English 102 Topics—Fall 2015

This list is current as of 10/23/2015. 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.

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**Anderson**  
**Inquiry into Sports and Culture**

In this class, we will examine the relationship between sports and culture. Sports have far-reaching implications in many areas of global culture. Such areas include race, gender, class, and identity, which lead to important questions. How are attitudes toward race reflected in sports? How do sporting events perpetuate economic inequality? We will explore a variety of materials to examine such questions including excerpts from *An Ethnography of English Football Fans* and ESPN 30-for-30 shorts. Students will develop writing and research skills by conducting archival, secondary, and qualitative research and presenting their findings in a variety of formats.

**Bannon**  
**Inquiry into American Horror**

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

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

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

**Braun — Inquiry into Comedy**

Inquiry into Comedy will allow students to investigate comedy and humor in all its forms—various genres, common messages and tropes, target audiences, and modes of communication—to understand the diverse social and historical contexts in which works were/are written, received, and circulated. Comedy is an evolving, culturally specific, and interactive way of creating interpersonal bonds, critiquing social institutions, political figures, and current events, and it can even influence our understanding of ourselves and others. The course will use the topic to develop academic research and writing skills. Like all 102 sections, students will engage in archival, qualitative, and secondary research to investigate the course topic.

**Breyer — Inquiry into Veterans’ Issues**

Increasing numbers of veterans are entering American institutions of higher education. This course will examine historical and contemporary issues faced by veterans through archival, qualitative, and secondary source research into the history of education, health care and employment for veterans during the last century. Archival research will include use of historic newspaper databases, film, UT archives, or records from veterans' museums to explore the history of veterans' experiences following American wars. Qualitative research will include interviews with veterans of past wars. Secondary source research will use scholarly sources to investigate public policies involving veterans' issues that are of interest to each student.

**Brouwers — Inquiry into Business and Social Responsibility**

This course considers interactions between business ventures and social concerns, particularly the ways commercial and nonprofit companies affect the communities in which they operate. We investigate the business world’s increasing attention to “corporate social responsibility”—business practices that facilitate social benefit. The course's primary focus is student research. Qualitative, archival, and secondary research projects encourage students to define their own approaches to and explorations of business and social responsibility.

**Clymer — 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.

Condon 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 Inquiry into Fear (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.

Dean 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.

**Registration restricted to members of the MMP Connect LLC**

Derochers Inquiry into Home

Where is home? Is “home” really “where the heart is?” Or is it where you sleep at night? Why would someone choose to make a particular place their new “home”? How has the idea of “home” changed over time? In this course, we will attempt to tackle the question of what exactly it means to be “home”
through archival, qualitative, and secondary research. The goal of this class is for students to become comfortable engaging in academic conversations in a variety of research methods, using the concept of “home” as a springboard through which they can explore their own interests.

**Dunagan  Inquiry into the Zombie Metaphor**

In recent years, the mythos of zombies has evolved in popular culture from its humble roots in low-budget horror films to award-winning television series such as *The Walking Dead*, the first programming in decades to surpass *Sunday Night Football* in viewership. In fact, the reach of “zombie culture” is so vast that the CDC distributed a family-friendly educational comic book using zombies as an example of how to survive a pandemic. So, why is the zombie so popular now? What should we make of the fact that zombies are the result of out-of-control technology or disease in many depictions? What, if any, conclusions can be drawn about contemporary, wide-spread fascination with the concept of zombies? What fears and anxieties do zombies represent? How do these depictions of out-of-control technology and pandemic situations challenge individual ideas of safety and preparedness? Through qualitative, archival, and secondary source research, students will investigate these and other questions to hone their research and writing skills.

**Dyzak  Inquiry into International Culture in American Athletics**

Beginning in the late 1940s, America began witnessing a rise in the number of professional athletes born in regions such as Latin America, East Asia, Eastern Europe, and Africa. This section of English 102 will investigate the rise of the international athlete in American professional sports. Over the course of the semester, we will develop research and writing techniques enabling us to examine the impact of global cultures on the fabric of American athletics and traditions. This investigation will focus not only on the influence of international athletes on other players and teams, but also the effects on the diverse demographic of American fans. We will begin our investigation by exploring cultural stereotypes in American athletics through qualitative research methods and then probing the complicated history of international athletes through archival and secondary research.

**Fennell  Inquiry into the South**

Students will be asked to consider what “the South” is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will preform 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.

