

# ARTIFACT #3

## NEW YORK SCHOOL RESEARCH PROJECT

### Getting Started

Choose a poet, artist, or magazine. Then plan a research focus & medium for your artifact. Your research project should be focused toward original research in the field of study. Projects can & should be imaginative but always with a succinct focus on critical, descriptive scholarship. Most research projects will be websites that include analysis, facilitate access to primary sources, data visualization, a short documentary film, or other multimodal elements. Your proposal will outline your initial plans for research & will guide your process.

### Progress Report

After two weeks of planning, research, & drafting, your progress report will describe the work & goals you have achieved so far, any changes to your project, & your plans for completing your project. You will also submit a 400-word draft of the Research Statement with a Works Consulted page. This Artifact will be completed over the course of the final four weeks of the semester from October 23 to November 19.

### Project Description

This artifact will allow you to pick a New York School poets, artist, or magazine and create an original research project investigating that artist's work. The project will be in the medium and genre of your choosing. A series of research support documents, including a research proposal, outline, and progress report, will aid in the artifact's completion. Each project will include a 1000-word Research Statement. This mini-essay will articulate the artifact's purpose, research findings and analysis, and describe the artifact's contribution to the field of study. Artifact #3 is worth 200 points. The research skills, design experience, and familiarity you built through the process of completing Artifacts #1 and #2 will be meaningful for your individual research project.

#### *Due Dates*

**PROPOSAL: Monday October 28th**

**PROGRESS REPORT: Monday November 11th**

**FINAL ARTIFACT: Tuesday November 19th**



## Examples of past New York School Research Projects

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"Frank O'Hara: A Musical Analysis": <https://kaitlynmote.wixsite.com/artifact3>

"The World: Literary Magazine of the Poetry Project at St. Mark's Church: <https://88alvinchiu88.wixsite.com/theworldmagazine>

"The New York School in Chicago: Yellow Press": <https://anibenge.wixsite.com/yellowpress>

"A New York School Magazine: Personal Injury": <https://kudebbie.wixsite.com/personal-injury>

"Schuyler's Species": <http://schuylersspecies.weebly.com/>

"Homer Erotic: The All-Female Poet's Band": <https://kathstarchie.wixsite.com/website>

"Television: Where Punk and Poetry Meet": <https://eruckle123.wixsite.com/newyorkschoolpunk>

## Sources

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The extensive archival holdings at Emory's Rose Library could be instrumental for your project. A few hours in the archive will allow you to be directly in touch with original, rare materials that will enrich your research and personal experience of your work. In engaging with sources, develop a stable research methodology and familiarize yourself with processes of searching for, locating, and requesting information and material. You will utilize databases like [JSTOR](#) and [Academic Search Ultimate](#), understand how to search and [request books via the Emory Shared Collection](#) through GT Library, familiarize yourself with relevant online resources and archives related to the artists we've been studying, such as:

**Digital Audio Archives of Poets (readings and classes):** [PennSound](#), [Jack Kerouac School of Disembodied Poetics Audio Archive](#), check for recordings available on YouTube and Vimeo.

**Digital archive of sound, film, text for experimental art:** [UbuWeb](#)

**Digital archive of mimeograph magazines:** [Independent Voices](#)

**Database on New York School-related magazines:** [From a Secret Location database](#)

**\*\*Remember to consult the *Encyclopedia of the New York School of Poets and Neon in Daylight: New York School Painters & Poets*.\*\***

## Planning

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The magazines and journals in the Independent Voices archive that are linked to the New York School are: *United Artists*, *Fire Exit*, *Un Poco Loco*, *Harris Review*, *Strange Faeces*, *Blue Suede Shoes*, *Telephone*, *Unnatural Acts*, and *0-9*. (Projects have been completed on *Milk Quarterly*, *The World*, and *Personal Injury*. To get a sense of the importance and uses of this archive, read this post about the value of the Independent Voices archive on my website: <https://www.nicksturm.com/crystalset/2019/7/20/independent-voices-the-digital-archive>.

Dr. Sturm likely has resources, advice, and access to primary sources related to New York School artists that will immediately advance your research. Email me with any questions and for help generating ideas. I'm happy to help!

Be adventurous and take risks in choosing a concept. Consider how your project might correspond to your own personal and academic interests or give you an opportunity to experiment with various tools or methodologies relevant to your own field of study.

**What are some possible ideas?** Create a website that investigates a specific topic related to a NYS artist and that makes available archival materials and functions as scholarly introduction to a topic populated with multimedia content and hyperlinks (the O'Hara music, Schuyler ecocriticism, and Richard Hell punk and poetry examples above); use the [Independent Voices](#) open access archive to create a website that describes and inventories a single NYS magazine with a data visualization and interview(s) with editor or contributors; assemble and edit a nonexistent publication on a New York artist, like creating a book called *The Selected Interviews of Alice Notley*, and write the introduction to this book; use ArcGIS to create a series of digital interactive maps that apply geocritical theory to the work of a New York School artist; annotate New York School short films, like those of Rudy Burckhardt, to analyze the cinematic aesthetic of the New York School; research the work of a NYS visual artist to create sheets of temporary tattoos to explore concepts of reproduction, repetition, and nonverbal communication with an accompanying website; produce a short documentary film using available archival audio and documents and relevant recordings.

