



## English 102 Topics—Spring 2020

This list is current as of 10/16/2019. 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*, 4<sup>th</sup> 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.

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### **Akers, H.:** 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.

### **Amos, J.:** 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.

**Anderson, A.: Inquiry into Myths and Monsters**

Inquiry into Myths and Monsters will examine myths, monsters, fairy tales, and representations of the underworld. We will explore how these stories relate to cultural beliefs and superstitions, as well as how they play into larger cultural narratives. 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.

**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.

**Bradley, E.: 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, place, and identity in our lives. Using course 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. We will learn about our course topic through each other's research and writing. You will also learn how to

conduct archival, qualitative, and secondary source research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

**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, A.: Inquiry into Myths and Monsters**

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? Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Butler-Probst, E.: 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? Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Campbell, H.: 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? Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Chatelain, S.: Inquiry into Myths and Monsters: the Apocalypse**

In conjunction with the campus-wide Spring 2020 event “Apocalypse UTK,” this section of English 102 will explore the myths and monsters commonly associated with the apocalypse. We will use this topic to develop our research and writing skills, exploring several texts from a variety of time periods. To accomplish this goal, we will conduct qualitative, archival, and secondary source projects. The qualitative research will require either interviewing or surveying participants to determine trends in experiences, feelings, and/or beliefs about aspects of our overall class topic. Our archival research will coincide with the McClung Museum’s spring apocalypse event, which will give us a unique opportunity to examine artifacts specifically related to our topic. We will conclude the semester by conducting secondary research into how a particular myth or monster shapes our understanding of the apocalypse today.

**Christiansen, C.: 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. 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. 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.

**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.

**Cyphers, J.: 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, place, and identity in our lives. Using course 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. We will learn about our course topic through each other's research and writing. You will also learn how to conduct archival, qualitative, and secondary source research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

**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.

**Dawson, J.:                    Inquiry into the South**

This section of English 102 will explore the South, its histories, myths, and cultures. 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 an academic perspective that intrigues you. 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 presentation.

**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. (SP16)

**Goodwin, V.:                    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 fairy tales. With archival research, we will explore historical representations of myths, monsters, or fairy tales and what those representations mean for the historical context. We will also conduct secondary source research: we will examine a debate about how myths and monsters shape our culture.

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.

**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.

**Hanson, C.: Inquiry into Women, Gender, and Sexuality**

In this section of ENGL 102, students will learn fundamental theories related to women, gender, and sexuality, which have received increasing attention as society continues to recognize and attempt to repair the fundamental inequalities present in the treatment of those deemed “other.” Students will not only be asked to read short selections from fundamental critical texts, they will also be given the opportunity to see these theories in action through popular literature, film, and other media. Students in this course will conduct three types of research: secondary source, archival, and qualitative. The archival project will ask students to identify and discuss historical critical theory as it is represented in the modern media, which may include books, articles, short videos or sketches, film, and television. The secondary source project will ask students to compare secondary source responses to critical theories to the original work in order to participate in and understand the overall argument. Finally, the qualitative paper will require students to design and perform their own study related to the perception or reception of the values and theories they have learned over the course of the class. Students will also be asked to conduct a multi-modal remediation of their qualitative project, allowing them to transform their writing into a new medium, such as an Instagram story, web page, video, or podcast.

**Harrison, 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.

**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.

**Jalloul, E.: Inquiry into Popular American 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 Anime and Manga**

This section of English 102 will explore the evolution of anime and manga from the 20<sup>th</sup> 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.

**Kent, A.:                      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. 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.

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.

**Kerr, J.:                      Inquiry into Environmental Rhetoric**

Since the Green Revolution in the 1960s and 70s, environmental issues have become increasingly important topics of public discourse at the local, national, and global levels. This course is intended to help students understand the rhetorical dynamics of public discourse concerning nature and environmentalism. It aims to increase students' awareness of how their own beliefs, attitudes, and values about nature and environmentalism are shaped by these discourses. Most importantly, students will learn how to apply techniques of rhetorical analysis to evaluate, question, and possibly resist the forces of tradition, power, and authority that shape current environmental epistemologies. Like all sections of English 102, students will conduct historical, qualitative, and secondary source research to investigate the course topic.

**Kirby, 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. 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.

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.

**Kocher, Z.:                    Inquiry into Monsters**

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? Over the course of the semester we will be using qualitative, archival, and secondary-source forms of research in order to answer these questions and many more.