**Foults  Inquiry into Public Health Concerns**

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

**Gatewood  
Inquiry into Sports and Culture**

In this section of 102, we will examine the relationship between sports and cultural trends, cultural values, and social movements in America. Our national passion for sports has never been more obvious; in contemporary American culture, sports seem to have a more prominent role than ever, prompting important questions that we will pursue, such as what is the influence that sports has on our culture, and to what degree are our values reflected through our relationship with sports? We will use the book *Friday Night Lights* by H.G. Bissinger, along with current blogs, newspaper articles and investigative reports, to examine these questions. The goal of this course is to develop each student’s writing, research and analytical skills, and we will conduct archival, qualitative, and secondary source research as part of that process.

**Greene  
Inquiry into Memoir**

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

**Havens  
Inquiry into the Punk Aesthetic**

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

**Heath  
Inquiry into the Graphic Novel and Adaptation**

Graphic novels have circulated since the early part of the twentieth century, permeating the cultural fabric of American society, yet it is only recently that they have begun to gain ground as a respectable form of literature. We will use historical, qualitative, and secondary source research to examine the phenomenon of the increasing prevalence of graphic novels in popular culture, as well as the ways in which this medium represents and responds to contemporary issues and events. We will conduct three formal research projects, and there will be a variety of in-class activities and other informal assignments.

**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.

**Hess**  
**Inquiry into Appalachia**

The Appalachian mountains of the United States offer a region rich in culture and controversy, making them an ideal topic for all types of research. It is a region of incredible biodiversity, enchanting storytelling, and hearty cuisine, yet riddled with poverty, environmental dispute, and personal tragedies. In this course students will learn important research methods through their attempts to uncover the mystery of Appalachia, first examining popular cultural stereotypes of the region through qualitative research methods and then exploring the history and complexity of the region through primary and secondary source research.

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

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

**Jarvis**  
**Inquiry into the Business of Social Economy**

This course considers interactions between business ventures and social concerns, particularly the ways commercial and nonprofit companies affect the communities in which they operate. We investigate the business world’s increasing attention to “corporate social responsibility”—business practices that facilitate social benefit. The course’s primary focus is student research. Qualitative, archival, and secondary research projects encourage students to define their own approaches to and explorations of business and social responsibility.

**Kitchen**  
**Inquiry into Ghost Stories**

People have always used ghost stories to explain what happens to the soul after death. Every culture has its own tradition of ghosts and hauntings; we use the supernatural to understand the mysterious elements of life. The goal of English 102 is to develop students’ academic research, writing, and communication skills, and this section will encourage students to explore the role of ghost stories over
time as the class conducts a series of research-focused writing projects. Throughout the semester, we will look at the history of ghost stories and how certain places have come to be known as haunted. Students will also have the opportunity to explore ghost stories that are shared locally and the mysteries they try to explain. We will conduct secondary source research into the evolution and importance of ghost stories within a particular culture and region. We will conduct qualitative research, interviewing/surveying others about their knowledge of ghost stories and their belief in the supernatural. Our archival research will involve visits to archives to investigate relics of other times and "haunted" buildings.

**Mackenzie  Inquiries 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.

**Marutani  Inquiry into Knoxville**

As members of the community of the University of Tennessee at Knoxville, we are inevitably related to the city; we are all part of Knoxville. Throughout the semester, we will explore various cultural and historical dimensions of Knoxville via archival, secondary source, and qualitative research methods. Students will choose specific topics according to their own interests for each project, while learning about the historical background of the city. The goal of this course is to enhance students’ abilities to conduct academic research and to make academic arguments through a cultural and historical understanding of Knoxville.

**Massey  Inquiry into the Heroic**

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

**McCann  Inquiry into Disability**
Disability is not, as people often suppose, an impairment so much as it is the social construction and perception of difference. As the Society for Disability Studies contends, “disability is a key aspect of human experience, and [the] study of disability has important political, social, and economic implications for society as a whole” (disstudies.org). Our 102 section will take a multi- and interdisciplinary approach to inquiring into the complex issues that arise in the study of disability, seeking to discern and explore the kinds of questions such a community seeks to address. Like all sections of 102, we will conduct and write up the results of archival, qualitative, and secondary source research as we investigate the course topic.

**McClendon  
Inquiry into the Utopian Dream**

What is the perfect society, and how does it work? How can society be changed for the better? If there were a chance to start over, what aspects of society should remain, and what should be reinvented? Tied into utopian ideals that challenge people to envision a better world, these questions have a long history. Do they represent a dream in the sense of unrealizable fantasy—or productive aspiration? In this section of English 102, students will learn processes and methods of inquiry and research as they participate in a simulated planning process to establish a colony on Mars, collaborating to design a new society that combines the best of what exists on Earth with cutting-edge ideas and original innovations. Course readings will be largely interdisciplinary, including selections from Thomas More’s *Utopia*, speculative fiction that envisions life on Mars, scientific literature on the challenges of colonization, and more. No in-depth knowledge of science is required, and the course is designed to allow students to work from their own academic major or area of interest. Like all sections of 102, students will conduct archival, qualitative, and secondary-source research to investigate the course topic.

