



English 102 Topics—Fall 2020

This list is current as of 4/07/2020. 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*, 5th 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.

Akers: 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.

Amos: Inquiry into the Environment

In Inquiry into American Culture and the Environment, students will interrogate narratives that mediate humans' relationship with their environment. We will investigate how nature is represented historically and creatively, how it is contested and shaped through community imagination, scientific interrogation, and personal experience. Throughout, students will develop research and writing skills in a series of related research projects, drawing from secondary sources, university, state, and national archives, interview, and observation. Students will explore their own research questions about cultural and

personal relationships with nonhuman nature, working toward a final project that examines the various ways that nature and culture permeate each other.

Backer: Inquiry into Video Games and Gaming Culture

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

Bistline: Inquiry into Animals and Nature

Inquiry into Animals and Nature examines the relationship between animals, humans, and society, which has received increasing attention as the effects of climate change become more apparent. 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 our current relationship with animals and/or nature. With archival research, we will explore the historical significance of animals and nature on society. For instance, we might look at the impact of the westward expansion of the US on buffalo populations at the end of the nineteenth century or our understanding of beach traffic on sea turtle breeding numbers in the early twenty-first century. We will also conduct qualitative research by interviewing or surveying to explore current feelings and/or beliefs about specific issues influencing animals and nature today.

Branum: 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.

Butler-Probst: Inquiry into Monsters and Myths

This section of English 102 will explore the idea of "Myths and Monsters" through the lens of villainy. As a staple of storytelling, villains appear everywhere in literature, history, and popular culture—from Greek mythology to urban legends, from Disney movies to professional wrestling. What, though, is the role of villainy in storytelling? In this section, we will explore what makes villains memorable, as well as investigate what it says about our own understanding of the world. In our class readings, discussions, and individual research projects, we will ask central questions such as: How do we define villainy? How

does it inform our understanding of “heroism”? Why are we so interested in antiheroes and why do we sometimes find ourselves rooting for “the bad guy” in movies? What is the relationship between effective villains and our cultural anxieties and individual fears? And, if villains are intrinsically bad, what makes a “good” villain?

Campbell: Inquiry into Pop Culture: the Apocalypse

In conjunction with the campus-wide Spring 2020 event Apocalypse UTK, this section of English 102 will explore the topic of the apocalypse as a ubiquitous cultural phenomenon. Our uniquely human ability to think of the future has led religious leaders, artists, scientists, and numerous others to predict when and how the end of days will occur. In this course, we will explore visions of the apocalypse created through a variety of mediums and time periods. Our goal in doing so is to investigate such questions as: How do we define an “apocalypse”? How does our personal or cultural history influence our understanding of an apocalyptic or post-apocalyptic world? How have war, technological advancements, and other major societal shifts impacted these visions? And how do we react in the face of our imagined end?

Cooley: 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.

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.

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.

Dobbs: 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.

Jansen: Inquiry into Anime and Manga

This section of English 102 will explore the evolution of anime and manga from the 20th century to the present. As we examine the varieties of these Japanese cultural products, we will also look into the sociohistorical contexts influencing their development, the fandom culture surrounding them, and their growth of popularity in the West. You will have the opportunity to research the evolution of some of your favorite series or genres, discuss the subcultures dedicated to them, and explore how Japanese popular culture has been discussed by scholars in various fields of study. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

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.

Lane: 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.

Langendorfer: Inquiry into Relationship and Relationship Advice

"Inquiry into Relationship and Relationship Advice" examines relationships (and the advice given about it) from a variety of perspectives, including gender, sexuality, religion, and race. To better understand

these perspectives, we will read and discuss selected relationship advice dispensed by advice columnists in online publications and podcasts like Dan Savage's "Savage Love," Cheryl Strayed's "Dear Sugar," and Heather Havrilesky's "Ask Polly." We will conduct qualitative research, by interviewing and/or surveying others about their own knowledge of and advice about relationships. Our archival research will include an examination of selected historical advice literature or other depictions of relationships in the context of our readings on the history of relationships. Students will conduct academic secondary-source research into contemporary findings that support, debunk, or complicate the intriguing relationship advice they have uncovered in their reading and research.

Massey: Inquiry into the Hero(ine)

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.

Norwood: 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.

Pizappi: 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.

Saeli: Inquiry into Food

In this course, we will examine issues related to food, a topic which has always received attention due to reasons such as obesity, global hunger, food culture, and GMOs. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: secondary source, archival, and qualitative. In the secondary source project, we will conduct academic research to examine current debates about food. For instance, we can explore genetically modified foods along with assessing their global importance and status. In the archival project, we will explore the historical significance of food, focusing on specific topics like the emergence of fast food chain restaurants in the US. Finally, we will conduct qualitative research by interviewing specific populations in order to investigate their experiences with and/or beliefs about a particular food-related topic. A possible example would be to interview several McDonald's employees about their perspectives on serving and preparing fast food. After the data are collected, we will work on finding underlying patterns among the responses to see what the respondents (do not) have in common.

Smith: 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.

Stickel: Inquiry into the Memoir

In this section of English 102, we will focus on examining the history of the memoir and will be practicing personal writing with special attention to the roles of history, identity, and place in our lives. Using various readings as a guide, we will also be undergoing intensive instruction in writing, especially in analysis and argument.

The point of this course is to develop your academic research, writing, and communication skills through the process of developing and connecting with your personal history and experiences. We will learn about our course topic through our own research writing, as well as with each other's. You will also learn how to conduct archival, secondary source, and qualitative research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

Weld: Inquiry into Human Narratives

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

identities through personal narratives, as well as the role of story-telling in fields such as science, medicine, psychology, advertising, history, sports, and entertainment.