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City College of New York

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2019

### The Evidence of Things Unseen: Art Archives and Harlem

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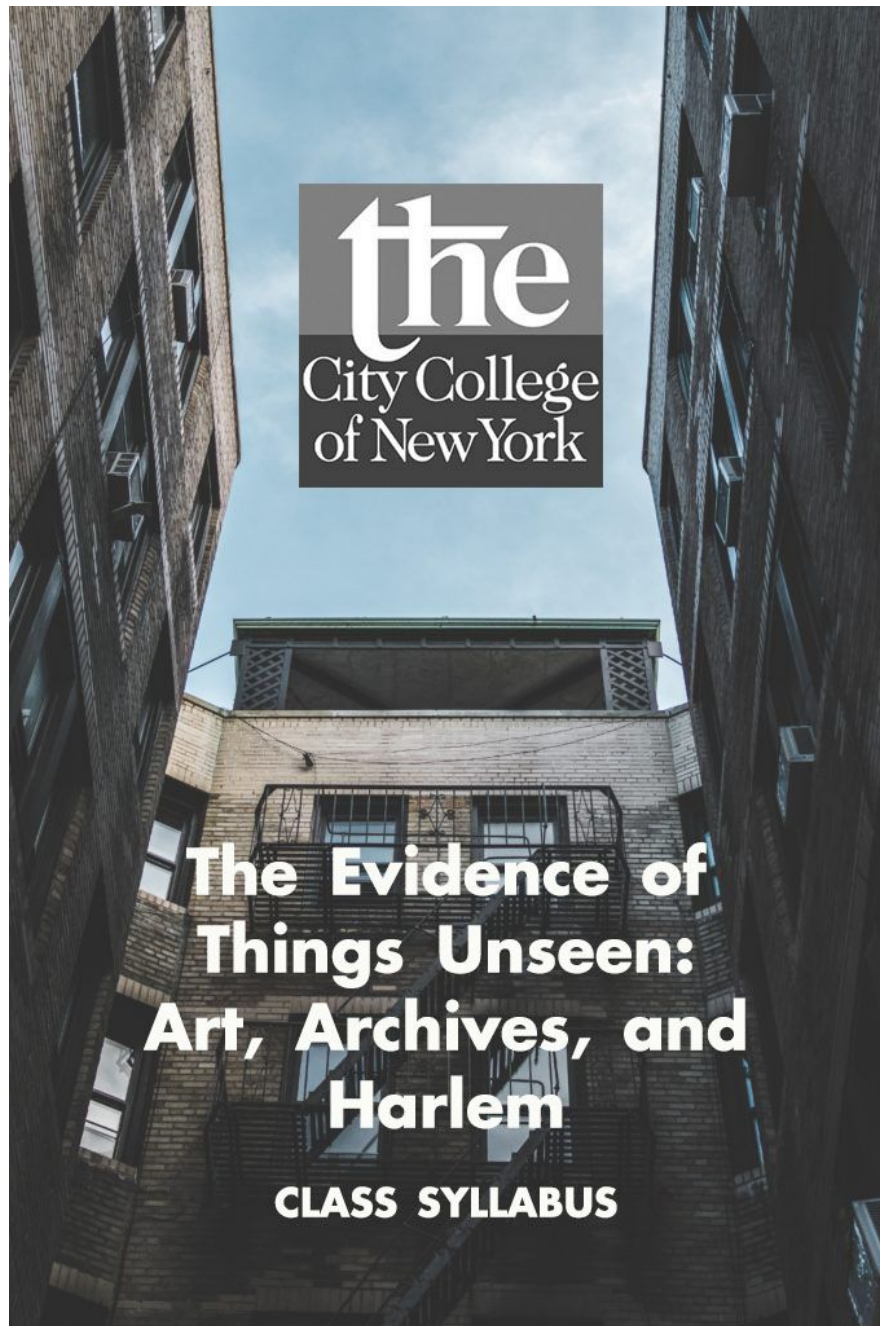
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Class Time: Tuesdays 2 pm - 4:45 pm

Class Location: Shepard 22



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## Overview

The years between the collapse of Reconstruction and the end of World War I mark a pivotal moment in African American cultural production. Christened the “Post-Bellum-Pre-Harlem” era by the novelist Charles Chesnutt, these years look back to the antislavery movement and forward to the artistic output and racial self-consciousness of the Harlem Renaissance as “past is prologue.” *The Evidence of Things Unseen: Art, Archives, and Harlem* will examine the political, cultural and social forces that influenced and defined the Harlem Renaissance. In addition to class discussions of assigned readings, the course will function as a research workshop, providing support for primary research and exposing students to the Schomburg Center for Research in Black Culture to get “hands-on” experience accessing and utilizing archival collections and digitally publishing their findings.

## Goals

- Produce well-reasoned written arguments using evidence to support conclusions using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Research for primary and secondary sources relating to the Harlem Renaissance in the library’s databases/archives and evaluate them for credibility, accuracy, timeliness, and bias.
- Encourage students to think critically and creatively about strategies for managing the archival record.
- Expose students to the Schomburg Center to give “hands-on” experience exploring an archive.
- Present the information in a cohesive, clear, and engaging manner to a range of audience using digital technology to create multimedia digital research project.

## Argumentative Writing

This type of writing has a rhetorical purpose; it also aims to persuade an audience and influence the way the reader thinks about a given subject, in this case, a theme of the Harlem Renaissance. This type of writing must be evidence-based, hence the focus on navigating the library/archives.

Throughout the semester, students will be acquiring skills in developing clear and logical:



1. thesis statements presenting their stance on a subject
2. body paragraphs in which students defend their stance by integrating and analyzing relevant sources.

This skill is not a mere academic exercise - it is a life-skill that prepares students for careers such as business and marketing planning, content developing, blogging, etc.

Review the "Research Topics & Themes" section of the syllabus for a list of research paper topics.

