Pathway 2: Take A Full-Semester Course

Instead of taking two half-semester mini courses, students may choose to take the full-semester course, 76-101: Interpretation and Argument.

Please continue reading to learn about the specific course topics, schedules, and faculty information for each of the 76-101 courses being offered this semester.

Full-Semester Course Schedules and Descriptions

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76-101 At A Glance

76-101, Interpretation and Argument, is a foundational, inquiry-driven writing course that introduces students to a variety of strategies for making compositional decisions in writing and communication. Within the course, students learn genre-based skills applicable to a variety of different fields. Students use a comparative genre analysis method to learn how to use models to take on new writing tasks, including an academic research proposal and a research article that contributes to an ongoing academic conversation. Faculty who teach 76-101 typically select texts—ranging from scholarly texts, journalism, and film—about an issue so that students can identify interesting questions for their own research projects. Students should expect explicit, research-based instruction, practice, and reflection to build knowledge in controlling their writing processes and writing clear, well-supported, reader-oriented arguments. Because the course emphasizes the real stakes of communicating with readers and listeners, students share with their peers both low- and high-stakes written work within an interactive and collaborative classroom environment.
## 76-101 Course Topics and Schedule

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<tr>
<th>Instructor Name</th>
<th>Course Topic</th>
<th>Section Numbers</th>
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<tr>
<td>Craig Stamm</td>
<td><em>Video Games and Society</em></td>
<td>V</td>
<td>MTWRF 12:20pm-1:40pm</td>
<td>In-Person</td>
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<td>Summer Session 1</td>
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<td>Don Holmes</td>
<td><em>Black Social Justice Rhetoric: Past and Futures</em></td>
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<td>MTWRF 2:00pm-3:20pm</td>
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<td>Ben Williams</td>
<td><em>Borders and Bordering Practices</em></td>
<td>U</td>
<td>MTWRF 9:00am-10:20am</td>
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*This version of the document was updated on 03/08/2022 and is subject to change.*
Black Social Justice Rhetoric: Past and Futures (Holmes: Section S)

During the Spring of 2021, UNC Board of Trustees denied the NYT writer Nikole Hannah-Jones a tenure appointment. Hannah-Jones, author of the 1619 Project, noted: “I had no desire to bring turmoil or a political firestorm to the university that I love, but I am obligated to fight back against a wave of anti-democratic suppression that seeks to prohibit the free exchange of ideas, silence Black voices and chill free speech.” Hannah-Jones’ obligation to “fight back against a wave of anti-democratic” injustices follow in the long tradition of Black rhetorical resistance in the United States. Instead of simply relying on classical rhetoric devices, such as ethos, pathos, and logos, this course will explore and recognize critiques to dominant ideologies and political and social hegemonies that has traditionally marginalized Black people in our society. Our class on Black rhetorical resistance will explore the myriad rhetorical forms and expressions Black speakers and writers have historically and contemporaneously used to stake their claims to American society.

In this course, students will read both primary and academic documents to gain a deeper understanding of both the African American experience and their collective response to anti-Black racism. Students will also critically assess the Black lived experience, call and response, repetition, and other rhetorical forms of persuasions in Black literature, speeches and essays, musical art forms, and short films and documentaries. To develop skills of critical reading and academic writing, students will analyze arguments and genres, synthesize perspectives, write an academic proposal, and contribute to the conversation with a research project in the form of a contribution paper.

Borders and Bordering Practices (Williams: Section U)

Borders are everywhere. The U.S.-Mexico border alone extends over more than two thousand miles, sprawls through twenty-eight U.S. counties, spans across four states, and fissures two nations in a disruptive and imposing way. Some find that this border’s material outgrowth, walls and biometric security, are a theatrical attempt to maintain border control, while others view these as a sign of declining national sovereignty. Regardless of what it symbolizes or shows about the state's power, the border’s militarized space dramatically impacts how people live, work, move, and relate to each other.

This course engages with the constructions of borders and bordering practices that affect our lives and movement internationally and in the U.S. Drawing on insights from theorists in critical border studies like Gloria Anzaldua, Wendy Brown, Karma Chavez, and Ayelet Schacher; writers like Valeria Luiselli; and media representations like documentaries, podcasts, and photography, we will engage with the following questions: Do borders constrain how we understand self and other? What constitutes native, migrant, and citizen? What does an emancipatory or ethical view of the border look like? We will read arguments about these issues in order to craft an academic research proposal and argument related to the present-day circumstances of borders, migration, and state power.
**Video Games and Society (Stamm: Section V)**

In 2014, a series of events now referred to as Gamergate revealed widespread misogyny throughout the larger male-dominated gaming community. Initially debating the ethics of video game journalists, the conversation became loaded with violent threats and the defamation of female video game developers. While the outcome of Gamergate is still hotly debated in relation to the parties involved, one thing was made clear: video games are no longer a niche interest. With over half of the American population reported to play video games, they now outsell the global box office, making video games a new dominant form of media. The virtual societies of video games enable us to participate in experiences difficult to capture through other means, while also paralleling real world power structures and prejudices. How can we understand video games as tools for social change? How does a post-Gamergate gaming community move forward without abandoning the work of the past? How do we define video games? In terms of goals, interaction, or technology?

The goal of this class is to investigate these questions surrounding video games, while also considering issues of race, gender, and sexual orientation in relation to the history of video games. The course requires no previous knowledge of or experience with video games, and some assignments will include playing relevant games that highlight the issues we'll be discussing in our readings. We will read various articles addressing the sociological issues of games, and students will be asked to write their own papers analyzing, critiquing, and synthesizing these perspectives, leading to a final paper where they will craft their own contribution on how we can understand video games as tools for sociological reflection and progress.