



## English 102 Topics—Spring 2021

This list is current as of 11/11/2020. If the description of a 102 section in the Timetable of Classes is not listed below, please contact the English Department at 865/974-5401 to get it.

Each instructor's section of English 102 is organized around a distinctive topic; please choose one that appeals to you and your interests. All English 102 sections teach archival, qualitative, and secondary source research and writing.

All English 102 sections require 2 textbooks, *Rhetoric of Inquiry*, 5<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.

**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.

**Bistline, E.:                    Inquiry into Animals and Nature**

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

**Bradshaw, K.:                    Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences

of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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.

**Buler-Young, J.:            Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Butler, A.:                    Inquiry into Sports**

As a cultural phenomenon, sports are unparalleled their impact on celebrity culture, the entertainment industry, local economies, school budgets, and more have made them an ever-present reality of American life. But what can we learn from sports when we examine it as a mirror with which we may better understand ourselves? In this section of 102, we will dig deeper into sports as a projection and mirror of the society in which the games are played. In our class readings, discussions, and individual

research projects, we will ask questions such as: What can sports tell us about labor, race, and gender? What can they tell us about our concept of meritocracy? How do sports tap into our deepest emotions? Why does the South love football so much? How has sports journalism and media shaped news media: The course's major assignments will consist of 1) archival research, where students will explore an issue of sports history as a means of understanding both the past and the present, such as the creation of free agency or the 2005 NBA dress code, 2) secondary research which will explore contemporary academic questions about sports, such as the NCAA's amateur status for student-athletes or Major League Baseball's anti-trust exemption, and 3) qualitative research, where students will formulate and develop their own questions through field research.

**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 Technology and Ethics**

This section of English 102 will explore the topic of technology and ethics. Advancements in scientific knowledge throughout history have led us to wonder about what impact such changes have on cultures, individual societies, and humanity at large. In this course, we will examine a selection of texts, both historical and modern, and complete research projects on ideas related to technology. Our goal in doing so is to investigate such questions as: How do we define "technology"? How does our personal or cultural history influence our understanding of the role of technology in society? To what extent should ethics play a role in technological development, if at all? And what does the future of technology hold in store for us?

**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 Disability**

Inquiry into Disability will allow students to question what "disability" really is, how history, scholars, and contemporaries view and have viewed it and what our assumptions are about both disabled and abled people. You will learn and inquire about accessibility: how it affects both abled and disabled people and how it shapes our everyday lives. Throughout this course, you will conduct research for a final research project uncovering a disability- or ability-related topic of your choice. Along the way, you will write smaller, related assignments and papers that will allow you to practice college-level research and understand the research process as a whole, with the goal of creating a fully-formed longer paper at the end of the semester.

**Crozier, M.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Dailey, A.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic’s effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Dibartolo, B.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic’s effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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.

**Dunavant, M.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Dunsmore, R.: Inquiry into the Paranormal**

This course will launch an investigation into how individuals and society perceive and respond to the possibility of the paranormal. How do we, individually and as a culture, explain and grapple with something that may be scientifically unexplainable? Furthermore, how do we record our responses and perceptions and what genres do we use to explain paranormal phenomena? Broadly speaking, the paranormal may include activities and entities that fall outside the area of scientific explanation, such as ghosts, hauntings, extraterrestrial activities, supernatural occurrences, and malevolent forces. This class will investigate the numerous genres used to capture the paranormal, such as documentaries, music, television, oral and written stories, photography, newspaper articles, brochures, websites, and folk tales. Students will analyze selected readings from secondary source, archival, and qualitative research. Like all 102 sections, we will engage in archival, qualitative, and secondary source research to investigate the course topic.

**Englehart, A.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Gonzalez, E.: Inquiry into Pandemics**

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**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.

**Haire, K.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic’s effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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.

**Harper, R.:                    Inquiry into Pandemics**

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**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.