## Research & Critical Thinking

To form accurate and educated opinions on a topic, one must learn how to gather and assess material that influences that opinion. The Evidence of Things Unseen guides students in the process of navigating the library/archive databases and print collections, selecting, and assessing sources. In addition to using the Schomburg Center for Research in Black Culture, the class will teach students to navigate the CCNY Library Archives and Special Collections.

Special attention will be put into teaching students to cite and contextualize evidence and interpret it to prove a point.

## Digital Publishing

The class stresses the importance of distributing and disseminating information as well as aligning academic training with the skills needed in the job market. Students will be able to learn the basics of WordPress as well as best practices in digital publishing including Information Architecture (IA) and visual and conceptual hierarchy.

## Assignments

Students will work on a set of assignments to achieve the above-mentioned goals. **All assignments included in grading calculations must be uploaded on Blackboard by 11:59 pm.**

A letter issued by the CCNY Accessibility Center/Student Disability Services (AAC/SDS) is necessary for students to obtain permission to extend the testing or submission time.

The assignments include:

Assignment title	Due date	Included in Grading Calculations
Research Topic Selection	2/19	no
Quiz 1: Critical Thinking	2/19	yes (10%)



Quiz 2: Research & Writing	2/26	yes (10%)
Working Thesis and Annotated Bibliography	3/5	yes (10%)
Creating a profile on Academic Commons and setting up the WordPress site	3/12	no
Quiz 3: Digital Publishing	3/19	yes (10%)
Research Paper - First Draft	3/26	yes (10%)
Research Paper - Final Draft	4/9	yes (15%)
Sitemapping & Wireframing	4/16	yes (10%)
Final Project: Complete & Publish the Website	5/7	yes (15%)
Present the finished project to your classmates	5/14	no
Present the finished project at the Schomburg Center (only projects that received the A + grade)	5/21	no

## Quizzes

Each quiz is timed (45min) and contains 20 multiple-choice questions based on the assigned readings. The purpose of the quizzes is to help students study and retain factual information necessary for writing, researching, and digital publishing. The quizzes are take-home assignments and students are allowed to use notes during the tests. For detailed instructions, see page 20.

## Research paper

The research paper assignment is broken down into 4 parts to facilitate students' progress in critical thinking, writing, and researching:

- Research Topic Selection
- Working Thesis and Annotated Bibliography
- Research Paper - First Draft
- Research Paper - Final Draft

For detailed instructions, see page 20.



## Writing/Digital Publishing Labs

Writing and Digital Publishing Labs provide consultation, space, and time for students to work on the assignments due on the day of each Lab. The purpose of the Labs is to help students meet the assignment submission deadlines and provide them with additional help.

## Attendance

The CCNY 2018-2019 Bulletin states the following Policy on Lateness and Absence:

“Students are expected to attend every class session of each course in which they are enrolled and to be on time. A WU grade will be assigned to a student by the instructor for excessive absence. Students are advised to determine the instructor’s policy at the first class session. They should note that an instructor may treat lateness as equivalent to absence. No distinction is made between excused and unexcused absences. Each instructor retains the right to establish his or her own policy, but students should be guided by the following general College policy. In courses designated as clinical, performance, laboratory or fieldwork courses, the limit on absences is established by the individual instructor. For all other courses, the number of hours absent may not exceed twice the number of contact hours the course meets per week.”<sup>1</sup>

**Attendance is mandatory.** The Evidence of Things Unseen course includes on-site research and Labs, **hence only 2 absences will be permitted.**

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<sup>1</sup> “Academic Integrity Policy,” CUNY, accessed June 9, 2018, <http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>



## Grading

### Grading Scale

Quality of Performance	Quality of Performance	Range %	GPA/ Quality Pts.
Excellent - work is of exceptional quality	A+	97 - 100	4
	A	93 - 96.9	
	A-	90 - 92.9	3.7
Good - work is of above average quality	B+	87 - 89.9	3.3
	B	83 - 86.9	3
	B-	80 - 82.9	2.7
Satisfactory	C+	77 - 79.9	2.3
	C	73 - 76.9	2
Poor	C-	70 - 72.9	1.7
	D	60 - 69.9	1
Failure	F	< 60	0

### Final Grade

Quiz 1: Critical Thinking	10%
Quiz 2: Research & Writing	10%
Working Thesis and Annotated Bibliography	10%
Quiz 3: Digital Publishing	10%
Research Paper - First Draft	10%
Research Paper - Final Draft	15%
Sitemapping & Wireframing	10%
Final Project: Complete & Publish the Website	15%
Attendance and Participation	10%
<b>TOTAL: 100%</b>	





## Plagiarism and Cheating

The CUNY Policy on plagiarism states the following:

Plagiarism is the act of presenting another person's ideas, research or writings as your own. The following are some examples of plagiarism, but by no means is it an exhaustive list:

1. Copying another person's actual words without the use of quotation marks and footnotes attributing the words to their source.
2. Presenting another person's ideas or theories in your own words without acknowledging the source.
3. Using information that is not common knowledge without acknowledging the source.
4. Failing to acknowledge collaborators on homework and laboratory assignments.
5. Internet plagiarism includes submitting downloaded term papers or parts of term papers, paraphrasing or copying information from the internet without citing the source, and "cutting and pasting" from various sources without proper attribution.<sup>2</sup>

The City College Faculty Senate has approved a procedure for addressing violations of academic integrity.

