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2021

### FIQWS Composition: People

David Stoler  
*CUNY City College*

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**FIQWS: People 10103 CP1&CP2  
Freshman Composition  
Fall 2021**

Sec CP1: Mo 8:00AM – 9:15AM On-site: NAC 7/231;  
We: 8:00AM – 9:15AM On-line

Sec CP2: Mo: 12:30p-1:45p, On-site: NAC 7/231;  
We: 12:30p-1:45p On-line

Instructor: David Andrew Stoler (Writing)  
Email: [professorstoler@gmail.com](mailto:professorstoler@gmail.com)

(I generally respond quickly to this email (within 24 hours, often much faster), but less so to my CCNY email (every couple of days), so try not to “reply” to general announcement emails or emails that come from BB. Reply instead to my gmail.

Office Hours: We: 11:00a-12:15p, via: Zoom

## **Course Description**

This is a Hybrid class: on Mondays we will meet on campus, and Wednesdays over Zoom (link above). Please be on-time for both, as I am easily distractable and will end up talking about something silly when you come in or lose my place. Lateness of any sort or not being prepared when our Zoom class begins will negatively affect your Participation Grade, at approximately .5 points per lateness and 1 full point for super-lateness.

This course provides a general introduction to the cross-cultural investigation of human diversity in the field of socio-cultural anthropology. Through a series of readings, films and discussions, we will examine how anthropological concepts, methods, and knowledge can be used to understand human similarities and differences. To this end, we will explore the role that anthropology plays in addressing current issues of what it means to be human in an increasingly complex and shared world. We will investigate and survey characteristics, key events, and

situations from around the globe, including the Middle East, the South Seas, Africa, and North America.

Further, this class will serve as an introduction to composition through a comprehensive survey of forms of composition. Using a variety of rhetorical principles students will strengthen their understanding and application of grammar and language, including narrative, persuasion, research and academic essays, letters, emails, and other forms of academic and professional writing.

## **Composition Course Learning Outcomes**

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library's databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

## **Technical Requirements, Expectations, and Help**

All assignments will be handed in online via Blackboard as an uploaded file, either .pdf, .doc, .docx, or .rtf. Please please please do not share a Google Doc with me, or send me a .odt. Feel free of course to use Google Docs, just before handing in go to File → Download → and then choose your preferred, accepted file type.

You should be checking BB nearly every day, if not actually every day. Similarly, I may email you something you should know with a quick turnaround time, so check that often as well.

In class, you should raise your hand if you have something to say, and you should be kind and empathetic even amidst heated debate. Sometimes I play devil's advocate, which is not a technical requirement, but I want you to know. Similarly, I will often ask you to share things with the class, out loud. I'm not picking on you.

For Zoom, you should also raise your hand. In general, your Mic should be muted and your Video should be on. If there is a reason you can't do that, I totally understand, but please let me know ahead of time. You should comport yourself as you would on campus in the classroom.

If you need help with Blackboard or Zoom or the Cuny Commons, you can call the Office of Information Technology: 212.650.7878. Their Web Site has tons of resources and ways to find help as well: <https://www.cuny.cuny.edu/it/distance-learning-resources-support-directory>.

They can also loan you a computer, get you the Microsoft Suite of programs, or set you up with a fancy and fast computer in their labs. Check the Web Site for that.

## Grading Policies

Narrative Essay	10%
Summary & Response Essay	15%
Research Essay/w Abstract	25%
Final Portfolio	30%
Self-Assessment	10%
Discussion Board	2%
Participation	8%

Total = 100%

<h2>Course Weekly Schedule</h2>
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### Week One

#### **25-Aug: Online**

In class: Course Introduction & Syllabus Review. Final Portfolio Assigned.

Do at home: Read Syllabus. Do DB #1 (1pt).

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## Week Two

### **30-Aug: In Person**

In class: Kulture Discussion. Portfolio Slips.

### **1-Sep: Online**

In class: Portfolio Group Discussions (Meeting Dates, etc.).

Do at home: Meet Portfolio Group.

