



English 102 Topics—Spring 2019

This list is current as of 10/22/2018. 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.

Amos, J.: 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.

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.

Backer, M.: Inquiry into the Culture of Video Games

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

Bannon, B.: 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.

Barry, G.: 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.

Booth, A.: 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.

Boyte, F.: 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.

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.

Bryan, R.: Inquiry into the South

Students will be asked to consider what "the South" is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will perform scholarly secondary source research as they write a survey of scholarship to get a consensus on how scholars talk about the South. Next, students will perform qualitative, first-hand research regarding what/how people think, feel, or act in regards to the South. Finally, students will execute an archival digital humanities project with objects from McClung Museum.

Butler-Probst, E.: Inquiry into Monsters and Myths

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.

Campbell, H.: 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.

Cooley, E.: 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.

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.

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.

Edmonds, S.: 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.

Fennell, J.: Inquiry into the South

Students will be asked to consider what “the South” is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will perform scholarly secondary source research as they write a survey of scholarship to get a consensus on how scholars talk about the South. Next, students will perform qualitative, first-hand research regarding what/how people think, feel, or act in regards to the South. Finally, students will execute an archival digital humanities project with objects from McClung Museum.

Fish, M.: 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 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.

Geiger, B.: Inquiry into Mythical Worlds

In this course we will explore the vast array of mythical worlds humans from antiquity to the present have imagined, interpreted and reimagined. These “other worlds,” though imagined, tell us much of how people have viewed themselves, human nature, and the world around them. In Unit 1: Archival Research, we will examine the Underworld of Greek mythology, Dante’s inferno, and the myth of Camelot, and how artistic interpretations of them, in literature, art, and film, reveal as much about the interpreters as about the original myths themselves. In Unit 2: Qualitative Research, we will look at utopias and the relatively recent invention of dystopias, and we will perform research exploring how these imagined worlds reflect on and impact contemporary conceptions of human nature, politics, democracy, and what the future holds. In Unit 3: Secondary Source Research, we will examine the

imagined worlds of the future and of space, particularly those found in science fiction films, such as Star Wars, Avatar, and others. We will explore how these mythical and imagined worlds reflect and interact with countless aspects of modern life, like language, science and technology, medicine, design, ethics etc. This unit will also provide an opportunity for students to branch out in research relevant to their major or interests.

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.

Hall, J.: 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.

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.

Hassler, A.: 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.

Heath, S.: Inquiry into Graphics Novel and Adaption

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, R.: Inquiry into Globalization

In this course, we will consider a range of topics related to globalization, the process by which people, ideas, and things move across borders and spread throughout the world. Travel, then, is a key mechanism of globalization, and the process of research and writing has much in common with the experience of travel: to do it well, one must cultivate a healthy curiosity about the unknown and be willing to venture into unfamiliar contexts. To help you generate your own research questions on the topic of globalization, we will read relevant popular nonfiction, journalism, and scholarly articles. We will consider the causes, processes, and effects of globalization from various angles, including identity, politics, culture, economics, language, technology, health, and more. We'll look at how globalization has affected people's sense of belonging, quality of life, and cultural and moral norms. You will learn how to conduct archival, qualitative, and secondary-source research within a diverse range of disciplines and present what you've learned to academic audiences.

Hoffer, L.: Inquiry into Illness and Disability

Houle, M.: Inquiry into Humor

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.

Jalloul, E.: Inquiry into 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 source 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.

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.

Johnson, J.: Inquiry into Monsters

In a culture obsessed with vampires, werewolves, ghosts, and other supernatural creatures, we are often asked not only what it means to be a monster, but what it means to be a human. Monsters are creatures that blur lines between fact and fiction, normal and abnormal, human and other. In "Inquiry into Monsters," we will investigate the ways monsters provide insights into the social metaphors and cultural anxieties of a given time and place. 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 "monster-ing" of certain individuals or groups say about contemporary anxieties and biases? What is the relationship between on-screen monsters, cultural anxieties, and individual fears? And, where do we draw the line between monsters and humans?

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.