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<sup>2</sup> "Academic Integrity Policy," The City College of New York,  
<http://www2.cuny.edu/about/administration/offices/legal-affairs/policies-procedures/academic-integrity-policy/>



The Evidence of Things Unseen: Art, Archives, and Harlem

# Weekly Schedule

January			
<i>Date</i>	<i>Class topic &amp; location</i>	<i>Assignments due</i>	<i>Readings due</i>
1/29:	Introduction (class meets at Shepard 22)		
February			
<i>Date</i>	<i>Class topic &amp; location</i>	<i>Assignments due</i>	<i>Readings due</i>
2/5	The Art of Thinking (class meets at Shepard 22)		<p>Ruggero, Vincent Ryan. "Be a Critical Reader." <i>The Art of Thinking</i>. New York, Longman, 2001. 55-66. (available on Bb under Readings)</p> <p>"Against the Odds: Artists of the Harlem Renaissance." YouTube video.  <a href="https://www.youtube.com/watch?v=SvqVnSaRePY">https://www.youtube.com/watch?v=SvqVnSaRePY</a></p> <p>Locke, Alain. "Enter the New Negro." <i>Survey Graphic</i>, March 1925.  <a href="http://nationalhumanitiescenter.org/pds/maai3/migrations/text8/lockenewnegro.p">http://nationalhumanitiescenter.org/pds/maai3/migrations/text8/lockenewnegro.p</a></p>



			<p><a href="#">df</a></p> <p>Gebhard, Caroline, and Barbara McCaskill. "Introduction." <i>Post-Bellum, Pre-Harlem : African American Literature and Culture, 1877-1919</i>. NYU Press, 2006. (available on Bb under Reading in Primary Sources folder)</p>
2/12	College Closed		
2/19	<p>The Craft of Research (class meets at Tech Center STC2)</p>	<p>1. Essay Topic Selection Assignment (due on Bb) 2. Quiz 1 Critical Thinking due on Bb by 11:59 pm.</p>	<p>Purdue OWL. "Developing Strong Thesis Statements." Accessed December 12, 2018. <a href="https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html">https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html</a></p> <p>Rodburg, Maxine and The Tutors of the Writing Center at Harvard University. "Developing A Thesis." Writing Center at Harvard University. Accessed July 10, 2018. <a href="https://writingcenter.fas.harvard.edu/pages/developing-thesis">https://writingcenter.fas.harvard.edu/pages/developing-thesis</a></p> <p>Guptill, Amy. "Listening to Sources, Talking to Sources." Writing in College: From Competence to Excellence. College at Brockport, SUNY: Open SUNY Textbooks. Accessed August 6, 2018. <a href="https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/listening-to-sources-talking-to-sources/">https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/listening-to-sources-talking-to-sources/</a></p> <p>Guptill, Amy. "Secondary Sources in Their Natural Habitats." In Writing in College: From Competence to Excellence. College at Brockport, SUNY: Open SUNY Textbooks. Accessed August 6, 2018. <a href="https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/secondary-sources-in-their-natural-habitats/">https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/secondary-sources-in-their-natural-habitats/</a></p> <p>Stoll, Vivian. "Incorporating Sources: Overview." CCNY Writing Center.</p>



			<p>Accessed December 18, 2018.  <a href="https://www.ccny.cuny.edu/sites/default/files/writing/upload/IncorporatingSourcesOverview.pdf">https://www.ccny.cuny.edu/sites/default/files/writing/upload/IncorporatingSourcesOverview.pdf</a></p> <p>Stoll, Vivian. "Incorporating Sources: Signal Phrases." CCNY Writing Center. Accessed December 18, 2018.  <a href="https://www.ccny.cuny.edu/sites/default/files/writing/upload/IncorporatingSourcesSignalPhrases.pdf">https://www.ccny.cuny.edu/sites/default/files/writing/upload/IncorporatingSourcesSignalPhrases.pdf</a></p>
2/26	CCNY Archives and Special Collections Orientation	Quiz 2 Researching & Writing due on Bb by 11:59 pm.	Schomburg, Arthur. "The Negro Digs up His Past." Harlem, Mecca of The New Negro. <i>Survey Graphic</i> , March 1925. (available on Bb under Reading in Primary Sources folder)
<b>March</b>			
<i>Date</i>	<i>Class topic &amp; location</i>	<i>Assignments due</i>	<i>Readings due</i>
3/5	Schomburg Center Orientation (class meets at 515 Malcolm X Boulevard)	Working Thesis & Annotated Bibliography due via Bb by 11:59 pm.	<p>Babich, Nick. "A Comprehensive Guide To Web Design." smashingmagazine.com. November 21, 2017.  <a href="https://www.smashingmagazine.com/2017/11/comprehensive-guide-web-design/">https://www.smashingmagazine.com/2017/11/comprehensive-guide-web-design/</a></p> <p>WPBeginner. "Image Alt Text vs Image Title in WordPress – What's the Difference?" Last modified November 4, 2014.  <a href="https://www.wpbeginner.com/beginners-guide/image-alt-text-vs-image-title-in-wordpress-whats-the-difference/">https://www.wpbeginner.com/beginners-guide/image-alt-text-vs-image-title-in-wordpress-whats-the-difference/</a></p>



3/12	Schomburg Center research (class meets at 515 Malcolm X Boulevard)	Create a profile on Academic Commons and set up your WordPress site	<p>Every Interaction. "Sitemap." Accessed January 8, 2019.  <a href="https://www.everyinteraction.com/definition/sitemap/">https://www.everyinteraction.com/definition/sitemap/</a></p> <p>Cardello, Jeff. "The modern web design process: creating sitemaps and wireframes." Webflow (blog). August 22, 2017.  <a href="https://webflow.com/blog/the-modern-web-design-process-creating-sitemaps-and-wireframes">https://webflow.com/blog/the-modern-web-design-process-creating-sitemaps-and-wireframes</a></p> <p>Lin, Winnie. "A Beginner's Guide to Wireframing." Webdesign.tutplus.com. 18 Jun 2012.  <a href="https://webdesign.tutplus.com/articles/a-beginners-guide-to-wireframing-webdesign-7399">https://webdesign.tutplus.com/articles/a-beginners-guide-to-wireframing-webdesign-7399</a></p>
3/19	Schomburg Center research (class meets at 515 Malcolm X Boulevard)	Quiz 3 Digital Publishing due via Bb by 11:59 pm	<p>McCoy, Julia. "10 Tips for Writing High Quality, Engaging Website Copy." CEO.com (blog). September 10, 2014.  <a href="https://www.seo.com/blog/10-tips-for-writing-high-quality-engaging-website-copy/">https://www.seo.com/blog/10-tips-for-writing-high-quality-engaging-website-copy/</a></p> <p>The Jimdo Blog for Entrepreneurs. "The 11 Golden Rules of Writing Content for Your Website." May 12, 2015.  <a href="https://www.jimdo.com/blog/11-golden-rules-of-writing-website-content/">https://www.jimdo.com/blog/11-golden-rules-of-writing-website-content/</a></p>
3/26	Schomburg Center research (class meets at 515 Malcolm X Boulevard)	Research Paper - First Draft due via Bb by 11:59 pm.	Review sitemapping and wireframing tools assignment
<b>April</b>			
<i>Date</i>	<i>Class topic &amp; location</i>	<i>Assignments due</i>	<i>Readings due</i>



