



English 102 Topics—Summer 2017

This list is current as of 1/17/2017. If the description of a 102 section in the Timetable of Classes is not listed below, please contact the English Department at 865/974-5401 to get it.

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

All English 102 sections require 2 textbooks, *Rhetoric of Inquiry*, 4th edition, and *The Writer's Harbrace Handbook*, 5th edition. Each section may have additional required texts; please check with the Bookstore to see whether additional texts are required for *your* section.

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

Hermes: Inquiry into Travel

The best travel writing does not merely inform us about an unfamiliar place; it highlights alternative ways of being in the world and can reveal people's values, assumptions, and aspirations. In this section of English 102, we will investigate travel through both historical and contemporary accounts. The emphasis of this course is on research and communication, and our methods of inquiry will fall into three broad categories: qualitative, archival, and secondary source research. Readings will span a diverse range of genres and time periods and will include academic scholarship on travel and travel writing, popular magazine articles from the post-Civil War period to the present day, and excerpts from book-length works of narrative nonfiction. In addition to the written work of the course, students will create their own seven-minute video that draws on interviews and observations to illuminate a compelling research question related to travel.

Mobley: Inquiry into The Teaching of Writing

Inquiry into the Teaching of Writing examines the issues of first-year writing and composition studies, which has received increasing attention due to arguments about the value of first-year composition in college education. 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 role of first-year composition programs. With archival research, we will explore the historical significance of John C. Hodges, writer of UTK's *Writer's Harbrace Handbook*. We will also conduct qualitative research by interviewing participants about their writing processes to understand writers' attitudes and beliefs about writing.

Philippi: Inquiry into American Television Culture

This section of 102 will research how the effects of technological media, particularly those of television and the Internet, have altered social and intellectual lifestyles in American culture. With the explosion of media technologies in recent years, Americans have access to more varieties of entertainment than they have time to fully absorb. If such technologies occupy such an important role in the daily lives of most Americans, what are their effects on how the average modern American forms knowledge and on how this technologically-mediated knowledge affects the relationship between individuals and the public space? To answer these questions, we shall research modern technology's influence on political discourse, its impact on the consolidation (and fragmentation) of religious commitments, its contribution to "democratization" and to the widespread paranoia of intellectual culture, its mediation of local and global current events through news broadcasts, its consequences in the realm of education, and, in general, its apparent effacement of the epistemological and social conditions that accompany a culture whose primary source of information and entertainment derives from print. Like all sections of English 102, we will conduct archival, qualitative, and secondary source research to investigate the course topic.

Todd: 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.

Wallace: Inquiry into Cool

What does it mean to be cool? Is cool just something you're born with? If not, who decides what's cool and what's not? Is "cool" the same thing as "popular," or are they completely different things? In this section of 102, we will practice our research and argumentative skills by examining a wide variety of supposedly cool people and things. We'll look at Apple's design team to ask whether a company can be cool; we'll read about popular stereotypes of "the cool girl"; we'll read the musician Questlove asking whether hip-hop is still cool. These discussions will enable you to investigate and write on your own, carrying out interviews and surveys, studying what people in the past thought cool was, as well as using the ideas of other scholars and writers to help develop your own views. P.S.: You do not need to be cool to take this class.