**Melton  
Inquiry into Global Community**

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  
Inquiry into Popular Culture**

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

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

**Nichols — Inquiry into Comedy**

William Hazlitt said, “Man is the only animal that laughs and weeps; for he is the only animal that is struck with the difference between what things are, and what they ought to be.” Laughter and comedy are essential to the human experience. By examining historical/cultural perspectives on comedy through a variety of media and exploring issues such as what cultural factors affect the types of things that are funny throughout different decades/periods, what comedy is, why certain things are funny and others are not, why we laugh, and other related questions, we will develop research and writing skills. We will formulate research questions about these topics and pursue them through archival, qualitative, and secondary source investigative methods.

**Potmesil — Inquiry into Animals**

Animals play an immense variety of roles within society—they serve as companions, laborers, sources of food, and symbols of those human qualities we most revere and revile. However, their ubiquitous nature and inability to speak for themselves often causes us to ignore just how integral they are to our lives. In “Inquiry into Animals,” we will explore the different ways in which animals and humans interact. Students will conduct archival research into the historical roles animals have played, explore people’s experiences with animals through qualitative research, and engage with academic secondary sources to explore a modern question about human/animal interaction.

**Powell — Inquiry into Crime and Detection**

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

**Reed — 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 area 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.

Roberts  
Inquiry into Gender in Advertising and Propaganda

In Judith Butler’s *Undoing Gender*, she asserts that “the terms that make up one’s own gender are, from the start, outside oneself, beyond oneself in a sociality that has no single author…” (1). If this is the case, can we locate some of the places in which this authorship takes place? This section of 102 will aim to discover the ways in which media inscribes and reinforces gender norms and affects the ways people think of themselves as “gendered.” Like all sections of 102, we will conduct archival, qualitative, and secondary source research to investigate this topic.

Ruiz  
Inquiry into Beauty

Is beauty in the eye of the beholder? Or is there such a thing as universal beauty? Can it be defined? If so, who gets to define beauty? We can describe many people or things as beautiful, yet philosophers, artists, and poets over the centuries have continued to puzzle over beauty’s intrinsic nature. In this course, students will read pieces that explore the concept of beauty both in the past and in the present. Through qualitative, archival and secondary source research, students will construct their own informed arguments and participate in a larger conversation about the concept of beauty over time and within different cultural and social contexts.

Sheffield  
Inquiry into American Culture through Graphic Narratives

In this section of English 102, students will investigate the underpinnings of American culture through the lens of graphic narratives. What can graphic narratives tell us about particular moments in American history? What can comic books such as Superman teach us about American fears and desires in the ‘50s? The ‘60s? Who reads them and why? What do people get out of reading them? How are people who read them perceived by others and why? What can we learn about American attitudes toward race, gender, and American fears by reading graphic narratives? We will begin with a secondary source research paper in which students will investigate a specific aspect of American culture revealed through contemporary graphic narratives and discussed by scholars. We will then move into a qualitative research paper in which we will investigate why and how people read and interact with graphic narratives. We will then finish with an archival research project that investigates what graphic narratives can teach us about American cultural history.

Sivinski  
Inquiry into Fairy tales and Cultures

From contemporary television shows like ABC’s *Once* to Angela Carter’s *The Bloody Chamber*, unique (re)tellings of traditional fables continue to emerge and reflect the distinct beliefs, traditions, and expectations of the societies from which they originate. Fairy tales thus offer us an exciting opportunity to attain a deeper understanding by writing about past societal values and how these have changed over time. Throughout this course, students will examine the cultural implications of fairy tales and develop their own writing and research skills through qualitative, archival and secondary source research.
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.

Snellen  
**Inquiry into Other Cultures**  
[NOTE: Cross-listed with English 132]

This course will explore countries and cultures outside of the United States—and possibly unfamiliar “subcultures” in the United States as well—from a variety of perspectives. The class meetings themselves will be international experiences. This as a cross-listed course, including students from both English 102 and international students from English 132 (first-year composition for non-native speakers of English). In addition to the knowledge gained from meeting each other and experiencing texts, music, visual art, and film from other cultures, you will acquire information about global cultures through secondary source, qualitative, and archival research, outside speakers, and multi-modal engagement. Hopefully, this course will help you understand your own culture more fully, stimulate a desire for further exploration of cultures outside your own, perhaps opening up possibilities for future travel and work opportunities, and help you become a better global citizen.

Specht  
**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.