4/2	<p>Research paper (Gibbons) Sitemapping &amp; Wireframing (Ana) <u>(class meets at Tech Center STC2)</u></p>	<p>Review the Sitemapping and Wireframing assignment and get familiar with the tools needed to execute the assignment. The assignment is due on 4/16 but involves testing and interviewing users. You are advised to start working on this assignment early.</p>	
4/9	<p>Writing lab (Work on the assignment that is due at 11:59 pm) (class meets at Tech Center STC2)</p>	<p>Research Paper - Final Draft due via Bb by 11:59 pm.</p>	
4/16	<p>Digital Publishing Lab. Work on the assignment that is due at 11:59 pm (Ana) <u>(class meets at Tech Center STC2)</u></p>	<p>Sitemapping &amp; Wireframing Assignment due on Bb by 11:59 pm</p>	
4/23	Spring Recess		
4/30	<p>Digital Publishing Lab. Build the website (Ana) <u>(class meets at Tech Center STC2)</u></p>		



May			
<i>Date</i>	<i>Class topic &amp; location</i>	<i>Assignments due</i>	<i>Readings due</i>
5/7	Digital Publishing Lab. Build the website (class meets at <u>Tech Center STC2</u> )	Final Project: Complete & Publish the Website due on Bb by 11:59 pm	
5/14	Last day of classes (class meets at <u>Tech Center STC2</u> )	Classroom presentations	
5/21		Presentations of the most successful projects at the Schomburg Center	



The Evidence of Things Unseen: Art, Archives, and Harlem

# Research Themes & Topics

## Politics and social forces that influenced the New Negro Movement

- Arturo Schomburg and the Schomburg Collection
- Arturo Schomburg and his role as a promoter of the New Negro Arts Movement
- The development of the Harlem branch of NYPL; Arturo Schomburg, the librarians and civic leaders who helped organize the Schomburg Collection of Negro Literature, Art and Prints
- The Great Migration, racial violence, migration patterns and settlement in Harlem in the 1920s
- The Red Summer of 1919
- Garveyism
- Philosophers and Educators:
  - Marcus Garvey and UNIA
  - W.E.B DuBois
  - Alain Locke, etc.
- The Talented Tenth and the intellectual differences between Booker T. Washington and W.E.B. DuBois
- Strains of intellectual thought: differences between Garveyism and the beliefs of the HR elite and Talented Tenth
- A sociological analysis of the New Negro Movement and the economic events that allowed Blacks to prosper in Harlem
- Alain Locke's groundbreaking anthology "The New Negro" in defining The New Negro Movement and the consciousness of a new generation
- The Great War and the New Negro: A consciousness of a new generation





## Economic forces that defined the Harlem Renaissance

- The Negro in Business
- Afro American Realty Company and the Afro-American Investment and Building Company

## Publishing, Periodicals, and Literature

- Challenging Racism Through Literature: African American Publications
- The Influence of Black literary journals on the Harlem Renaissance: the Crisis, Opportunity, Fire! and the Messenger
- Literary contests: Charles S. Johnson and the Emancipation of Black Artists
- William Waring Cuney, an overlooked and forgotten poet of the Renaissance
- Women writers of the Harlem Renaissance
- The Expatriates: The presence of Harlem Renaissance writers in Paris a movement toward black literature worldwide
- Escaping prejudice and racism: Black writers in France
- DuBois and his editorship of the Crisis
- Literary themes in the writings of Claude McKay Jamaican Island life versus Harlem New Negro Intellectual
- Jean Toomer's Cane and biracial Identity
- Countee Cullen's Poetry: Religion, Love, and Social Conscience
- Carl Van Vechten's Nigger Heaven exploiting the primitive black stereotypes when "the Negro was in Vogue"
- The Theme of Harlem in Langston Hughes's Poetry
- African Heritage in the Harlem Renaissance
- The influences of Africa in Countee Cullen's poetry.
- Themes of African folklore and art in the writing expressing heritage and cultural pride
- Zora Neale Hurston and Negro Folk Art
- Themes of primitivism in the writing of McKay, Hurston, and Van Vechten.

