



English 102 Topics—Spring 2018

This list is current as of 10/16/2017. 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.

Akers, H.: Inquiry into Monsters

In this section of English 102 we will explore a selection of monsters from popular legends, literature, film, television, and other cultural texts. Using the term "monster" expansively to include such examples as zombies, witches, vampires, dragons, literary creations like Frankenstein's monster, and legends like the Loch Ness monster, Bigfoot, and Sasquatch, we will consider what these creations represent in our culture. What makes each figure "monstrous"? What do these entities have in common? Are they signposts of a possible future that we should beware of? In what ways might they embody qualities that we disown in ourselves? What might we learn from these monsters, if we allowed them to speak for themselves?

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 academic perspectives that interest you, including 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.

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.

Baggett, D.: 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.

Bonner, E.: Inquiry into Myths and Monsters

This section of English 102 will explore the topic of monsters. In a culture obsessed with vampires, werewolves, ghosts, and other supernatural creatures, we are often asked what it means to be a monster. But in order to answer this, we must also ask, what does it mean to be human? Monsters are creatures that blur lines between fact and fiction, normal and abnormal, human and other. Through the use of qualitative, archival, and secondary-source research, we will investigate the ways monsters can provide insight into the social metaphors and cultural anxieties of a given time period. In our class readings, discussions, and individual research projects, we will ask such central questions as how do we define “monster” in our everyday lives? What does our own monstration of certain groups or individuals say about current cultural anxieties or biases? What is the relationship between on-screen monsters, cultural anxieties, and individual fears? And, where do we draw the line between “normal” and monstrous?

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.

Burns, A.: Inquiry into the role of TV in American Popular Culture

This section of English 102 will explore the role of TV in American popular culture. Many people think of TV viewing as a means of escape, yet participating in this activity may actually define some of our social roles and ideologies. How does TV shape American popular culture? Are people's ideologies mirrored or shaped by TV—or both? To what extent does TV influence people's identities and relationships? And, how do TV shows portray cultural problems that are actively debated in our society? In English 102 students will develop research and written communication skills while investigating TV's role in American popular culture. We will conduct archival, qualitative, and secondary research to investigate ongoing debates within various academic discourse communities about TV's influence and will report the findings in a series of written research projects. 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.

Cheatham, A.: 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 research. Secondary source research will examine a debate about how myths and monsters shape our culture. Archival research will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. Qualitative research will require either interviewing or surveying participants, and will explore experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. The purpose of this course is to develop your academic research, writing, and communication skills. We will learn about our course topic through each other's research and writing. You will 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.

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.

Conner, S.: Inquiry into Myths and 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.

Considine, K.: 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.

Cruz, J.: Inquiry into Food

How much does food create identity? Food permeates culture, pop-culture, science, the environment, politics, economics, and social relationships. What does the accumulation of every day food choices mean about who someone is or what they believe? Or a society? The goal of this writing and research course is to investigate the complex relationship between food and humans and to explore stereotypes, assumptions, and values tied to food. We'll look at what, when, with whom, and how we eat and what these choices reveal about ourselves and our culture. The goal is to help you become a better writer, communicator, and researcher through various types of research: secondary source research, qualitative research and archival research. You can explore this topic from any academic perspective (including your major) while gaining practice at writing and presenting to academic audiences.

Davis, A.: Inquiry into the Memoir

In this course, we will focus on examining the history of the memoir and will be practicing personal writing with special attention to the roles of history, place, and identity 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 a lot of 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.

Davis, R.: Inquiry into Monsters and Myths

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 research. Secondary source research will examine a debate about how myths and monsters shape our culture. Archival research will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. Qualitative research will require either interviewing or surveying participants, and will explore experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. The purpose of this course is to develop your academic research, writing, and communication skills. We will learn about our course topic through each other's research and writing. You will 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.

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.

Frantom, S.: 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. 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 by conducting traditional secondary-source research.

Gilliland, G.: Inquiry into Film and Pop Culture

Inquiry into Film and Popular Culture addresses the relationship of popular movies to popular American culture. We will look at several well-known movies, examining what they tell us about our own attitudes to a variety of cultural, historical, and intellectual issues. Your course work will include both qualitative methods of inquiry, such as field research and data analysis, as well as traditional academic research. We will be paying close attention to how movies both represent popular culture and shape our responses toward it. There will be particular attention paid to the formal and aesthetic aspects of movies; for instance, by which standards do we make the claim one movie is better than another, or more pleasing than another.

