ARTIFACT #3

NEW YORK SCHOOL RESEARCH PROJECT

Planning & Proposal

Choose an artist, choose a research focus, & then choose a medium & genre. Your research project should be focused towards original research in the field of study. Projects can & should be imaginative but always with a succinct focus on research. Consider a website, digital atlas, research into a particular NYS magazine/zine, data visualization, series of approved Wikipedia pages, a short documentary film, a NYS app, or other multimodal projects. Your proposal will outline your initial plans for research.

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 since your proposal was submitted, & your plans for completing your project. You will also submit a 400-word draft of the Research Statement with a Works Consulted page. Not including Spring Break, this Artifact will be completed over the course of 24 days (7 of these in class).

Project Description

This artifact will allow you to pick a New York School artist 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.

Due Dates

PROPOSAL: **Monday March 25th**

PROGRESS REPORT: **Monday April 8th**

FINAL ARTIFACT: **Wednesday April 17th @ noon**

Planning

Choose an artist, choose a research focus, and then choose a medium and genre. You'll make these decisions over the next week and a half. Email me with any questions and for help generating ideas. I'm happy to help!

The artist you research does not have to be one of the artists we have read and discussed in class, though your familiarity with these artists and their work may make them a meaningful place to begin. The artist also does not have to be a New York School artist, but again the focus of this course on the New York School should be taken into consideration. Dr. Sturm likely has resources, advice, and access to primary sources related to New York School artists that will immediately advance your research.

Your artifact will engage with at least three of the five modes in WOVEN.

What are some possible ideas? Create a website that investigates a specific topic related to a NYS artist and that makes available archival materials or functions as scholarly introduction to a topic populated with multimedia content and hyperlinks; a digital series of interactive maps that apply geocritical theory to the work of a New York artist; design and print a set of New York School trading cards; using the new Independent Voices open access archive, create a website that inventories and describes a single NYS magazine (creating a social/publishing network from that magazine's contributors, for example); acting in the role of museum curator, create an exhibit for a NYS artist including press release and a show catalog; design a New York School video game (does Berrigan beat people up?); make a data visualization project utilizing the resources at DILAC and the Data Visualization Lab in the library to track social and aesthetic networks related to specific NYS magazines or presses; create and edit a series of Wikipedia pages for individual books by NYS poets; annotate New York School short films, like those of Rudy Burckhardt, to analyze the cinematic aesthetic of the New York School; 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; research the work of a NYS visual artist and create sheets of temporary tattoos to explore concepts of reproduction, repetition, and nonverbal communication; produce a short documentary film using available archival audio and film clips; build a New York School app; transcribe a series of archival recordings, like a poet's lectures or talks, that currently only exist as audio that would result in a new textual resource for future scholars and build a website around them; or other multimodal projects that you can imagine.

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.

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.

Proposal

The proposal form is available on Canvas and is **due before class on Monday March 25** (worth 10 points, digital), during which you'll share your plans and receive peer feedback. Dr. Sturm will either approve your proposal or request revisions. Based on this combined feedback you will immediately begin work on your project.

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, draft an outline of your Research Statement, and create a works cited and works consulted using MLA-style formatting.

What's the most important thing I can do to help successfully complete this artifact?
Develop a regular, stable research methodology and familiarize yourself with processes of searching for, locating, and requesting information. You will need to 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 like PennSound, Jack Kerouac School of Disembodied Poetics Audio Archive, UbuWeb, Independent Voices, From a Secret Location database, and recordings available on YouTube and Vimeo. The extensive archival holdings at Emory's Rose Library may also be useful for your project. Consult with Dr. Sturm about using the archives. 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 artist. Remember to consult the *Encyclopedia of the New York School of Poets* and *Neon in Daylight: New York School Painters & Poets*.

During your research, continue to bring all necessary materials and your laptop with you to class from March 25-April 15. 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

The progress report is due Monday April 8 before class digitally to Dr. Sturm. 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.

Dr. Sturm will have **extended office hours on Friday April 5 from 10am-5pm in Hall 012** to discuss the status of research projects.

Research Statement

Due with your Final Artifact on **Wednesday April 17 at noon**, this three-part, 1000-word mini-essay articulates your artifact's <u>PURPOSE</u>, <u>RESEARCH FINDINGS AND ANALYSIS</u>, and describes the artifact's <u>CONTRIBUTION TO THE FIELD OF STUDY</u>. 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 thesis; the reason for undertaking this research, such as a lack of a single database about an artist or, for example, thinking back to our conversation about John Ashbery's collage *Chutes and Ladders I (For Joe Brainard)*, that there has been no previous research into the relationship between John Ashbery and the visual logic of games. 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 your 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 formatted as shown on this <u>MLA Sample Paper</u> 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 Words Cited and Works Consulted will the final page(s) of your Research Statement. Ten (10) points will be deducted for incorrect formatting.

Final Artifact

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 NOON ON 4/17**. (Ten points will be deducted on late submissions.)

Due Wednesday April 17 by noon with presentation in class to be followed by a public conference-style presentation of your artifact in the Stephen C. Hall Building, Room 102 from 5-6pm.

What to bring to class: 1) Your printed, stapled Research Statement with Works Cited and Works Consulted; 2) 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 on which to display the piece. 3) A 50-75 word printed description of your project to be displayed alongside your artifact. Print in readable font and text size.

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

Examples of past New York School Research Projects

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

"New York School Sports": https://ldricci3.wixsite.com/berriganbaseball/the-basketball-article

"Ted Berrigan, the Francophile": https://cedricdepierrefeu.wixsite.com/berriganfrancophile