## Past Is Prologue

- The Origin of Modern Black Expression
- Post-bellum and Pre-Harlem Years 1880-1920
- Negro Writing before the Renaissance



- Contextualizing the Harlem Renaissance examining the literature and art-- from 1880 to 1920-- that fiction writer Charles W. Chesnutt called the “postbellum, pre-Harlem” Renaissance era:
  - Paul and Alice Dunbar-Nelson
  - W.E.B. DuBois
  - James Weldon Johnson
  - Ossawa Tanner
  - Booker T. Washington, etc
- The Post-Harlem Renaissance era: The New Negro Movement and its influences on:
  - James Baldwin
  - Richard Wright
  - Jacob Lawrence
  - Ralph Ellison
  - Romare Bearden, etc.
  - American Negro Theatre
  - Gordon Parks
- The New Negro Movement and its influence on the Black Arts Movement
  - Amiri Baraka
  - Alice Childress
  - Cheryl Clarke
  - John Henrik Clarke
  - Julian Mayfield
  - Larry Neal
- The New Negro Movement and its influence on Hip Hop/Rap

## Performing Arts

### Drama

- Amateur Night at the Apollo: The Depression years
- The drama of the Harlem Renaissance: Racial barriers and the Negro Theater in the Twenties
- White Playwrights explore Negro Themes
  - Ridgely Torrence
  - Marcus Connelly
  - Eugene O'Neill
- Primitivism, Black characters and the lure of white audiences
- Stereotypical portrayals of blacks in drama
- Primitivism and Drama: Defining the Black Theater



- Black Theater and the popularity of primitivism: The slow progress of the Black drama
- Theophilus Lewis' reflections of a drama critic
- Paul Robeson's reflections on Eugene O'Neill and his plays
- The Black Playwright: Early Achievements of Black Theater
- Women Playwrights of the Harlem Renaissance: Writing with a social conscience
  - Angelina Grimke
  - Georgia Douglas Johnson
  - Alice Dunbar-Nelson
  - Mary Burrill
- May Miller
- Ruth Gaines-Shelton-Religious Plays
- Black Drama and the folk tradition
- Eulalie Spence

### **Harlem Renaissance Theater Companies**

- The Frogs
- Lafayette Players 1916-1932
- Ida Anderson Players 1917-1928
- Negro Players 1917-1928
- Negro Players (Hapgood Players) 1917
- Players Guild 1919
- Acme Players 1922-24
- National Ethiopian Art Theatre 1924-25
- Aldridge Players 1926
- Alhambra Players 1927-1931
- American Negro Theater
- The Colored Dramatic Stock Company in 1914
- The Lafayette Theater

### **Film**

- From Harlem to Hollywood: Hollywood's relationship to Blacks in Harlem in the 1920s
- Oscar Micheaux
- Ideology and representations of "The Birth of a Nation"
- Paul Robeson

### **Music: Blues and Jazz**

- The Influence of blues on the cultural and literary history of the Harlem Renaissance



- Duke Ellington and the Cotton Club
- The Jazz Age: how the downtown NYC perceived and defined the New Negro

## Visual Arts

### Visual arts and its influence on the New Negro Movement

- Augusta Savage
- Meta Warrick Fuller
- Romare Bearden
- Beauford Delaney
- Aaron Douglas and his murals
- Palmer Hayden
- Malvin Gray Johnson
- William H. Johnson
- Archibald J. Motley
- James VanDerZee and his themes, techniques, and subjects
- Hale Woodruff
- The Negro Artist and the Harmon Foundation

### Patrons, Promoters, and Supporters of The Harlem Renaissance

- White interest in Harlem: "When the Negro was in Vogue"
- Albert C. Barnes and African Art
- "Godmother" Charlotte Mason
- Carl Van Vechten
- The sincerity of white patrons
- Exploiting the Renaissance

## Harlem: Culture Capital

### Nightlife in Harlem

- Rent Parties and the musical forum it created for musicians
- The Dark Tower
- Speakeasies
- Cabarets
- Ballrooms and contributions to music and dance innovations
- Savoy
- Alhambra
- Renaissance Ballroom
- Negro Tropics



- The West Indian Influence in the 1920s

### **Sports**

- Basketball in Harlem: The Harlem Renaissance

### **Economics**

- Beauty parlors and hair salons: The legacy of Madam C. J. Walker
- The Renaissance Draws to a Close: A Legacy of Creative Protest
- Reflecting on the significance of the New Negro Movement
- The Failure of the Creative Intellectual: An Analysis of Harold Cruse's *The Crisis of the Negro Intellectual*



The Evidence of Things Unseen: Art, Archives, and Harlem

# Assignments: Submission Instructions

## Essay Topic Selection

Due date: Tuesday, **February 19, 2019 by 11:59 PM**

Included in Grading Calculations: NO

Submit on Blackboard

### Instructions:

Review the "Research Themes & Topics" section and submit via Bb:

- a topic that you selected for your research paper
- one paragraph explaining your interest in the topic

## Quiz 1 Critical Thinking

Due date: Tuesday, **February 19, 2019 by 11:59 PM**

Included in Grading Calculations: YES (10%)

**Take-home quiz via Blackboard:** The test is timed (45 min.) and contains 20 multiple-choice questions based on the reading listed above. Each question is worth 5 points. Once you start the test, you will not be allowed to take breaks and you must finish it



on one sitting. You may take the test only once. You are allowed to use your notes during the test.

#### Instructions:

To prepare for the quiz, read

Ruggero, Vincent Ryan. "Be a Critical Reader." *The Art of Thinking*. New York, Longman, 2001. 55-66. (available on Bb under Readings)

A letter issued by the CCNY AccessAbility Center/Student Disability Services (AAC/SDS) is necessary for students to obtain permission to extend the testing time.

## Quiz 2: Research & Writing

Due date: Tuesday, **February 26, 2019 by 11:59 PM**

Included in Grading Calculations: YES (10%)

**Take-home quiz via Blackboard:** The test is timed (45 min.) and contains 20 multiple-choice questions based on the reading listed above. Each question is worth 5 points. Once you start the test, you will not be allowed to take breaks and you must finish it on one sitting. You may take the test only once. You are allowed to use your notes during the test.

#### Instructions:

To prepare for the test, read:

Purdue OWL. "Developing Strong Thesis Statements." Accessed December 12, 2018.

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/establishing\\_arguments/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html)

Rodburg, Maxine and The Tutors of the Writing Center at Harvard University. "Developing A Thesis." Writing Center at Harvard University. Accessed July 10, 2018.

<https://writingcenter.fas.harvard.edu/pages/developing-thesis>

Guptill, Amy. "Listening to Sources, Talking to Sources." *Writing in College: From Competence to Excellence*. College at Brockport, SUNY: Open SUNY Textbooks. Accessed August 6, 2018.

