into Embodiments of Evil

The term "evil" has found new life in recent public discourse, but this term has a long history. Traditionally, in Western civilization, Satan has represented embodied evil. As represented in popular tradition (literary, oral tradition, film, music, material culture, etc.), he can be sinister, manipulative, seductive, noble, a trickster, or merely a comical being. Through our discussions of these images, we will uncover various traits that are considered evil and will examine the depictions of these traits in others—both individuals and groups—who have been labeled evil incarnate, using our research to uncover the history, meaning, and current relevance of such images. Like all sections of English 102, students will conduct archival, qualitative, and secondary source research to investigate the course topic.

Martin, B.: Inquiry into Performance

In Inquiry into Performance, students will use secondary, archival, and qualitative methods to examine how performances influence and are influenced by their discourse communities—even those seemingly unrelated to performance. The secondary source project will examine debates about the cultural significance of performances; some students may investigate artistic performance, but others may choose to research performances within their self-identified discourse communities. In the archival project, we will explore the ways people have historically reacted to performers (actors, comedians, politicians, writers, athletes, etc.) by examining primary sources from the 1880s to the 1960s. Finally, we will conduct qualitative research through observation to investigate participants' experiences with,

beliefs about, and/or expectations of performances such as theater, concerts, sporting events, political rallies, protests, and more; additionally, students might examine everyday performativity like clothing, speech, and other bodily rhetorics.

Marutani, A.: Inquiry into Multiculturalism

Inquiry into Multiculturalism examines the issues of the U.S. multiculturalism, which has received increasing attention because of the 2016 Presidential election. 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 philosophical concept of multiculturalism. In the archival project, we will explore the historical significance of multiculturalism in the U.S. from World War II through the 1950s to the 1960s. Finally, we will conduct qualitative research by surveying or interviewing participants in order to investigate their experiences with and/or beliefs about campus diversity.

Massey, K.: Inquiry into 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.

McCartey, K.: Inquiry into the Natural World

In this section of 102, students will have the opportunity to explore differing views of the environment through poems, novels, essays, case studies, film clips, audio recordings, and photographs. Through critical examinations of issues such as wise use, sustainability, and conservation, to name a few, students will broaden their knowledge of the complex relationship between humans and the natural world and will consider how different forms of communication enrich the environmental debates of yesterday, today, and tomorrow. In turn, their views of the environment and their place within it will hopefully be challenged. Students will be encouraged to explore each course topic as it relates to their particular interests or chosen major, thus enriching the diversity of viewpoints expressed in seminars. Like all sections of English 102, students will conduct archival, qualitative, and secondary source research to investigate the course topic.

McDonough, M.: Inquiry into Meditation and Consciousness

Inquiry into Meditation and Consciousness examines meditation practices across time and place. Growing concern with mental health - on college campuses in particular, and among the population in general - has recently drawn increased attention to the practice of meditation as a potential remedy for stress, anxiety, and other ills. 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

archival project, we will explore attitudes toward and use of meditative practices in either a diachronic or synchronic format. We will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about contemplative practices. Finally, the secondary source project will allow students to examine a debate about mindfulness within the context of their prospective field.

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. Through qualitative research, 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, through archival research, 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, through secondary source research, 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!

Meredith, B.: Inquiry into Business, Community and Ethical Communication

This course is designed for students in the Venture Living Learning Community (Venture LLC). To that end, this section will combine the English Department's emphasis on critical reading, thinking, and writing through various modes of research with Venture LLC's emphasis on civic and community awareness, involvement, and responsibility. We will explore the ethical concerns and obligations attendant to living and working in human communities; in order to help you conduct this exploration, the course will introduce you to a variety of research methods that you may use in future work: historical, qualitative, and library/database. You will conduct research about a wide array of topics related to ethical business behavior and communication using a range of sources, from online historical archives, to interviewing subjects in the field, to scholarly and professional articles.

Moore, J.; Inquiry into Seduction

Inquiry into Seduction examines the issues of dating strategies—sometimes referred to as “game”—which has received increasing attention because of the many recent books by people calling themselves “pickup artists.” We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct secondary source, archival, and qualitative research.* The secondary source research will examine a debate about the relative effectiveness, gender issues, or otherwise moral dilemmas involved with such persuasive enterprises. With archival research, we will explore the historical significance of dating etiquette or self-help guides ranging from the 1980's until today. We will also conduct qualitative research by interviewing, surveying, or observing participants. The purpose of this assignment is to explore the experiences, feelings, and/or beliefs about strategic methods of seduction.

Moore, S.: Inquiry into Fashion and the Industry

Inquiry into Fashion and the Industry examines the issues of one of the world's leading industries, which has received increasing attention because of its widespread presence in, and influence on, global societies, business, politics, perceptions of art, culture, and even technology. 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 secondary source project will examine a debate about a

specific ethical dilemma, or controversy, within the Fashion Industry. In the archival project, we will explore the historical significance of specific fashion trends in the early to mid 20th century. Finally, we will conduct qualitative research by interviewing and observing participants in order to investigate their experiences with and/or beliefs about college fashion.