**LaCerva, N.:                    Inquiry into Fashion**

Inquiry into Fashion will reveal a world of culture and creativity, in which what we wear means a lot more than simply the clothes we put on our bodies. In this class, we will explore how fashion simultaneously influences our thinking and is influenced by the ever-changing landscapes of politics, business, and art. We will discuss diversity, both in terms of ideas and the people who have them, and we will work towards redefining the meaning of the word "color." You will leave this class a better writer as well as someone who is married to the notion that there is no such thing as a small or insignificant choice. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Lillie, B.:                    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, place, and identity in our lives. Using course 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. We will learn about our course topic through each other's research and writing. You will also learn how to conduct archival, qualitative, and secondary source research and will present what you have learned to academic audiences in traditional discipline-appropriate papers.

**Mangle, J.:                    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.

**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.

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.

**McCormick, L.:                    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. In the beginning of the class, we will briefly explore common critical and literary understandings of what makes a hero and discuss the evolution of common monsters as they are indicative of societal beliefs and fears. After this exploration, we will conduct qualitative, archival, and secondary source research. 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 contemporary depictions of myths, monsters, and fairy tales. With archival research, we will explore 19<sup>th</sup> Century representations of criminals and crimes as they relate to the monstrous and discuss 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.

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 PowerPoint presentation.

**McLeod, J.: Inquiry into Food**

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. 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 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, 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! Like all sections of English 102, we will conduct historical, qualitative, and secondary Source research to investigate the course topic.

**Meredith, E.: Inquiry into Poplular 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.

**Moeck, E.: Inquiry into Pop Culture: Gender and Race in Popular Culture**

This section of English 102 will explore how popular culture provides us with the scripts to practice femininities, masculinities, and sexualities, and how these practices are infused with race and class. We will question the influence of popular culture—in the form of music, films, television, and print media—has on our identities, social roles, values, and perceptions. We will investigate questions such as: How do popular culture industries reinforce racial and sexual domination? How do racially and sexually marginalized groups use popular culture to subvert existing social hierarchies? Are people's ideologies mirrored or shaped by popular culture—or both?

In English 102 students will develop research and written communication skills while investigating the ways in which our views of gender and race are shaped and represented by American popular culture. We will conduct archival, qualitative, and secondary research to investigate ongoing debates within various academic discourse communities and will report the findings in a series of written research projects.

**Norwood, K.: 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.

**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.

**Reno, 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.

**Ritzert, B.: 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. Students will conduct qualitative research to 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 we will choose a time period and conduct archival research to investigate how a generation’s food choices and patterns reflect the values, stereotypes, and assumptions of their time. Finally, students will examine how food and consumption relates to their specific fields of study by conducting secondary research. This course is a tasty way to learn the research skills necessary for a

successful academic career!

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.

**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.

**Sauskojus, K.: Inquiry into the American South**

This section of English 102 will explore the South, its histories, communities, and cultures. The point of this course is to develop your academic research, writing, and communication skills. You'll be able to investigate the topic from any academic perspective that interests you, whether your major or something else that interests you. You'll learn how to conduct archival, qualitative, and secondary source research and will present what you've learned in academic discipline-appropriate papers and a public-facing digital project.

**Shea, K.: 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. 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.

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.

**Shepard, J.: Inquiry into Pop Culture: Social Media**

Inquiry into Pop Culture: Social Media will provide students with an opportunity to reflect on how the digital methods of communication that they use almost every day fill diverse discursive roles. Through various modes of research, including secondary source, primary source, and qualitative, students will discover the ways in which social media functions in contemporary society. By filtering academic research questions through familiar modes, students will come to a greater understanding of the significance of academic study in the day-to-day, and will thus begin to view other aspects of their lives through an academic lens.

**Sisson, K.:                      Inquiry into Film and Popular Culture**

Inquiry into Film and Popular Culture addresses the relationship of popular movies to popular American culture. We will look at several well-known movies, examining what they tell us about our own attitudes to a variety of cultural, historical, and intellectual issues. Your course work will include both qualitative methods of inquiry, such as field research and data analysis, as well as traditional academic research. We will be paying close attention to how movies both represent popular culture and shape our responses toward it.