Lee, R.: Inquiry into Humor

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.

Lundt, H.: 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.

Marutani: Inquiry into Identity

Inquiry into Identity examines such issues as multiculturalism and cultural diversity including race, class, gender, sexuality, nationality, and religion. 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 issue concerning identity, for which students may choose a topic of their interest; potential topics may include but are not restricted to gender (in)equality, race or LGBT issues, or even representations of identity in fiction works. In the archival project, we will explore the historical struggles for cultural diversity in the U.S. from World War II through the 1950s to the 1960s. Finally, we will conduct qualitative research by surveying or interviewing participants in order to investigate their experiences with and/or beliefs about campus diversity here at UT.

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.

McLeod, J.: Inquiry into Food and Culture

If we are what we eat, then what do the choices we make on a daily basis say about us? This writing and research course is an investigation of the complex relationship that humans have with food. We'll look at what, when, with whom, and how we eat and what these choices reveal about ourselves and our culture. Through qualitative research, students will explore a food tradition in their family or hometown community and consider what that tradition says about the values that are passed along with it. Then, through archival research, we will choose a time period and investigate how a generation's food choices and patterns reflect the values, stereotypes, and assumptions of their time. Finally, through secondary source research, students will examine how food and consumption relates to their specific fields of study. This course is a tasty way to learn the research skills necessary for a successful academic career!

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

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

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.

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.

Portz, J.: Inquiry into Cross-Cultural Communication

Inquiry into Cross-Cultural Communication examines the issues surrounding intercultural dialogue in composition studies. The majority of the world's English speakers currently come from language backgrounds other than English, creating an increasingly multicultural world and affecting the way that English is communicated across various genres and situations. We will develop our research and writing skills using this topic as our focus. Through projects in secondary source, archival, and qualitative research, we will consider how various genres have taken shape and how they continue to transform within multilingual discourse.

This class is meant as an opportunity to learn different styles of research and to continue developing writing and communication skills. It should also serve as a chance to approach research from whichever academic perspective most appeals to you. We will learn more about our course topic together through each other's research and writing.

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.

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.

Shultz, D.: Inquiry into Representations of the End of the World

What do diverse works like *Battlestar Galactica, Buffy, the Vampire Slayer, I Am Legend, Watchmen,* and *The City of Ember* have in common? Why is our culture fascinated by the end of the world? Is this phenomenon a recent development, or does it persist from our past? While this course will begin with broad ideas from both Western and Eastern religious sources, the emphasis will be on representations of the end of the world in various texts, films or television, and other media. Like all sections of English 102, we will conduct archival, qualitative, and secondary source research to investigate the course topic.

Slayden, J.: Inquiry into Humor

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.

Sloan, R.: Inquiry into the South

Students will be asked to consider what “the South” is via guided and independent research. This class allows students space to think about issues related to the South that are worthy of in-depth research, scholarly writing, and careful engagement. Students will perform scholarly secondary source research as they write a survey of scholarship to get a consensus on how scholars talk about the South. Next, students will perform qualitative, first-hand research regarding what/how people think, feel, or act in regards to the South. Finally, students will execute an archival digital humanities project with objects from McClung Museum.

Smith, J.: 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.

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?

Sutherland, 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.

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

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

Thompson, E.: Inquiry into Video Games

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

Todd, A.: Inquiry into New Media

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.

Turner, S.: Inquiry into the Titanic and its Legacy

The Titanic began as an engineering puzzle, became a historical trauma, and by the end of its century had become both an archeological challenge and a case study in the modern Hollywood blockbuster. This course will examine both the ship and its legacy in all of these contexts. First students will study primary sources in the form of survivor accounts, photographs of salvaged artifacts, and fictionalized retellings. They will then research recent scholarship in a discipline of their choice to answer some question about the ship, the wreck, or people's enduring fascination with both. Finally, groups of three will design a qualitative study that investigates the relationship between stress and anxiety in everyday life and cultural narratives of disaster and loss.

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.

Walls, S.: Inquiry into

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.

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.

Wood, B.: 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.

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.