Spirko  
**Inquiry into Disability**

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

Stead  
**Inquiry into the Language of War**
This course examines how language shapes our personal and collective memories of war, often resulting in history that is quite different from reality. If stories are informed by flawed knowledge or misleading information, then how can we interpret discussions about war in politics, in the media, and at home? To answer this question, we will use Paul Fussell’s *The Great War and Modern Memory* as a base for defining how to look at war rhetoric, and the 102 text *Rhetoric of Inquiry*, 3rd ed., as a guide for our research methods. The class will also draw from narratives and critical papers about war from World War I to the current war in Afghanistan. Like all 102 sections, we will engage in historical, qualitative, and secondary-source research to investigate the course topic. The major assignments include three research papers, a multi-genre project, and online discussions.

**Strife Inqurery into Television**

Why do we take so much time out of our own lives to binge-watch others live out life on television? Why do we love the shows we love? What does television reveal about American culture? This course will explore past and present television shows, their stars, and viewers’ perceptions of those shows. Throughout the semester, students will pose research questions about different aspects of television and seek to answer those questions by conducting secondary source, archival, and qualitative research. In the secondary source research unit, students will use scholarly sources to investigate why we watch (or don’t watch) reality television and its effect on us. In the archival research unit, students will use primary sources to research television stars, shows, or portrayal of American life during certain periods. In the qualitative research unit, students will conduct interviews to investigate how people in different age groups think and feel about some aspect of television. For each unit, students will present their findings in a formal research paper.

**Swanson 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.

**Thomas King Inquiry into Public Issues**

From Women’s Suffrage to the feminist movement, from Civil Rights to “Black Lives Matter,” hate speech, indigenous rights, and even the recent ruling for marriage equality, the history of our country has been uniquely defined by public issues. For this section of English 102, we will investigate some current public issues within American society, examine the history surrounding them, and offer potential solutions which consider all sides of the debate. Like all sections of English 102, we will investigate the course topic through archival, qualitative, and secondary source research. In the archival research unit, students will research the historical context surrounding an issue; the qualitative research unit will examine these issues in current society; and finally, in the secondary source research unit, students will propose a solution to their chosen issue using scholarly sources and research collected throughout the semester.

**Thompson Inquiry into Video Games**
In this course, we will continue to develop the writing skills you gained in English 101 through an inquiry into the history, development, and current culture of the popular interactive medium of video games. Beginning with an investigation into the emergence of specific genres of games, we will then explore the personal experiences of real players and examine video games through a lens related to your own academic interests. As in all sections of English 102, we will engage in archival, qualitative, and secondary source research to investigate our topic of inquiry.

**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 though 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.

**Turner, K.:** Inquiry into the NFL

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?

**Valenzuela:** Inquiry into Charisma

According to Max Weber, an individual only needs to be recognized as having an extraordinary quality by her followers to have true charismatic authority. Weber focused on political and religious leaders, but the term has expanded to include entertainers, celebrities, and other public figures. Now, the rise of mass media and social media provides platforms for individuals to gain “followers.” This course will ask students to consider the various ways charisma might affect those with it and those receiving it. Why do we choose to follow certain individuals? What makes us recognize these individuals as exceptional? We will engage in archival, qualitative, and secondary source research to investigate these questions of reception, personality, and media.

**Vaughan:** Inquiry into Fandom

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

**Weld Inqury 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 though personal narratives, as well as the role of story-telling in fields such as science, medicine, psychology, advertising, history, sports, and entertainment.

**Widdifield 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 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, H. Inquiry into American Consumerism**

The drive for material possessions as a fulfillment of the “American dream” can be seen throughout popular culture. This section of English 102 will encourage students to read and view texts in order to identify, define, and evaluate problems/complex issues of American consumerism. We will also explore how different audiences respond to various forms of consumerism from diverse decades and cultural environments. The goal of this course is for students to develop their research and writing skills by conducting archival, qualitative, and secondary-source research projects that investigate the course topic.
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.

Williams, K **Inquiry into Social Media**

From MySpace to Facebook and Instagram to Snapchat, online forms of communication have both boomed and evolved in the past decade. Labeled ‘social media,’ these platforms bring individuals together in conversation through a shared medium – the Internet. Yet, people have been communicating socially through multiple media long before the advent of the World Wide Web. Through course readings that will encourage us to think critically about others’ arguments and projects that will help us hone our research and writing skills, we will explore multiple forms of media—old and new, electronic and non-electronic—that people use in an effort to communicate and to participate in public discourse. Students will learn and use secondary source, archival, and qualitative research to identify, define, and evaluate current issues related to social media, historical forms of social media, and contemporary perceptions of social media use.

Yost **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.