Greene, T.: Inquiry into the Memoir

In this course, we will focus on examining the history of the memoir and practicing personal writing with special attention to the roles of history, place, and identity 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.

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.

Harper, K.: 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 the processes that create the food we eat in addition to what, when, with whom, and how we eat in order to analyze what these choices reveal about ourselves and our culture. Students will conduct qualitative research to explore a food tradition and consider what that tradition says about the values that are passed along with it. Then students will conduct archival research on a specific time period to 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 by conducting secondary research. This course is a tasty way to learn the research skills necessary for a successful academic career and research you may conduct beyond UTK!

Jansen, C.: Inquiry into Monsters and Myths

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 research. Secondary source research will examine a debate about how myths and monsters shape our culture. Archival research will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. Qualitative research will require either interviewing or surveying participants, and will explore experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. The purpose of this course is to develop your academic research, writing, and communication skills. We will learn about our course topic through each other's research and writing. You will 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.

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 tatoos, 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.

Kocher, Z.: Inquiry into Monsters

This section of English 102 will explore the topic of monsters. In a culture obsessed with vampires, werewolves, ghosts, and other supernatural creatures, we are often asked what it means to be a monster. But in order to answer this, we must also ask, what does it mean to be human? Monsters are creatures that blur lines between fact and fiction, normal and abnormal, human and other. In this section of 102, "Inquiry into Myths and Monsters," we will investigate the ways monsters can provide insight into the social metaphors and cultural anxieties of a given time period. In our class readings, discussions, and individual research projects, we will ask such central questions as how do we define "monster" in our everyday lives? What does our own monstration of certain groups or individuals say about current cultural anxieties or biases? What is the relationship between on-screen monsters, cultural anxieties, and individual fears? And, where do we draw the line between "normal" and monstrous? Over the course of the semester we will be using qualitative, archival, and secondary-source forms of research in order to answer these questions and many more.

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.

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.

Mcgrath, M.: Inquiry into Popular Film and Popular Culture

Inquiry into Film and Popular Culture addresses the relationship of popular movies to popular American culture. We will look at several well-known movies, examining what they tell us about our own attitudes to a variety of cultural, historical, and intellectual issues. Your course work will include both qualitative methods of inquiry, such as field research and data analysis, as well as traditional academic research. We will be paying close attention to how movies both represent popular culture and shape our responses toward it. There will be particular attention paid to the formal and aesthetic aspects of movies; for instance, by which standards do we make the claim one movie is better than another, or more pleasing than another. My primary goal for this course is to make you better writers and thinkers. My secondary goal for this course is to develop and intensify your awareness of how and why different individuals and groups respond differently to movies, and how and why these responses reflect differences in the popular culture. We will explore popular attitudes toward cultural trends as they are represented in movies.

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!

Megdell, A.: Inquiry into the Role of TV in American Popular Culture

This section of English 102 will explore the role of TV in American popular culture. Many people think of TV viewing as a means of escape, yet participating in this activity may actually define some of our social roles and ideologies. How does TV shape American popular culture? Are people's ideologies mirrored or

shaped by TV—or both? To what extent does TV influence people’s identities and relationships? And, how do TV shows portray cultural problems that are actively debated in our society? In English 102 students will develop research and written communication skills while investigating TV’s role in American popular culture. We will conduct archival, qualitative, and secondary research to investigate ongoing debates within various academic discourse communities about TV’s influence and will report the findings in a series of written research projects.

Melton, S.: Inquiry into Global Communication

One issue we hear a lot about from institutional, national, and international leaders is the influence that globalization will have on our lives in the next several decades. For example, here at UTK, the curriculum, academic focus, and visiting speakers have been evolving to reflect this change—think of the “Ready for the World” initiative that is broadly advertised around campus. As traditional borders (mental and physical) are changing and dissolving, we are challenged to think outside of our local and national perspectives and to explore the realities behind the idea of the “global community.” This class will investigate issues central to this ongoing globalization, from the different nationalist perspectives on world issues to the effects of the global culture on local communities. This class will emphasize the comparison of disparate worldviews, as well as the cross-pollination that frequently happens between international perspectives. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

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.