**Harshbarger, S.:                    Inquiry into Pandemics**

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during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Jalloul, E.: Inquiry into Memoir**

In Inquiry into Memoir, we will work like excavators going through our own personal history and narratives to explore writing as writers do. That means we will read widely and write a lot! We will practice the art of revision and scene setting, as well as character development, place, and research. Through the use of many writing and reading exercises, we will see how other writers do this and try to employ their methods in our own writing. Like all sections of English 102, students will conduct historical, qualitative, and secondary source research to investigate the course topic.

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

In 1962, Rachel Carson's book *Silent Spring* blew the whistle on the disastrous consequences of DDT, a powerful insecticide once touted as a wonder-chemical for pests large and small. Carson's book spurred revolutionary changes in the laws affecting our air, land, and water, and, ever since, issues concerning humans and the environment continue to be brought the public's attention – through film, TV and online news, social networks, and even conversations within communities. Every day—whether we realize it or not—we encounter numerous and varied (even contradicting) kinds of environmental communications. From books like Carson's exposing the harmful effects of toxins to scientific reports projecting the effects of climate change to advertisements for eco-friendly products and social media posts engaging with different environmental issues—all of these forms of communication work to shape the ways that people think, speak, and act in regard to environmental concerns. All of this to say, environmental communication is pretty important.

Throughout the semester, we'll be using this topic as a focus to accomplish the main goals of our course: developing academic research and writing skills. To accomplish these goals, we'll learn and apply secondary, qualitative, and archival research methods. And, since environmental communication is a broad and inter-disciplinary topic, we'll be thinking critically about complex issues from multiple viewpoints in order to create informed arguments. My hope for you is that you'll profit from and thoroughly enjoy the experience we are about to share together as a community of writers and thinkers. Welcome to English 102!

**Kinnett, J.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents

during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Kirby, H.:                      Inquiry into Pandemics**

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**MacCartey, K.:                      Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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.

**McBride, C.:                    Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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 Popular Culture**

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

**Moats, J.: Inquiry into Careers and Professions**

In this course students will research a career field of their choice and use various research methodologies to enter an academic conversation about a problem within that prospective or chosen field. (For example, students interested in the health professions could interview doctors to identify problems related to rising healthcare costs and then contextualize trends in healthcare costs and situate findings within contemporary research.) All students will use three approaches to investigate and analyze the problem they select: formulating a problem by using qualitative research, identifying historical trends and contextualizing the problem, and entering an academic conversation about the problem by finding and examining secondary sources.

**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.

**Napreyeva, R.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents

during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Newburn, H.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Nichols, J.: Inquiry into Science Fiction & Technology**

Inquiry into Science Fiction & Technology examines the issues of how science fiction raises questions about technology in human cultures throughout time and into the speculative future, which has received increasing attention because of continuing advances in virtual reality, artificial intelligence, robotics, and space flight in recent years. We will use this topic to develop research and writing skills while we ask questions about how science fiction of the past and present thinks about technologies and humanities of the future. To accomplish these goals, we will conduct three kinds of research: archival, qualitative, and secondary source. The archival project will explore the historical significance of science fiction—including literature, television, film, and radio—and its representation of technology & scientific insights. The qualitative project, through surveying participants about their experience with a related subject, will investigate how people of today are thinking about the role of technology & scientific advancement in today's societies. Finally in the secondary source project, we will imagine and predict where scientists see developments in various technologies going, especially including discussions of moral and spiritual issues surrounding technological development.

**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.

### **Nottingham, C.:            Inquiry into Environmental Communication**

In 1962, Rachel Carson's book *Silent Spring* blew the whistle on the disastrous consequences of DDT, a powerful insecticide once touted as a wonder-chemical for pests large and small. Carson's book spurred revolutionary changes in the laws affecting our air, land, and water, and, ever since, issues concerning humans and the environment continue to be brought the public's attention – through film, TV and online news, social networks, and even conversations within communities. Every day—whether we realize it or not—we encounter numerous and varied (even contradicting) kinds of environmental communications. From books like Carson's exposing the harmful effects of toxins to scientific reports projecting the effects of climate change to advertisements for eco-friendly products and social media posts engaging with different environmental issues—all of these forms of communication work to shape the ways that people think, speak, and act in regard to environmental concerns. All of this to say, environmental communication is pretty important.