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## Week Three

**6-Sep: NO CLASS, College Open**

**8-Sep: NO CLASS, College Open**

**Portfolio Group Plans and Meeting Review Due on BB 10  
September**

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## Week Four

### **13-Sep: In Person**

In class: The Three Appeals; Detailing; I Remember. Narrative Essay Assigned.

Do at home: Write Narrative Topic Sentence.

**15-Sep: NO CLASS. College Open**

**Narrative Topic Sentence Due on BB 17 September**

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## Week Five

### **20-Sep: In Person**

In class: Narrative: Outlining the Arc.

Do at home: Prep Narrative Outline.

**22-Sep: Online**

In class: Sensing Senses, Sensei; Summer in Knoxville.

Do at home: Finish Knoxville.

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**Week Six****27-Sep: In Person**

In class: Narrative A-C.

Do at home: Finish, Type, Save NE A-C.

**29-Sep: Online**

In class: General Discussion on Narrative and Final Portfolio

Do at home: Don't forget your Portfolio!

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**Portfolio Vision Statement Due on BB 1 October**

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**Week Seven****4-Oct: In Person**

In class: Narrative D-F.

Do at home: Finish, Type, Save NE D-F.

**6-Oct: Online**

In class: Workshop Narrative.

Do at home: Fix, Upload Narrative.

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**Narrative Essay w Reflection Due on BB 8 October**

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**Week Eight****11-Oct: NO CLASS, College Closed****13-Oct: Online**

In class: Summary and Analysis Outline.

Do at home: Find and Upload Piece and Take to BB (1 pt).

## **Summary & Analysis Assigned**

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### **Week Nine**

#### **18-Oct: In Person**

In class: Quote Incorporation, Citation Review.

Do at home: Work on Summary and Analysis.

#### **20-Oct: Online**

In class: Site Preview 1.

Do at home: Finish Summary and Analysis.

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### **Week Ten**

#### **25-Oct: In Person**

In class: On Horseshit.

Do at home: Do DB #2 (1 pt). Really really finish Summary and Analysis.

#### **27-Oct: Online**

In class: Workshop Summary & Analysis.

Do at home: Fix, Upload Summary & Analysis.

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### **Week Eleven**

#### **1-Nov: In Person**

In class: Research Paper Outline; Interview Strategy.

Do at home: Post Research Topic, Get my OK, and GO: Start Research, find your interviewee!

## **Summary & Analysis w Reflection Due on BB 2 November Research Essay Assigned**

### **3-Nov: Online**

In class: Review Research Paper Outline; How to Prep Research.  
Do at home: Do research.

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## **Week Twelve**

### **8-Nov: In Person**

In class: *Desnudas* Breakdown.  
Do at home: Begin Research Paper Outline.

### **10-Nov: Online**

In class: General Discussion on Research and Final Portfolio  
Do at home: Complete Research.

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## **Week Thirteen**

### **15-Nov: In Person**

In class: Library Session  
Do at home: Finish, upload *solid* Research Paper Outline.

## **Research Paper Outline Due on BB 16 November**

### **17-Nov: Online**

In class: Site Preview 2 Discussion  
Do at home: Write dat papah! Do your portfolio!

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## Week Fourteen

### 22-Nov: In Person

In class: This Is Just to Say

Do at home: Apologia.

### 24-Nov: Online

In class: Workshop Research Essay Draft.

Do at home: Fix Research Paper.

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## Week Fifteen

### 29-Nov: In Person

In class: The Abstract.

Do at home: Write your Abstract.

### 1-Dec: Online

In class: Workshop Research Essay Second Draft.

Do at home: Fix, Upload Research Paper.

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## Research Essay w Reflection Due on BB 5 December

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## Week Sixteen

### 6-Dec: In Person

In class: Final Site Presentation (Groups 1, 2)

Do at home: Finish Portfolio and Self-Assessment

### 8-Dec: Online

In class: Final Site Presentation (Groups 3, 4)

Do at home: Finish Portfolio and Self-Assessment

## **Final Portfolio Due 10 December**

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### **Week Seventeen**

#### **13-Dec: In Person**

In class: Final Site Presentation (Groups 5, 6, 7)

Do at home: Donuts

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### **Deadlines for Assignments**

No late assignments will be accepted. There may be an opportunity to make up work in the future, but you will be given a zero for the grade for any assignment not handed in on time until that happens. But: if you feel like a deadline is going to be a problem, you should discuss it with me ahead of time and make arrangements — before something is late I can be extremely flexible.

