



English 102 Topics—Summer 2021

This list is current as of 3/15/2021. If the description of a 102 section in the Timetable of Classes is not listed below, please contact the English Department at 865/974-5401 to get it.

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

All English 102 sections require 2 textbooks, *Rhetoric of Inquiry*, 5th edition, and *The Writer's Harbrace Handbook*, 5th edition. Each section may have additional required texts; please check with the Bookstore to see whether additional texts are required for *your* section.

The day/time for each instructor's section is listed in the online Timetable of Classes.

Buller-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 14th 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.

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.

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.

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!

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.

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.

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.