<https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/listening-to-sources-talking-to-sources/>

Guptill, Amy. "Secondary Sources in Their Natural Habitats." In *Writing in College: From Competence to Excellence*. College at Brockport, SUNY: Open SUNY Textbooks. Accessed August 6, 2018.



<https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/secondary-sources-in-their-natural-habitats/>

Stoll, Vivian. "Incorporating Sources: Overview." CCNY Writing Center. Accessed December 18, 2018.

[https://www.ccnycuny.edu/sites/default/files/writing/upload/IncorporatingSources\\_Overview.pdf](https://www.ccnycuny.edu/sites/default/files/writing/upload/IncorporatingSources_Overview.pdf)

Stoll, Vivian. "Incorporating Sources: Signal Phrases." CCNY Writing Center. Accessed December 18, 2018.

[https://www.ccnycuny.edu/sites/default/files/writing/upload/IncorporatingSources\\_SignalPhrases.pdf](https://www.ccnycuny.edu/sites/default/files/writing/upload/IncorporatingSources_SignalPhrases.pdf)

## Working Thesis & Annotated Bibliography

Due date: Tuesday, **Tuesday, March 5, 2019 by 11:59 PM**

Included in Grading Calculations: YES (10 %)

Submit on Blackboard

### Instructions:

Based on the topic that you selected on February 19, 2019 and your preliminary research at the CCNY Archives and Special Collections Orientation and Schomburg Center, write an:

- Introduction to your paper
- Working thesis statement for a 5-page (minimum) research paper
- Outline that reflects a 5 page paper (minimum)
- Annotated bibliography containing at least 4 relevant sources

### Introduction guidelines:

Raphael, Bette-Jane. "Introductions." The CCNY Writing Center. Accessed December 19, 2018. <https://www.ccnycuny.edu/sites/default/files/writing/upload/Introductions.pdf>

### Thesis guidelines :

A thesis statement presents your opinion [claim] on a subject and lists your arguments [developed in the body of your essay] to support your claim. Your working thesis must be based on your research; it should be narrow and debatable and placed at the end of the introductory paragraph.

Jeffrey, Robin. "Test Your Thesis." In About Writing: A Guide. Open Oregon Educational Resources, 2016. Accessed June 7, 2018.

<https://openoregon.pressbooks.pub/aboutwriting/chapter/test-your-thesis/>.





Purdue Online Writing Lab. "Tips and Examples for Writing Thesis Statements." Accessed August 18, 2018.

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.htm](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.htm)

Purdue OWL. "Developing Strong Thesis Statements." Accessed December 12, 2018.

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/establishing\\_arguments/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html)

Annotated bibliography guidelines:

Stacks, Geoff, Erin Karper, Dana Bisignani, and Allen Brizee. "Annotated Bibliography Samples." Last modified June 6, 2018. <https://owl.english.purdue.edu/owl/resource/614/03/>

Purdue Owl Online Writing Lab. "MLA Formatting and Style Guide." Accessed August 18, 2018.

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

Cloudfront.net. "MLA Style." Accessed December 19, 2018.

[https://d1lexza0zk46za.cloudfront.net/composition/write/documentationguidelines/pdf/documentation\\_guidelines\\_mla\\_2016.pdf](https://d1lexza0zk46za.cloudfront.net/composition/write/documentationguidelines/pdf/documentation_guidelines_mla_2016.pdf)

Grammar & Style guidelines:

Grammarly. <https://app.grammarly.com/>

Purdue Owl Online Writing Lab. "Mechanics." Accessed August 18, 2018.

[https://owl.purdue.edu/owl/general\\_writing/mechanics/index.html](https://owl.purdue.edu/owl/general_writing/mechanics/index.html)

Khana, Leela. "Proofreading Strategies." The Writing Center at The Samuel Rudin Academic Resource Center, CCNY. Accessed July 11, 2018.

<https://www.cuny.cuny.edu/sites/default/files/writing/upload/ProofreadingStrategies.pdf>

## Academic Commons Assignment

Due date: Tuesday, **March 12, 2019 by 11:59 PM**

Included in Grading Calculations: NO

Instructions:

I. Create a profile on Academic Commons

1. Go to <https://commons.gc.cuny.edu/>



2. If you haven't, register for the site by clicking on the Register button at the very top right side of the window
3. Click on the Register button at the very top right side of the window

## II. Create a WordPress site

- 1) Login to Academic Commons.
- 2) Hover over your avatar at the top right of the page until a menu shows up.
- 3) Select My Sites > Create a Site
- 4) Under Site Domain add a short word that describes your project. Here, you will be creating your site's URL
- 5) Site Title will appear on your website (you can put a phrase here)
- 6) You may choose the privacy options as you please, but have in mind that your project will be graded and you **MUST allow the grader to access the website**. You are recommended to select the "I would like my site to be visible only to registered users of the CUNY Academic Commons."
- 7) Choose Site Layout as you please (this can be changed later) and click on the Create Site button.
- 8) Save the login info displayed after you created the site.

## Quiz 3 Digital Publishing

Due date: Tuesday, **March 19, 2019 by 11:59 PM**

Included in Grading Calculations: YES (10 %)

**Take-home quiz via Blackboard:** The test is timed (45 min.) and contains 20 multiple-choice questions based on the reading listed above. Each question is worth 5 points. Once you start the test, you will not be allowed to take breaks and you must finish it on one sitting. You may take the test only once. You are allowed to use your notes during the test.

### Instructions

To prepare for the test, read the articles provided below. You are encouraged to study and take notes before taking the test.

Babich, Nick. "A Comprehensive Guide To Web Design." smashingmagazine.com. November 21, 2017.

<https://www.smashingmagazine.com/2017/11/comprehensive-guide-web-design/>

Every Interaction. "Sitemap." Accessed January 8, 2019.