Keep in mind that none of these artifact ideas require you to become an expert. Like the previous artifacts, they require that you develop a historic and aesthetic familiarity with the work, construct an aesthetic vocabulary that you show fluency in, and show mature rhetorical awareness of the affordances of the medium and the characteristics of the genre. **Your artifact should engage with all five modes in WOVEN.**

## Proposal

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The proposal form is available on Canvas and is **due before class on Monday October 28** (worth 10 points). Use the proposal to share your plans and receive peer feedback. Dr. Sturm will either approve your proposal or request revisions.

**What to do now that my proposal has been revised and accepted?** Initial steps will include to locate your sources and necessary materials, familiarize yourself with similar existing projects, read and annotate primary and secondary sources, sketch out and conceptualize your plans for completing your final artifact, and start to build a Works Consulted page using MLA-style formatting.

During your research, continue to bring all necessary materials and your laptop with you to class from October 23-November 18. This time is wholly devoted to in-class research and work during which you will be able to request peer and instructor feedback in real time. Keep in mind how to

manage the scope and scale of your project as your research develops over the next couple weeks.

## Progress Report—due Monday November 11

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Complete the progress report form and submit your draft of the Research Statement along with a Works Consulted page. This serves as a way to measure your work to date and plan what else you need to do moving forward. Keep in touch with Dr. Sturm about the status of your project. Ask about attending office hours for extended in-put on your research.

## Research Statement

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Due with your Final Artifact on **Tuesday November 19**, this three-part, 1000-word mini-essay articulates your artifact's PURPOSE, RESEARCH FINDINGS AND ANALYSIS, and describes the artifact's CONTRIBUTION TO THE FIELD OF STUDY. Rather than a traditional essay, your research statement will be segmented into these 3 categories. Specificity, concision, and fluent, familiar use of an aesthetic vocabulary will be the primary assessment categories.

Consider the word count to breakdown logically as Purpose (250 words), Research Findings and Analysis (500 words), Contribution to the Field (250 words).

**PURPOSE** describes the reason for undertaking this research and presents the thesis. This section also articulates who the audience(s) is/are for your artifact.

**RESEARCH FINDINGS AND ANALYSIS** describes the information, content, and concepts gathered through your research and analyzes those findings in the context of your thesis. If through the process of your research your thesis was changed or became more specific, this section also describes that adaptive change in your process. This section also describes the process of your research. For example, how and why you conducted research at Emory's Rose Library or how you utilized an open access digital archive like Independent Voices.

**CONTRIBUTION TO THE FIELD** describes how and what your artifact adds to the study of art and literature, the New York School, and so on. Can your artifact serve as a resource to scholars? Does your artifact pose questions for future scholars that could further a critical discourse? Does your position as a first-year student at a technical institute offer a unique perspective on how to study art, literature, or the New York School?

Format the three headings as they are written here: Purpose, Research Findings and Analysis, Contribution to the Field. Depending on the medium and genre of your artifact, your Research Statement could be included in the artifact proper in addition to being turned in as a printed copy. For example, if you are making a website you might include these as pages within the website by adapting them to this separate medium and purpose.

**Directions for formatting and printing:** The final Research Statement should be formatted as shown on this [MLA Sample Paper](#) example with correct heading, title, 1-inch margins, in size 12 Times New Roman font. Print and staple the paper to turn in. The MLA-formatted Works Cited and Works Consulted will be the final page(s) of your Research Statement. Ten (10) points will be deducted for incorrect formatting.

## Final Artifact

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To submit your project to Canvas, upload your complete Research Statement as a Word doc and upload your artifact in the most logical format, either as a file, URL, or embedded media. To ensure continuity and preparedness, **ALL SUBMISSIONS TO CANVAS MUST BE IN BY 11:59pm on 11/19.** (Ten points will be deducted on late submissions.)

**Due Tuesday November 19 by 11:59pm** to be followed by a public conference-style presentation of your artifact in the Stephen C. Hall Building, Room 102 from 5-6pm on Wednesday November 20.

**What to bring to Hall, Room 102:** 1) Your Final Artifact or a deliverable form of your Final Artifact. For example, if your artifact is entirely digital you'll bring a laptop or tablet with charger on which to display the piece; 2) A 50-75 word printed description of your project to be displayed alongside your artifact. Print in readable font and text size; 3) Complete the GT CIOS (Course Instructor Opinion Survey) for this course online. 4) a NYS poem to read during the extra credit Poetry Reading.

The event in Hall 102 will be an opportunity to see the work of students from all three sections together in one space. There will also be an open mic reading for 5 points of extra credit where students can perform New York School poems of their choice.

## RESOURCES

- Multimedia Studio: <https://www.library.gatech.edu/services/multimedia.php>
- DILAC (Digital Integrative Liberal Arts Center): <https://dilac.iac.gatech.edu/>
- GT Data Visualization Lab: <http://libguides.gatech.edu/dataviz>
- Emory University's Rose Library: <https://rose.library.emory.edu/>. The GT-Emory Shuttle schedule is available here: <https://pts.gatech.edu/other-shuttles>
- Collection of New York School-related resources on Canvas