Writing Project 2: Individual Research Project (Journal Article): Representations of Contemporary Africa

Overview:

Below I've included the schedule of drafts, workshops, and final papers pertaining to Writing Project 2. Information regarding the Project Components and Comments for Peers will be distributed separately. All deadlines can be found on the syllabus.

- Final Draft should be **2500-3000 words** (appx. 8-10 pages, double-spaced) (Word count does not include title, headings, in-text citations, text boxes, bibliography, etc.)
- **Friday, November 11, 5pm:** Draft 1 Due
  - (SectionNumber.LastName.WP2.Draft1.doc)
  - At least **1500 words**
  - Include in-text citations (and it's always a good idea to maintain a Working Bibliography)
  - Upload to our website
- **Monday-Tuesday, November 14-15**: Small Group Workshops
- **Monday, November 21**: Revised Introductions due via hardcopy in class
- **Sunday, November 27, 5pm:** Draft 2 Due
  - (SectionNumber.LastName.WP2.Draft2.doc)
  - At least **2000 words**
  - In addition to in-text citations, include Working Bibliography
  - Upload to our website
- **Monday, November 28:** In-Class Small Group Workshops

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*Final Writing Project 2 and Reflection Paper due:
*Monday, December 12, at 5 PM**
Hardcopies in my box and email to ami.shah@duke.edu
(SectionNumber.LastName.WP2.Final.doc)

Project:

As evident above, our final Writing Project will consume the second half of the semester. During this time, we will focus on contemporary representations of Africa. Our reading will examine travel to Africa, development initiatives, and celebrity humanitarianism as

examples. You've already learned about how colonial representations helped to shape our understandings of the continent, especially in relationship to ideas of tribalism. Now, you get to extend your understanding and analysis to present-day representations. Your goal is to produce an **academic journal article** for an **interdisciplinary academic audience**.

This project asks for you to first identify a primary source to analyze. Your source should have been created after 1980, and the content must cover a country or issue from Sub-Saharan Africa. Your primary source may be an image, film, historical record, or policy document. For some of you, you may use more than one source – five images from an image collection, or even a series of op-eds from a particular author covering a particular issue. Don't worry if you can't think of a primary source right now – if you can think of an issue or country you are interested in, I will be more than happy to help you identify a primary source.
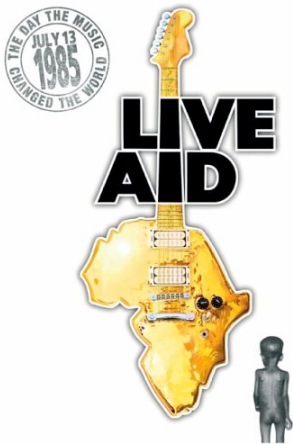
Within your paper, you will analyze the content of the source and place it in historical context, similar to what you did in Writing Project 1. However, you are asked to do more in terms of forwarding, thinking about the larger social, economic, and political implications of the representation you choose. For example, you may choose an image of George Clooney with a child from Sudan, place it in the context of increasing celebrity humanitarianism, interpret the purpose the image serves, and consider the messages the image transmits to the public about development in Africa.

It may be helpful to start either with the country you are interested in or the issue you want to address. I encourage you to follow your passions, but also to use this project as a way to learn more about an area or topic. The only limitation is that you **may not work on *The Gods Must be Crazy*.**

Sources and Resources:

Your final project should **evaluate and analyze** a variety of sources (e.g., academic works, NGO and newspaper reports, documentaries, fictional accounts) and strive to **put them in conversation**. You are required to use **at least 7 sources,** as follows:
- Your primary source(s)
- An academic book (single or double-authored, not an edited collection)
- Two peer-reviewed journal articles
- Two additional academic sources (books, edited collections, or journal articles)
- An article from the popular press

You are welcome – and encouraged – to use required class readings, **but they will not count toward the requirements listed above.** We will be using the conventions of the Chicago Manual of Style, which you should now be familiar with. In class, I'll be happy to address the citation conventions of your primary sources. In addition, we'll discuss ways to identify the types of sources listed above.

Our library visit should give you a good idea of the information available, and include ideas on how to find primary sources. After our library meeting, a LibGuide made specifically for our project will be available on our website. This guide includes links for the Writing Studio and resources (such as databases, policy documents, etc.) which are directly relevant to this project. Do make use of the variety of resources available to you at Duke, including the libraries and our librarian, K.J. Hunt (k.j.hunt@duke.edu). If you wish to use the Writing Studio, do plan ahead, as it becomes extremely busy during the end of the semester. In addition, you will be meeting with our Undergraduate Writing Tutor, Adrienne, again, sometime between 11/16 and 12/9.

Process:

Producing an academic paper, article, or report is the main work of academics in any field. In addition, several professions (engineers, consultants, economists, ngo workers) also make use of a similar process for their reports. Usually, the procedure is step-by-step, designed to involve comments and revision along the way. We'll aim to mimic this research process. Hopefully, the schedule on the first page demonstrates this. In addition, this project will include two separate components, as follows:

1. Project Proposal. I will schedule an individual meeting with you to discuss your proposal.
2. Conference Presentations

Format:

This project should be 2500-3000 words long. Your bibliography, title, citations, headers/footers, etc., are not included in the word count. Please include page numbers and double space each draft.

Remember to include the following features:
- Title
- Introduction
- Evidentiary Support
- Appropriate Citation

- Conclusion
- Bibliography

If you choose to use pictures, graphs, charts, maps, etc., be sure to provide a caption and appropriate citation.

Goals:

The goal of this project is to combine the skills we have developed throughout the term. You must make clear, accessible arguments, as with your blog posts and with Writing Project 1, but geared toward an academic audience, and making more use of academic theory and evidence. Herein you are asked to **evaluate** and **analyze** the writing you encounter, **comparing** and **synthesizing** the various sources you use in order to **articulate** and **support** your own position. As you do this, you'll find that you are making use of the moves we have discussed this semester: coming to terms, forwarding, countering, and articulating your own position.

This project further requests that you interact with different types of source material, practice creating and completing your own projects, and revise and edit your work at various stages. Throughout the project, you and your peers will be more responsible for the revision process.

Grading Criteria:

I am looking for projects which
- Follow the instructions above, including all the components required.
- Present a well-supported and organized argument.
- Have a structured and clear introduction.
- Provide smooth transitions.
- Make effective use of evidence, going beyond summarizing sources.
- Demonstrate an understanding of your authorship role and the audience you are addressing.
- Make good use of visual sources (if applicable) and use appropriate and correct citations.
- Have minimal errors.