English 102 Topics—Summer 2019

This list is current as of 3/28/2019. 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*, 4th 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.

Jaggers, K: Inquiry into Race

Inquiry into Race examines the issues of race in our lives, which has received increasing attention because of recent discussions of police brutality, immigration reform, and the 2016 presidential election. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: qualitative, archival, and secondary source. We will conduct qualitative research by interviewing or surveying specific populations in order to investigate their experiences with and/or beliefs about race. In the archival project, we will explore the ways that perceptions of race have changed throughout history by analyzing historical documents, photographs, and advertisements. Finally, the secondary source project will use academic research to examine a topic of each student’s interest, such as race and sports or racial profiling.

Lane, V: Inquiry into Gender and Sexuality

Inquiry into Gender and Sexuality examines the issues of gender and sexuality which has received increasing attention because of conversations in and around college networks. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct three kinds of research: archival, secondary source, and qualitative. The archival project will examine historical significance of gender representations in advertising and print media from 1950 forward. The secondary source project will build from the archival research project to examine the ways gender representations are and have been linked to the ways in which sexuality is or has been expressed through our culture. Finally, we will
conduct qualitative research in order to investigate the current beliefs and conversations about gender and sexuality happening on our own campus.

Nossaman, L.: Inquiry into Natural Places

“The great trouble of our age, involving the whole human economy from agriculture to warfare,” argues Wendell Berry, “is in our relationship to the natural world.” This writing class probes Americans’ relationship to nature, both in the past and the present, on a variety scales, from a person’s backyard to a National Park. In a secondary source project, we will investigate ways of defining and understanding “Nature.” In an archival project, we will explore the creation of National Parks such as the Smoky Mountains National Park and research primary historical artifacts (postcards, photographs, newspaper articles) related to the Parks. In a qualitative research project, we will interview participants about their experiences and/or beliefs about community parks, nature centers, and green spaces such as the Knoxville Greenway System, Ijams Nature Center, and UT’s campus gardens. Through these writing projects, we will discover that conversations about nature inevitably lead us to tough questions concerning religion, race, gender, and economics.

Philippi, B.: Inquiry into American Television Culture

This section of 102 will research how the effects of technological media, particularly those of television and the Internet, have altered social and intellectual lifestyles in American culture. With the explosion of media technologies in recent years, Americans have access to more varieties of entertainment than they have time to fully absorb. If such technologies occupy such an important role in the daily lives of most Americans, what are their effects on how the average modern American forms knowledge and on how this technologically-mediated knowledge affects the relationship between individuals and the public space? To answer these questions, we shall research modern technology’s influence on political discourse, its impact on the consolidation (and fragmentation) of religious commitments, its contribution to “democratization” and to the widespread paranoia of intellectual culture, its mediation of local and global current events through news broadcasts, its consequences in the realm of education, and, in general, its apparent effacement of the epistemological and social conditions that accompany a culture whose primary source of information and entertainment derives from print. Like all sections of English 102, we will conduct archival, qualitative, and secondary source research to investigate the course topic.

Smith, J.: Inquiry into Monsters and Myths

Inquiry into Myths and Monsters examines the issues of myths and monsters in relation to cultural beliefs and superstitions. We will use this topic to develop research and writing skills. To accomplish this goal, we will conduct qualitative, archival, and secondary source research. Secondary source research will examine a debate about how myths and monsters shape our culture. Archival research will explore historical representations of myths, monsters, or fairy tales and what those representations mean for
the historical context. Qualitative research will require either interviewing or surveying participants, and will explore experiences, feelings, and/or beliefs about the effects of myths, monsters, or fairytales. The purpose of this course is to develop your academic research, writing, and communication skills. We will learn about our course topic through each other's research and writing. You will learn how to conduct archival, qualitative, and secondary source research and will present what you've learned to academic audiences in traditional discipline-appropriate papers.