<https://www.everyinteraction.com/definition/sitemap/>



Cardello, Jeff. "The modern web design process: creating sitemaps and wireframes." Webflow (blog). August 22, 2017.

<https://webflow.com/blog/the-modern-web-design-process-creating-sitemaps-and-wireframes>

Lin, Winnie. "A Beginner's Guide to Wireframing." Webdesign.tutplus.com. 18 Jun 2012.

<https://webdesign.tutplus.com/articles/a-beginners-guide-to-wireframing--webdesign-7399>

WPBeginner. "Image Alt Text vs Image Title in WordPress – What's the Difference?" Last modified November 4, 2014.

<https://www.wpbeginner.com/beginners-guide/image-alt-text-vs-image-title-in-wordpress-whats-the-difference/>

## Research Paper: Draft 1

Due date: Tuesday, **Tuesday, March 26, 2019 by 11:59 PM**

Included in Grading Calculations: YES (10 %)

Submit on Blackboard

### Instructions:

Based on your

1. graded Working Thesis and Annotated bibliography assignment
2. research that you conducted at the Schomburg Center

write a **5-page paper (minimum)** in which you discuss the topic you selected on the topic that you selected on February 19, 2019. In your discussion, you **must include relevant primary sources** (diaries, photographs, etc.) that you located at the Schomburg Center.

- Your paper should contain:
  - introduction
  - clear thesis
  - body paragraphs that defend your point claimed in the thesis
  - conclusion
  - captioned images following this format: Figure #. Author's first and last name, *Title of the image (italicized)*, year of creation. Medium, dimensions. collection & copyright.
  - Works Cited page (primary sources should be included)



### Introduction guidelines:

Raphael, Bette-Jane. "Introductions." The CCNY Writing Center. Accessed December 19, 2018. <https://www.cuny.cuny.edu/sites/default/files/writing/upload/Introductions.pdf>

### Thesis guidelines:

A thesis statement presents your opinion [claim] on a subject and lists your arguments [developed in the body of your essay] to support your claim. Your working thesis must be based on your research; it should be narrow and debatable and placed at the end of the introductory paragraph.

Jeffrey, Robin. "Test Your Thesis." In *About Writing: A Guide*. Open Oregon Educational Resources, 2016. Accessed June 7, 2018.

<https://openoregon.pressbooks.pub/aboutwriting/chapter/test-your-thesis/>.

Purdue Online Writing Lab. "Tips and Examples for Writing Thesis Statements." Accessed August 18, 2018.

[https://owl.purdue.edu/owl/general\\_writing/the\\_writing\\_process/thesis\\_statement\\_tips.html](https://owl.purdue.edu/owl/general_writing/the_writing_process/thesis_statement_tips.html)

Purdue OWL. "Developing Strong Thesis Statements." Accessed December 12, 2018.

[https://owl.purdue.edu/owl/general\\_writing/academic\\_writing/establishing\\_arguments/index.html](https://owl.purdue.edu/owl/general_writing/academic_writing/establishing_arguments/index.html)

### Body Paragraphs guidelines:

Guptill, Amy. "Back to Basics: The Perfect Paragraph." In *Writing in College: From Competence to Excellence*. College at Brockport, SUNY: Open SUNY Textbooks. Accessed August 6, 2018.

<https://milnepublishing.geneseo.edu/writing-in-college-from-competence-to-excellence/chapter/back-to-basics-the-perfect-paragraph/>

Marjanovic, A. "Body Paragraph." The Writing Center at The Samuel Rudin Academic Resource Center, CCNY. Accessed June 7, 2018.

<http://www.cuny.cuny.edu/sites/default/files/writing/upload/BodyParagraph.pdf>

Abrams, Elizabeth. "Topic Sentences and Signposting." Writing Center at Harvard University. Accessed July 10, 2018.

<https://writingcenter.fas.harvard.edu/pages/topic-sentences-and-signposting>

Stoll, Vivian. "Incorporating Sources: Overview." CCNY Writing Center. Accessed December 18, 2018.

[https://www.cuny.cuny.edu/sites/default/files/writing/upload/IncorporatingSources\\_Overview.pdf](https://www.cuny.cuny.edu/sites/default/files/writing/upload/IncorporatingSources_Overview.pdf)



Stoll, Vivian. "Incorporating Sources: Signal Phrases." CCNY Writing Center. Accessed December 18, 2018.

[https://www.ccnycuny.edu/sites/default/files/writing/upload/IncorporatingSources\\_SignalPhrases.pdf](https://www.ccnycuny.edu/sites/default/files/writing/upload/IncorporatingSources_SignalPhrases.pdf)

Conclusion guidelines:

Raphael, Bette-Jane and Kori Davis. "Conclusions." The CCNY Writing Center. Accessed December 19, 2018.

<https://www.ccnycuny.edu/sites/default/files/writing/upload/Conclusions.pdf>

Works Cited page guidelines:

Purdue Owl Online Writing Lab. "MLA Formatting and Style Guide." Accessed August 18, 2018.

[https://owl.purdue.edu/owl/research\\_and\\_citation/mla\\_style/mla\\_formatting\\_and\\_style\\_guide/mla\\_formatting\\_and\\_style\\_guide.html](https://owl.purdue.edu/owl/research_and_citation/mla_style/mla_formatting_and_style_guide/mla_formatting_and_style_guide.html)

Cloudfront.net. "MLA Style." Accessed December 19, 2018.

[https://d1lexza0zk46za.cloudfront.net/composition/write/documentationguidelines/pdf/documentation\\_guidelines\\_mla\\_2016.pdf](https://d1lexza0zk46za.cloudfront.net/composition/write/documentationguidelines/pdf/documentation_guidelines_mla_2016.pdf)

Grammar & Style guidelines:

Grammarly. <https://app.grammarly.com/>

Purdue Owl Online Writing Lab. "Mechanics." Accessed August 18, 2018.