### **Academic Integrity**

Plagiarism is the unacknowledged use of another person's words or ideas. Words copied verbatim from another source must be quoted and the source must be cited. When you paraphrase words/ideas from another source, you must acknowledge the original author unless the ideas are common knowledge. If you collaborate with another author to produce ideas or words presented in a written product, you must acknowledge that person's contribution. The CUNY Policy on Academic Integrity appears on page 230 of the City College of New York Undergraduate Bulletin 2013-2015. We will discuss this policy in our class.

Violations of the CUNY Policy on Academic Integrity--including plagiarizing--can result in an academic sanction such as a grade of F for a writing assignment or a deduction of the final course grade.

Please note that one instance of plagiarism, intentional or otherwise, will mean an automatic 0 grade on that assignment. A second means automatic failure for this course.

### **The Writing Center**

<http://www.ccnycuny.edu/writing/>

Located on Zoom, on-line, and in the Rudin Center (ext. 8104), the Writing Center staff, composed of experienced and well prepared student writing tutors, consults with students about their written compositions. Although walk-in sessions are accepted if tutors are available, students should schedule appointments in advance by visiting or telephoning the Writing Center. It is also possible for students to schedule appointments online. The Center will not correct papers, nor is it an all- purpose answer for students who struggle with writing (i.e., “Go to the Writing Center” is not your answer for students with problems).

The Rudin Center also offers student access to self-paced instructional software designed to improve their grammar, punctuation, and style skills.

To set up an appointment or semester-long sessions, contact them in person at the Writing Center, which is located in the NAC, 3<sup>rd</sup> floor plaza or call (212) 650-8104. They will be partially open starting 9/8, and fully operational starting 9/15.

**I will award a 15% bonus for any assignment that comes with proof of work with a Writing Center Tutor.**

Gateway Advising Center, NAC 1/220

<http://www.ccny.cuny.edu/gateway/>

Students without a declared major can receive academic advising, especially if you have questions about your course of study, core requirements, etc.

AccessAbility Center Tutoring Services, NAC 1/218

<http://www.ccny.cuny.edu/accessability/>

Provides one-on-one tutoring and workshops to all registered students with learning or physical disabilities.

SEEK Peer Academic Learning Center, NAC 4/224

Phone: 212-650-5786; Email: [seekpals@ccny.cuny.edu](mailto:seekpals@ccny.cuny.edu)

Offers counseling and peer tutoring for students in need of academic and financial support who have registered for the SEEK Program.

## **Guidelines for Formal Written Work**

Paper:	8.5” x 11”
Print:	black
Margin:	1” all around; left justification
Spacing:	double-spaced; no extra line between paragraphs;

Type: 12 point  
 Page numbers: Top right margin; Arabic numerals without period  
 Font: Times New Roman, Garamond if you are feeling cheeky.

Failure to meet these guidelines may result in a grade reduction.

## **Most Assignments for this Class Explained**

### **FIQWS 10103 Essay Topic #1: The Narrative & Narrative Reflection**

Students will write an autobiographical essay focusing on an important or memorable experience in which their own childhood anthropological context became clear. Key features of a narrative include a well-told story using vivid detail (five senses) and an indication of why the event or events that took place are significant to the narrator. Then, bring in a “second lens.” A second lens could be an outside text that puts your individual experience in sociological context or it could be the narration of an event that a family member or peer experienced that echoes or contrasts with your narrative. Sociological context, in this case, means a consideration of at least one of the following factors: race, gender, sexuality, class, religion, nationality, immigration status, or ability. This should be 2-3 double spaced grammatically perfect pages. (The reflection should be 1 page, no more, and is required.)