Newburn, H.: Inquiry into Gender

Inquiry Into Gender examines how issues of gender affect our home lives, our social lives, our work lives, and our political lives. This has been a relevant social discussion for a long time, and it is certainly still important in our societal discourse. 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 political topic (equal pay, the role of gender in the election, etc). In the archival project, we will explore the societal significance of imagery of women in advertising, from the early 20th century up to present day. Finally, we will conduct qualitative research, using interviews, surveys, and/or observation in order to investigate modern experiences and beliefs about how prominent this topic is in the lives of fellow students, family members, or other members of our communities.

Nichols, J.: 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.

Nossaman, L.: Inquiry into Natural Places

Inquiry into Natural Places examines the relationship between human beings and the natural world, which has received increasing attention because of last year's centennial of the National Parks Service. 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 how we define a "natural place"—what characteristics must a place have to be considered particularly "natural?" In the archival project, we will explore the historical significance of the creation of National Parks such as the Smoky Mountains National Park and Grand Canyon National Park. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and/or beliefs about community parks and local nature centers such as the Knoxville Greenway System, Urban Wilderness, and Ijams Nature Center.

Pilkington, M.: Inquiry into the Environment

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.

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 "foodie" 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.

Powers, C.: Inquiry into Myth and Popular Culture

The transmission of knowledge from one generation to the next largely occurs through written communication. Our past as a nation and as individuals who are part of a larger system of meaning making is given significance through the recording of information and the passing down of that information. This communication unites people across time and cultures and often features repeating figure types and scenarios whose actions and character constitute myth. In this course, students will learn to write and research through an examination of traditional and popular myths such as the fairy tale, the folk hero legend, and its modern counterpart, the superhero. Like all sections of English 102, we will explore the topic through archival, qualitative, and secondary-source research.

Rack, M.: Inquiry into Mythic

Inquiry into the Mythic examines the cultural appropriation of myth, which has received increasing attention because of the widespread integration of mythological stories into popular culture, and the success of Hollywood films such as X-Men, Batman, Lord of the Rings, and Harry Potter. 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 transformation of myth from the perspective of a chosen discipline: sociology, psychology, philosophy, gender studies, anthropology, political science, or art. In the archival project, we will explore historical figures who are often spoken of as having mythical qualities (JFK, Joan of Arc, Anastasia Romanov, Billy the kid, Wyatt Earp, King Arthur). Finally, we will conduct qualitative research

by interviewing or observing participants in order to investigate their experiences with and/or beliefs about myth.

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.

Sisson, K.: 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, A.: Inquiry into Natural Disasters

From floods and tornadoes to earthquakes and hurricanes, the forces of nature have a huge impact on where we choose to live, how we live there, and sometimes even the courses our lives take. Humankind's response has often been both to admire the power of nature and yet also to attempt to control that power, with limited success. This course will teach inquiry by exploring the complex relationship of humanity with the forces of nature, specifically the extremes and how we as a society respond to them. We will investigate this topic through archival, qualitative, and secondary source research, and the final paper will encourage you to examine the relationship between your own major and natural disasters.

Specht, L.: Inquiry into Activism

Activists charities/non-profits/organizations, and journalists work to help remedy various problems in our world. As activists identify global issues, resources like volunteers and donations are spread thin. In this class, students will learn about activism and the bearing it may have on their lives by conducting secondary source, archival, and qualitative research and crafting formal writing assignments. Skills learned in this class will transfer to other academic disciplines and social conversations, help students

begin to professionalize in their own fields, and inform conscientious thought and analysis for these citizens of an increasingly global world.

Stratton, R.: Inquiry into Rebels and Outlaws

Inquiry into Rebels and Outlaws examines the issues of society's relationship to rebels and outlaws, which has received increasing attention because of controversial figures like Edward Snowden. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct archival, qualitative and secondary source research. With archival research, we will explore the historical significance of rebels from the Prohibition era such as moonshiners, flappers or famous gangsters like Al Capone or outlaws like Bonnie and Clyde from Prohibition to the present day. We will also conduct qualitative research by surveying participants. The purpose of this assignment is to explore the present day experiences, feelings, and/or beliefs about modern day cyber rebels and outlaws such as hackers and whistleblowers like Edward Snowden, Julian Assange or the Anonymous hacker group. The secondary source research will examine the future of rebellious social movements. Possible topics include movements like #blacklivesmatter or recreational Marijuana legalization.

Swanson, V.: Inquiry into Drama, Spectacle, and Performance

What are common features of the Colosseum of ancient Rome, the 2nd Earl of Rochester, the wizardry of *Harry Potter*, Twitter, Facebook, Football, and the "House of Gaga"? Each presents drama, spectacle, and performance in tangible, identifiable ways. In this course, we will take up an exploration of the ways in which drama, spectacle, and performance permeate and inform our daily lives. Rather than focus purely on drama in the classical sense, we will use qualitative, archival, and secondary research methods to explore the visual and textual elements of rhetorics that are performed through the use of drama and spectacle. In addition to learning various research methods, students will learn a variety of writing skills that will help them to effectively communicate their findings to multiple audiences.