Metz, S.: Inquiry into Fairy Tales and Popular Culture

Fairy tales are some of the world’s oldest stories, passed down from generation to generation and endlessly revised and adapted to reflect particular cultures in different historical periods. Initially the tales were not meant for children at all and in many cases were actually violent or grotesque. In this class we will use fairy tales as a lens through which to do various kinds of research into cultural attitudes and practices that have changed over time. We will look at a wide variety of fairy tales, from the original versions to those popularized by Charles Perrault and the Brothers Grimm, as well as modern-day movies, short stories, and comic books. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

Nichols, J.: Inquiry into Mountains and Mountain Culture

Inquiry into Mountains & Mountain Culture examines cultural, religious, metaphorical, and ecological concerns surrounding mountains, especially as these concern human interaction with mountains across time. We will use this topic to develop research and writing skills by conducting three kinds of research:

secondary source, historical, and qualitative. The secondary source project will examine current discussions about the state of mountains within broader cultural, religious, linguistic, and scientific discourses. The historical project will explore the historical significance of mountains in the 19th and 20th centuries. Qualitative research will investigate participants' experiences with and beliefs about mountains through surveys or interviews.

Norwood, K.: Inquiry into Myths and Monsters

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.

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.

Patton, B.: Inquiry into Film and Popular Culture

Inquiry into Film and Popular Culture addresses the relationship of popular movies to popular American culture. We will look at several well-known movies, examining what they tell us about our own attitudes to a variety of cultural, historical, and intellectual issues. Your course work will include qualitative methods of inquiry, such as field research and data analysis, as well as archival and secondary research. We will be paying close attention to how movies both represent popular culture and shape our responses toward it. There will be particular attention paid to the formal and aesthetic aspects of movies.

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.

Powell, K.: 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.

Prior, H.: Inquiry into the Memoir

Memoir is the murky place where memory, research, and storytelling intersect, and this course will focus on crafting essays driven by the memories that shape us. We will examine the history of the memoir and will be practicing personal writing with special attention to the roles of history, place, and identity in our lives. Students will have the opportunity to gather research information by searching their family archives, conducting interviews with family and friends, and employing traditional research methods.

Reed, J.: Inquiry into American Identity

What is American Identity? What creates a sense of American-ness for a person or event, and how can a person or event change our understanding of American-ness? In this section of English 102, we will explore these questions as we learn how to write and research at the college level. Students will write three papers that will require them to conduct secondary source, archival, and qualitative research. Through each student's areas of interest, we will learn how to think critically about complex issues from multiple viewpoints in order to create informed arguments about American Identity in our past and present.

Robida: Inquiry into Film and Popular Culture

“Inquiry into Film and Popular Culture” addresses the relationship of popular movies to popular American culture. We will be taking a look at several well-known movies, placing our emphasis on what they tell us about our own attitudes to a variety of cultural, historical, and intellectual issues. Your coursework will include qualitative methods of inquiry, such as field research and data analysis, historical inquiry, and traditional secondary source research. We will be paying close attention to how movies are representative of popular culture in addition to producing our responses toward it.

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.

Sanders, T.: 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, religious, 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.

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.

Soblo, H.: Inquiry into Cross-Cultural Identities

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. We will conduct three kinds of research: archival, secondary source, and qualitative. In the archival project, we will examine tourist artifacts to consider how local cultures are represented to a global audience. We will build on this theme in the secondary source paper by considering how cultures are represented in academic communities. Finally, we will conduct qualitative research by interviewing members of particular cultures or subcultures in order to add a new perspective to academic conversations.

Sockwell, 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.

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.

Stewart, J.: 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.

Stickel, M.: Inquiry into the Role of TV in American Popular Culture

This section of ENGL 102 will explore TV in American popular culture. How does TV shape American popular culture? Are people's ideologies, beliefs, and values cultivated or reflected in TV? Does TV influence our relationships with people, and if so, how does TV become a mode of interaction and communication, rather than solely a platform intended for viewership? Lastly, how does TV critique or evaluate varying social and cultural issues? Throughout ENGL 102, students will develop research and written communication skills while investigating TV's role in American popular culture. We will conduct archival, qualitative, and secondary research to investigate ongoing debates within various academic discourse communities about TV's influence and will report the findings in a series of written research projects. This course will help you 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 discipline-appropriate papers and a poster presentation.