Grading Rubric:

- Topic Sentence: 1 point. Was this on time and following the correct format?
- Requirements: 1 points. This includes word count, whether you answered the primary question, formatting, etc.
- Grammar: 2 point.
- Content: 3 points. Is your thesis consistent and pulled through the piece? Do you use secondary sensory details for all your images?
- Structure: 3 points. This includes how well you used the Canonical Outline Structure, and the DDC Paragraph structure.

Total: 10 points.

### **English 10103 Essay Topic #2: Summary & Analysis Essay**

Find an article in a peer-reviewed journal or other authorized (by me) source that discusses an aspect of upbringing in context of your Narrative Essay and discuss its findings and methodology. A summary is a concise paraphrase of all the main ideas in an essay. It cites the author and the title (usually in the first sentence); it contains the essay’s thesis and supporting ideas. Most summaries present the major points in the order that the author made them and

continually refer back to the article being summarized. An analysis is an evaluation of the author's methodology — not their viewpoint, but how they use pathos, logos, and ethos to deliver that viewpoint. It identifies the essay's strengths and weaknesses in reasoning and argumentation, in quality of supporting examples, and in organization and style. Failure to cite all sources using MLA format will result in a zero grade. (This piece should be 2-3 pages, and its required reflection should be 1 page, no more.)

Grading Rubric:

- Assignment Requirements: 2 points. Did you fulfill all the requirements of this paper? (Word count, formatting, sources used, etc.)
- Analysis: 5 points. Do you think about and respond to the piece in a thoughtful, coherent manner?
- Support: 4 points. Did you use quotes from your source properly? Did you cite your sources using in-text citations?
- Grammar: 2 points. Did you make sure there are no grammar, spelling, or other errors in this paper?
- Works Cited Page: 2 points. Do you have a properly formatted and complete Works Cited page?

Total: 15 points.

### **English 10103 Essay Topic #3: The Research/Exploratory Essay & Abstract**

Research, draft, write, and edit an essay of 1500-2000 words exploring a chosen culture's methods of child-rearing in an anthropological context. You can choose to focus on a specific aspect of this (for example, types of play), or look at the topic as a whole. It is an open topic: you can write on anything you choose that relates your ideas to the course readings. However, using MLA citation, you must include at least five sources, including the primary source, one secondary source. Failure to cite and use at least five sources will result in a failing grade. Failure to cite all sources using MLA format will also result in a zero grade. (The reflection for this piece should be about a page.)

Grading Rubric:

- Outline: 2 points. Is this outline complete, detailed, and including quotes and stats?
- Abstract: 2 points. Does your abstract do what it is supposed to do? Is it formatted correctly?
- Assignment Requirements: 3 points. Did you fulfill all the requirements of this paper? (Word count, formatting, sources used, etc.)
- Structure: 4 points. Did you present your information in a clear way, with smooth transitions between descriptions, facts, quotes, and exposition?

- Research: 4 points. Did you find statistics to back up your thesis? Historical evidence? Did you read a variety of outside sources, and/or talk to a variety of people?
- Support: 4 points. Did you use quotes from outside sources to support the validity of your argument? Did you cite your sources?
- Grammar: 3 points. Did you make sure there are no grammar, spelling, or other errors in this paper?
- Works Cited Page: 3 points. Do you have a properly formatted and complete Works Cited page?

Total possible points: 25.

## **English 10103: The Final Portfolio & Self-Assessment**

### **Kulture Klub Issue 1 (title TBD).**

(Below this description you will find a much more academic version of this assignment – we will discuss this in class, but what is important about that is that you know a kind of more detailed “what the college wants to see” rundown.)

Together, we will create a CUNY Academic Commons Website (accessible only to CUNY members), the first issue of a blog taking a semi-anthropological look at the cultures with which we identify. This blog will serve as your Final Portfolio for this class.

After coming up with a definition of “culture,” you will join a group focusing in one aspect of this definition (for example, “food” or “parenting” or “religion”) and, over the course of the term, all of your writing will involve some aspect of looking at your own culture through an anthropological lens. All of your papers, discussions, and creative work will be used to create a “guide” to you and your colleagues’ cultures – the blog, Issue One (future sections will create future Issues).