Thompson, E.: Inquiry into Video Games

In this course, you will continue to develop the writing skills you gained in English 101 through an inquiry into the popular interactive medium of video games! To accomplish this goal, you will conduct three kinds of research – secondary source, archival, and qualitative – into a specific video game genre of your choice (e.g. first-person shooters, survival horror, platformers). Beginning with an investigation into current topics of conversation surrounding video games, you will then explore the history and development of your chosen genre and will conclude by conducting first-hand research into the personal experiences of real players.

Tobias-Lauerman, A.: Inquiry into Food

Inquiry into Food examines issues pertaining to how globalization has influenced how and what people eat, both in the US and around the world, which has received increasing attention thanks to the growing connections we share with the world via technology. 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 contemporary ethical debates surrounding the food we consume. In the archival project, we will explore how early to mid 20th-century recipes reflect the cultural and historical context they were produced in. Finally, we will conduct

qualitative research by surveying UTK students in order to investigate their experiences with, beliefs about, and perceptions of food-related issues on campus.

Todd, A.: Inquiry into Dreams

Dreaming has long been common material for cultural production. Despite attempts to explain their nature psychologically, spiritually, or supernaturally, dreams remain mysterious and entice largely through their open-ended possibilities. "Inquiry into Dreams" will explore the use and representation of dreams in popular culture, in relation to people's real-world experiences of them and the different perspectives that have attempted to understand and explain those experiences. The course will move from historical research of first-hand, archival accounts into qualitative study of social trends in dreaming, and finally into secondary source research of cultural depictions of dreaming in art, literature, and film.

Tupper, D.: Inquiry into Gender

This section of 102 will explore some of the complexities, problems, and assumptions that are connected to gender in our culture. In addition to reading multiple articles that address issues such as male bashing and commentary for women's sports, we will also be looking at different cultural portrayals of gender in advertisements and TV shows. We will take a multi-disciplinary approach and use different types of research methods in order to produce three different writing projects. Students will begin by using archival collections to discern historical shifts in how male or female roles are portrayed or understood, and they will then interview other students in order to reveal current cultural values about gender. As a final project, students will conduct research with secondary sources about a contemporary issue concerning gender.

Turner, K.: Inquiry into Football

With the growing influence of social media and increasing access to information, the NFL has faced incredible scrutiny over issues ranging from domestic violence to cheating. Throughout this course, we will examine the national scandals which have plagued the NFL and think about how those issues mimic national conversations regarding women, economics and health care. Using secondary source, archival, and qualitative research, we will work to challenge the perceptions of American culture that we see repeated on the NFL national stage and answer critical questions such as how have the conversations concerning these issues shifted over time? Who/what are the discourse communities actively participating in these conversations? What can we determine about the future of these issues based on their pasts?

Underwood, K.: 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.

Vaughan, H.: 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.

Walker, P.: Inquiry into the Influence of Social Media

Inquiry into the Influence of Social Media examines the influence social media has on how we communicate and how we form perceptions and values in various contexts. We will use the 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 how social media is used in and affects various areas of individual and social/professional cultures. In the archival project, we will explore a historical comparison of yearbooks, society pages, and personals to modern day social media as well as establish the historical evolution of social media from Bulletin Boards, AOL Profiles, CompuServe, and other early tools to current trends. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and beliefs about how social media has widened or limited their discourse communities.

Weld, E.: 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.

Whitaker, E.: Inquiry into Fantasy

Inquiry into Fantasy examines society's interactions with, perceptions of, and representations of the fantasy genre and its various components and modes, which has received increasing attention because

of the genre's continuing popularity. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: qualitative, archival, and secondary source. First, we will conduct qualitative research by interviewing and observing participants such as cosplayers, LARPerS, and videogamers in order to investigate their interaction with the fantasy genre. In the archival project, we will explore the representation of fantasy in the form of book jackets, movie posters, movies themselves, advertisements, etc. to understand historical perceptions of fantasy and/or how they might have changed over time. The secondary source project will examine a debate about the fantasy genre's relevance in current study in any number of fields. For example students might research the psychological effects of videogames on children, marketing of the fantasy genre in the film industry, the social phenomenon of fandoms, etc.

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.

Wirth, J.: Inquiry into Fear

Inquiry into Fear examines cultural myths, monsters, legends, and fairy tales as they have transformed over time in various genres. 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 how monsters reflect and shape cultural identities. These discussions might explore questions such as how do myths and monsters function in our everyday lives? What is the relationship between monsters, cultural anxieties, and individual fears? In the archival project, we will explore the historical transformation of literary and/or cinematic monsters from the nineteenth century to present day. Finally, we will conduct qualitative research interviewing participants in order to investigate their experiences with and/or beliefs about the monstrous.

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.