Stricker, S.: Inquiry into Myths and Monsters

Through the use of qualitative, archival, and secondary source research forms, this section of English 102 will explore the topic of monsters. In a culture obsessed with vampires, werewolves, ghosts, and other supernatural creatures, we are often asked what it means to be a monster. But in order to answer this, we must also ask, what does it mean to be human? Monsters are creatures that blur lines between fact and fiction, normal and abnormal, human and other. In this section of 102, "Inquiry into Myths and Monsters," we will investigate the ways monsters can provide insight into the social metaphors and cultural anxieties of a given time period. In our class readings, discussions, and individual research projects, we will ask such central questions as how do we define "monster" in our everyday lives? What does our own monstration of certain groups or individuals say about current cultural anxieties or biases? What is the relationship between on-screen monsters, cultural anxieties, and individual fears? And, where do we draw the line between "normal" and monstrous?

Sutherlin, M.: 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 research. Secondary source research will examine a debate about how myths and monsters shape our culture. Archival research will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. Qualitative research will require either interviewing or surveying participants, and will explore experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. The purpose of this course is to develop your academic research, writing, and communication skills. We will learn about our course topic through each other's research and writing. You will 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.

Swayne, M.: Inquiry into the South

Inquiry into the South explores questions surrounding the American South such as what the South is (a political region? a geographic one?), where it is, what makes someone a Southerner, and other relevant issues. 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 an aspect of Southern identity. In the archival project, we'll use artifacts from the McClung Museum to explore the South's past. Finally, we will conduct qualitative research, with interviews or focus groups, in order to investigate participants' experiences with and/or beliefs about the South.

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.

Turner, K.: Inquiry into True Crimes

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.

Valenzuela, M.: 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, 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.

Walton, A.: Inquiry into Film and Popular Culture

Inquiry into Film and Popular Culture addresses the relationship of popular movies to popular American culture. We will look at several well-known movies, examining what they tell us about our own attitudes to a variety of cultural, historical, and intellectual issues. Your course work will include both qualitative methods of inquiry, such as field research and data analysis, as well as traditional academic research. We will be paying close attention to how movies both represent popular culture and shape our responses toward it. There will be particular attention paid to the formal and aesthetic aspects of movies; for instance, by which standards do we make the claim that one movie is better than another, or more pleasing than another. My primary goal for this course is to make you better writers and thinkers. My secondary goal for this course is to develop and intensify your awareness of how and why different individuals and groups respond differently to movies, and how and why these responses reflect differences in the popular culture. We will explore popular attitudes toward cultural trends as they are represented in movies.

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.

Wilkinson, C: Inquiry into Ghosts and Hauntings

History may be written by the winners, but when it comes to capturing imagination and interest, it loses every time to its disreputable cousin: the ghost story. Populated by the embittered, confused and

benign, these popular tales star those who have lost and cannot walk away from defeat. In this course, we will investigate the appeal of the haunted—from businesses that promise contact with the dead to horror films that touch upon our collective fears. In our explorations, we will engage in qualitative, archival, and secondary source research, looking at tales from Tennessee and elsewhere. By the end of the course, you will have a strong grasp on critical reading, research, and writing skills that will serve you well in your academic career and beyond.

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.

Wilson, J.: Inquiry into Cross Cultural Communication

Inquiry into Cross-cultural Communication examines the issues surrounding intercultural dialogue in composition studies. In 2017, the majority of the world's English speakers come from language backgrounds other than English, impacting the way that English is communicated and/or written in various genres and situations. As we consider how individuals communicate across language varieties, we will conduct three kinds of research: secondary source, archival, and qualitative research in order to explore the innovative ways that genres are shaped and transformed through both culture and multilingual discourse.

Yackley, N.: Inquiry into the Role of TV in American Popular Culture

This section of English 102 will explore the role of TV in American popular culture. Many people think of TV viewing as a means of escape, yet participating in this activity may actually define some of our social roles and ideologies. How does TV shape American popular culture? Are people's ideologies mirrored or shaped by TV or both? To what extent does TV influence people's identities and relationships? And, how do TV shows portray cultural problems that are actively debated in our society? In English 102, students will develop research and written communication skills while investigating TV's role in American popular culture. We will conduct archival, qualitative, and secondary research to investigate ongoing debates within various academic discourse communities about TV's influence and will report the findings in a series of written research projects.

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.