**Sloan, R.:                      Inquiry into the South**

Inquiry into the South explores questions surrounding the American South such as what the South is (a political region? a geographic one?), where it is, what makes someone a Southerner, and other relevant issues, including how the South remembers slavery, the Civil War, and Jim Crow and how the South remediates the enduring legacies of war, institutions of oppression, and poverty. We will use these topics 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 aspect of Southern identity. In the archival project, we'll use artifacts from the McClung Museum to explore the South's past. Finally, we will conduct qualitative research, with interviews or focus groups, in order to investigate participants' experiences with and/or beliefs about the South.

**Smith, A.:                      Inquiry into Natural Disasters**

This section of English 102 will explore humankind's response to 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. Our 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.

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.

**Smith, J.:                      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.

particular cultures or subcultures in order to add a new perspective to academic conversations.

**Sockwell, C.: 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.

**Stickel, M.: 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.

**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? Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**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. 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. 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.

**Swift, A.: Inquiry into Popular Culture**

This section of English 102 will explore 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 research to investigate ongoing debates within various academic discourse communities about TV’s influence and will report the findings in a series of research projects.

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 discipline-appropriate papers.

**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.

**Timothy, Z.:                    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. 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.

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.

**Todd, A.:                        Inquiry into New Media**

Have you ever argued with someone over whether video games "count" as art? Do you rely on Twitter for news? Do you write fan fiction or creepypastas, or sketch your own comics? As the forms art and communication can take change with time, so too does our understanding of both art and communication more generally. This class will investigate digital and internet-age forms of media, along with the conversation and debate about those forms. In the secondary source paper, we will look for current academic conversation about these genres, to understand the issues under consideration. The historical unit will then seek to compare the present-day concerns with other, well-established forms of communication in their early days, to see if the debates are specific to a particular genre or more universal in nature. Finally, the qualitative unit will seek out interviews with both die-hard fans and naysayers of current genres, to offer our own assessment of the nature of the debate for everyday people. Along the way we'll get to see some of the more entertaining, interesting, and stranger content the internet has to offer.

**Trisler, A.:                    Inquiry into Myths and Monsters**

Welcome to English 102! We will investigate the transformation of cultural myths and monsters over time and in various genres. We will ask questions such 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?

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.

**Turner, K.                        Inquiry into True Crime**

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.

**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.

**Von Bergen, M.: Inquiry into Religion and Public Discourse**

Inquiry into Religion and Public Discourse explores the relationship between religious beliefs and social commitments. The focus of our research is primarily local: we focus on questions about how people's beliefs and values (including your own) lead them to take particular stances on social issues important in their communities, or about how engaging with particular social issues may change people's beliefs and values. For instance, you may research how people of faith draw on their religious commitments to speak out on climate change, advocate for gender equity, or make arguments about caring for the needy in their city.

Your work in this course will hone your academic research and writing skills. To answer your questions, you will conduct archival, qualitative, and secondary research, studying how historically and in the present moment, religious commitments intersect with people's social viewpoints. You will share your research by writing a series of papers and producing a poster or multimedia project. Finally, you will also have the chance to reflect in writing on your own values, beliefs, and/or rhetorical practices in response to our research.

**Wallace, D.: Inquiry into Inspiration**

Inquiry into Inspiration examines the issues of creativity, artistic and scientific breakthroughs, and collaboration, which is particularly relevant due to growing interest in the fields of skill acquisition and success. We will use this topic to develop research and writing skills. This course will feature three kinds of research: secondary source, archival, and qualitative. The secondary source project will examine the ongoing debate about the superiority of innate talent of hard work (or vice versa). In the archival project, we will explore the historical significance of the collaboration between the Knoxville-born artist

Beauford Delaney and the visionary writer James Baldwin (to coincide with this semester's symposium and art exhibition honoring both thinkers). Finally, we will conduct qualitative research by interviewing successful people and surveying our peers in order to investigate where they believe their best ideas and insights come from.

**Wallitsch, L.: 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.

**Weld, E.: 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.

**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 Ghost 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.

**Wilson, H.: Inquiry into Pop Culture**

This section of English 102 will explore social media's influence on how we communicate and how we form perceptions and values in various contexts. We will use the 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 explore how various examples of personal social media can paint a particular perception of ourselves and those we encounter on social media. The secondary source project will examine how social media is used in and affects various areas of individual and social/professional cultures. Finally, we will conduct qualitative research by interviewing participants in order to investigate their experiences with and beliefs about how social media has widened or limited their discourse communities.

**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.