[https://owl.purdue.edu/owl/general\\_writing/mechanics/index.html](https://owl.purdue.edu/owl/general_writing/mechanics/index.html)

Khana, Leela. "Proofreading Strategies." The Writing Center at The Samuel Rudin Academic Resource Center, CCNY. Accessed July 11, 2018.

<https://www.ccnycuny.edu/sites/default/files/writing/upload/ProofreadingStrategies.pdf>

Image captioning & copyright guidelines:

Sample caption:

Figure 1. Nancy Graves, *Dingbat*, 1988. Cast, patinated bronze with painted elements, 8' 5" x 34" x 6' 2" (243.8 x 86.3 x 188 cm). Private collection.

Purdue University. "Copyright Overview." Accessed January 15, 2019.

<https://www.lib.purdue.edu/uco/CopyrightBasics/index.html>



## Research Paper: Final Draft

Due date: Tuesday, **Tuesday, April 9, 2019 by 11:59 PM**

Included in Grading Calculations: **YES (15 %)**

Submit on Blackboard

### Instructions:

Review your instructor's comments on your graded Research Paper: Draft 1 assignment and incorporate all edits, and address all suggestions and comments. This will be the content you will publish on Academic Commons. Make sure that your work does not contain typos and have in mind that the general audience will be engaging with your work, not just your instructor. If you need extra help, you may book an appointment with a tutor at the CCNY Writing Center <https://www.cuny.cuny.edu/writing/how-do-i-sign-see-tutor>

## Sitemapping & Wireframing Assignment

Due date: Tuesday, **April 16, 2019 by 11:59 PM**

Included in Grading Calculations: YES (10 %)

Submit on Blackboard

### Instructions

This assignment has 3 parts: creating a sitemap, wireframing, and conducting interviews. The purpose of the assignment is to prompt you to think about and plan the hierarchy of information on your website and to distribute the content of your website in a clear and logical manner having in mind an average user. This stage of your project will allow you to identify and address any potential problems before you start building the website.

#### **I. Create a sitemap based on your research paper using one of the tools listed below.**

Upload an active link or a PDF of your site map on Bb.

Read:

McCoy, Julia. "10 Tips for Writing High Quality, Engaging Website Copy." CEO.com (blog). September 10, 2014.

<https://www.seo.com/blog/10-tips-for-writing-high-quality-engaging-website-copy/> The Jimdo Blog for Entrepreneurs. "The 11 Golden Rules of Writing Content for Your Website." May 12, 2015. <https://www.jimdo.com/blog/11-golden-rules-of-writing-website-content/>

**free tools:**



1. Gloomaps <https://www.gloomaps.com/>
2. MindMeister <https://www.mindmeister.com/?ref=producthunt>

#### free trial:\*

1. [Balsamiq](#)
2. [Moqups](#)
3. [Axure](#)
4. [Slickplan](#)
5. [Writemaps](#)
6. [MindNode](#)

If you are familiar with Adobe Creative Suite, you may use any Adobe program.

II. Create a wireframe of at least 2 pages of your website and upload the PDFs or active links on Bb.

To ease the wireframing process, you may want to preview the WordPress theme you selected on March 12. You may also use [Wirify](#), which enables you to see a "wireframe-d" version of any live site. It is up to you whether you want to create high or low fidelity wireframes and choose your tools accordingly.

To access the wireframing tools, read these articles:

\* Anderson, Kelsie. "7 Free and Open Source Wireframe Tools to Optimize User Experience." IT Management. June 14, 2018.

<https://blog.capterra.com/free-and-open-source-wireframe-tools/>

\*Mockplus. "5 Free Quick Wireframe Tools For UI/UX Designers in 2017."

<https://www.mockplus.com/blog/post/free-quick-wireframe-tools>

\* Justinmind. "What's the difference between low fidelity and high fidelity wireframes? Exploring the prototyping fidelity spectrum in the web and mobile design process." December 22, 2017.

<https://www.justinmind.com/blog/low-fidelity-vs-high-fidelity-wireframing-is-paper-dead/>

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\* You are not required to purchase any of the features offered by the site mapping tools listed above. Use free trials. If you are familiar with Adobe Creative Suite, you may use any Adobe program to execute this assignment. Using Adobe Creative Suite is recommended but **not required** in this course.



III. As you create your sitemap and wireframes of your pages, **interview at least 5 classmates, friends, or family members** to test whether your way of distributing information resonates with an average user.

Make adjustments based on the feedback you receive from the interviews. For help with the interviews, read this post:

Teixeira, Fabricio. "Asking the right questions during user research, interviews and testing." UX Collective. March 20, 2017. <https://uxdesign.cc/asking-the-right-questions-on-user-research-interviews-and-testing-427261742a67>

#### **NOTE**

At this point in the semester, you should be familiar with wireframes and sitemaps. If you find it necessary, you may review the basics here:

Cardello, Jeff. "The modern web design process: creating sitemaps and wireframes." Webflow (blog). August 22, 2017.

<https://webflow.com/blog/the-modern-web-design-process-creating-sitemaps-and-wireframes>

Lin, Winnie. "A Beginner's Guide to Wireframing." Webdesign.tutplus.com. 18 Jun 2012.

<https://webdesign.tutplus.com/articles/a-beginners-guide-to-wireframing--webdesign-7399>

## Final Project: Complete & Publish the Website

Due date: Tuesday, **Tuesday, May 7, 2019 by 11:59 PM**

Included in Grading Calculations: **YES (15 %)**

Submit on Blackboard

### Instructions

Based on your graded Research Paper: Final Draft and your Sitemapping & Wireframing assignments, finish the website and publish your research paper.

You must upload the active link on Blackboard. You **MUST** allow the grader to access the website. From the WordPress dashboard, select Settings>Reading>Site Visibility> select the appropriate choice (the first two options do not block access to your site). Don't forget to save changes.