Throughout the semester, we'll be using this topic as a focus to accomplish the main goals of our course: developing academic research and writing skills. To accomplish these goals, we'll learn and apply secondary, qualitative, and archival research methods. And, since environmental communication is a broad and inter-disciplinary topic, we'll be thinking critically about complex issues from multiple viewpoints in order to create informed arguments. My hope for you is that you'll profit from and thoroughly enjoy the experience we are about to share together as a community of writers and thinkers. Welcome to English 102!

### **Pena, R.:                    Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

### **Powers, C.:                Inquiry into Myths and Popular Culture**

The transmission of knowledge from one generation to the next largely occurs through written communication. Our past as a nation and as individuals who are part of a larger system of meaning making is given significance through the recording of information and the passing down of that information. This communication unites people across time and cultures and often features repeating figure types and scenarios whose actions and character constitute myth. In this course, students will learn to write and research through an examination of traditional and popular myths such as the fairy tale, the folk hero legend, and its modern counterpart, the superhero. Like all sections of English 102, we will explore the topic through archival, qualitative, and secondary-source research.

**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.

**Richardson, K.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic’s effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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.

**Scott, J.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Shaffer, M.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and

pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic’s effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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.

**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.

**Soblo, H.: Inquiry into Cross-Cultural Identities**

Inquiry into Cross-Cultural Identities examines how identity, place, and writing are connected, particularly in an increasingly multicultural world. We will use this topic to develop research and writing skills. We will conduct three kinds of research: archival, secondary source, and qualitative. In the archival project, we will examine tourist artifacts to consider how local cultures are represented to a global audience. We will build on this theme in the secondary source paper by considering how cultures are represented in academic communities. Finally, we will conduct qualitative research by interviewing members of particular cultures or subcultures in order to add a new perspective to academic conversations.

**Thomas, A.: Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**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 creepy pastas, 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.

**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.

**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.

**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.

**Vorhees, A.: 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.

**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.

**Wallace, J.: 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.

**Wallen, 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.

**Walton, A.:                    Inquiry into Pandemics**

In this English 102 course, we will be examining pandemics. The COVID-19 pandemic has made us all acutely aware of the widespread effects pandemics have upon our lives and communities, and pandemics have been shaping our societies and our histories for centuries—from the many recurrences of cholera that have circled the globe at least since 1817 to the disease that swept across continents during the Peloponnesian War in 430 BC to the plague that devastated Asia, Africa, and Europe during the 14<sup>th</sup> century. In this course, you will develop research and writing skills by investigating pandemics, past and present. You will formulate your own research questions about the collective and individual effects of pandemics, which you will then investigate through secondary source, archival, and qualitative research. In the secondary source project, you will locate and analyze scholarly sources to explore a pandemic-related line of inquiry. You will continue that line of inquiry with your archival project by creating a digital museum exhibit that highlights and examines a pandemic's effect upon a particular community. For the qualitative project, you will gather your own data through interviews, surveys, or focus groups to examine how the COVID-19 pandemic has impacted a specific group of people or aspect of society.

**Watson, C.:                    Inquiry into Pandemics**

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**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. Inhabited by the embittered, confused and benign, these popular tales often star those who have lost and cannot walk away from defeat. In this course, we will investigate the enduring appeal of hauntings—from businesses that promise contact with the dead to horror films that touch upon our collective fears. We also will examine the neurobiology behind the physical sensations not only of being haunted by the dead but also of being “ghosted” by the living in contemporary business and dating culture. For our archival research, we will use mapping software to examine correlations between region, time period, and ghost-story narratives as reported in historical newspapers. We, furthermore, will engage in qualitative research through one-on-one interviews and analyses of online discussions about ghosts. Our secondary-source research will include the latest peer-reviewed findings about the implications of our lasting interest in hauntings. By the end of this class, 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.

**Wright, K.: Inquiry into Pandemics**

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**Yancey, 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.

**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.