

ENG 430 | Audre Lorde
Prof. Savonick

Final Blog Post (or Project)

For your final project, you will create a blog post that shares something you have learned this semester with an audience beyond our classroom. Your blog post should have a main point (thesis), supported by analysis of specific examples from Lorde's writing. Creative and stylistic experimentation within the form of the blog post is welcome (incorporating personal narrative, images, sound, or video). Alternatively, you may propose a creative and/or experimental project beyond the scope of a traditional blog post (collage, short video, or audio recording). Length requirement: **800-1200 words** (roughly 4-6 solid paragraphs).

A note on audience

Imagine that your reader is a college student who has never heard of Audre Lorde. You'll need to provide enough situating and contextual information about Lorde and her work so that your reader is able to appreciate your blog post. Every student in our class will read your blog post, and because our class website is public, this post can become part of your writing portfolio and be shared with friends, family, and future employers. In addition, it is my hope that, over summer, we might find publication venues for some of them (such as HASTAC.org).

A note on secondary sources

While your blog will be grounded in critical engagement with Lorde's writing you are welcome to incorporate reliable secondary sources, especially those we read throughout the semester (for instance, on racism in the medical industry). Whether or not you include secondary sources, and the number and type of secondary sources, will depend on the specific argument you are making. Please don't hesitate to reach out to me to discuss potential secondary sources.

Final blog post prompts (choose one or propose your own topic)

1. Analyze a major theme we have discussed this semester (the power of women's friendships/communities, the politics of silence, the politics of learning, the risks and rewards of an experimental life, etc.) in one or several of Lorde's texts.
2. How can we use Lorde's work to think about the unpredictable moment we're living through (pandemic, social distancing, isolation, disruptions to plans & expectations)?
3. How does Lorde's work advance our knowledge of Black feminism (as defined by Collins, Smith, or both) or intersectionality (as defined by Crenshaw)?
4. In a world where Lorde was "never meant to survive," how does she? What does she identify as sources of nourishment and vitality? What does she identify as sources of destruction?
5. What is Lorde's concept of "the erotic" and why is it important? How does it relate to the more contemporary movement for "pleasure activism"?
6. In what ways is *The Cancer Journals* or *Zami* an educational text?
7. In what ways is *The Cancer Journals* or *Zami* a feminist text?
8. How does *The Cancer Journals* critique the medical industry?
9. How does *The Cancer Journals* defy expectations and conventions around cancer diagnosis and treatment (or illness, broadly defined)?
10. How does *Zami* depict both the exciting, creative, and imaginative possibilities of living an experimental life, as well as the risks, dangers, and/or repercussions?

11. What can contemporary educators learn from Lorde's approach to teaching?
12. Perform a close reading of a poem we read this semester. Keep in mind that a good close reading needs to make an argument about how the poem is constructed to produce certain effects on the reader. Your close reading should analyze how particular stylistic details of the poem help us think differently about its broader themes (race, gender, sexuality, police brutality, etc.).
13. Creative option: respond to any of the above prompts by making something (short film, collage, multimedia project). Please consult with the instructor if you choose this option -- you will likely be asked to submit an accompanying artist's statement explaining your project.

*You may also propose your own topic, but you will need the instructor's approval to do so.

Evaluation (30% of final grade)

- 10% **Complete rough draft** due for peer review by **4 pm on Friday, April 24** (submit [here](#))
- 20% **Final draft** posted to course website as blog post
- Group one: **4 pm on Monday, May 4**
- Group two: **4 pm on Wednesday, May 6**
- Group three: **4 pm on Friday, May 8**

Important dates

- Complete **rough drafts** posted to [this Google Doc](#) by **4 pm on Friday, April 24**
- Complete **peer review** of two other drafts in your group by **4 pm on Monday, April 27**
- [Sign up](#) for and attend your **small group conference** on 4/24, 4/27, or 4/28
- Email prof. a link to your revised draft by **4 pm on Wednesday, April 29**
- **Final draft** posted to course website as blog post
 - Group one (Kianna, Hailie, Claudia, Sam B., Gabriele, Gabby, Katie): 4 pm on Monday, May 4
 - Group two (Marian, Noel, Alaina, Alice, Mikey, Megan, Kelly): 4 pm on Wednesday, May 6
 - Group three (Sam O., Savannah, Emily, Brooke, Keira, Roshawna, Kara, Cody): 4 pm on Friday, May 8
- For the days your blog post is not due - read the other blog posts and choose one to comment on

How to do well on this assignment

1. Start early.
2. Review all handouts, slides, and notes from class (under ["Notes and Resources"](#)) to remind yourself of all key class discussions, concepts, and skills.
3. Reread all blog posts and comments related to the text you are analyzing. You are welcome to expand upon ideas that you developed in your blog post and comments from the semester. You are also welcome to incorporate ideas from other students' blog posts and comments.
4. Reread the text (or at least the key passages) many times. Figure out which examples best support your ideas.

5. Begin with a rough/working thesis statement. Repeatedly return to your thesis statement as you write and revise it to make it stronger and more specific.
6. Get feedback on your thesis / outline / plan from Prof. Savonick the week of 4/20-4/24. The best way to get feedback is by sending a Google Doc (set to “Anyone with the link can comment/edit”) or by attending virtual office hours.
7. Make an online appointment with the [Writing Center](#).
8. Read your blog post aloud to catch mistakes in spelling, grammar, and punctuation.
 - a. You can email Prof. Savonick a recording of you reading your paper aloud by **Friday, May 8** for extra credit.