Here is how that will work:

Each group of around four students will decide on their roles, which compromise the following and whatever other issues come up during production:

- Tech/UX Guru: in charge of implementing group vision, in communication with both Designer and other groups’ Tech/UX Gurus; testing site thoroughly and extensively; uploading and unifying work to site; etc.
- Managing Editor: in charge of group meetup scheduling, deadlines, collection and light editing of work; making sure site is complete; etc.

- Scribe: creating minutes from meetings; work collection and submission to Managing Editor; communication with Prof; handing in checkpoint assignments; etc.
- Designer: culling the vision of the group into a single, beautiful idea; working with Tech/UX to communicate and collaborate with other groups to unify that vision with overall site; providing and citing all images, photos, and design elements for site.

Together – in contact with other groups – you will create your portion of the guide.

There will be opportunities in class and on the discussion board to work through, revise, and collaborate on this project. The ultimate scope of the blog is up to you. However, you will absolutely each include your three big essays and your self-assessment (see more below).

Grading for this assignment is as follows:

Initial Group Plan and Meeting Review: up to 2 points

Vision Statement: up to 3 points

Site Preview 1 and discussion: up to 5 points

Site Preview 2 and discussion: up to 5 points

Final Site:

Content (Individual Contribution): 5 points

Content (Individual Self-Assessment): 10 points

Overall Site (Group): 10 points.

Total: 40 points%

The following is from previous years' portfolio assignments, and includes vital information for this one as well:

The portfolio and self-assessment are in many ways the most important documents that you'll create for this class. Assembling the portfolio will help you to see your progress as a writer over the course of the semester; the self-assessment will give you the chance to evaluate that work based on your own criteria as well as the course learning outcomes.

The Self-Assessment will provide you with an opportunity to demonstrate that you've understood the rhetorical terms that we've been working with all semester—rhetorical situation, purpose, audience, genre, stance, etc—and an introduction to your portfolio. The portfolio should include, at a minimum, the Narrative Essay, the Summary & Analysis, and the Research Paper; as well as all of the creative work you did this term. Feel free to add additional documents to the portfolio, depending on what you need to demonstrate that you've understood the rhetorical terms and met the course learning outcomes. You might want to include drafts of essays, examples of your discussion board posts, your peer reviews, or something else not listed here.

The Self-Assessment allows you to evaluate your work based not only on your own criteria but also on your learning outcomes. Here are the Course Learning Outcomes:

- Explore and analyze, in writing and reading, a variety of genres and rhetorical situations.
- Develop strategies for reading, drafting, collaborating, revising, and editing.
- Recognize and practice key rhetorical terms and strategies when engaged in writing situations.
- Engage in the collaborative and social aspects of writing processes.
- Understand and use print and digital technologies to address a range of audiences.
- Locate research sources (including academic journal articles, magazine and newspaper articles) in the library’s databases or archives and on the Internet and evaluate them for credibility, accuracy, timeliness, and bias.
- Compose texts that integrate your stance with appropriate sources using strategies such as summary, critical analysis, interpretation, synthesis, and argumentation.
- Practice systematic application of citation conventions.

In the self-assessment, you’ll demonstrate to me and to anyone else who looks at your portfolio that you have (or have not) understood the rhetorical terms and achieved these goals. The portfolio will not be evaluated on whether or not you have achieved the goals, but on how well you demonstrate your understanding of the rhetorical concepts and the goals that you have understood and achieved and your thoughts about the goals that you have not achieved.

To demonstrate that you have developed “reading, drafting, collaborating, revising, and editing,” you would want to include, perhaps, annotations from your bibliography or copies of the notes you took while reading to demonstrate that you have developed flexible strategies for reading. To demonstrate that your drafting process has changed, you might want to include (and refer to in your Self-Assessment) a draft from an early and a late assignment that demonstrate changes in your drafting process. To demonstrate that you have engaged in the collaborative and social aspects of writing, you might include in your portfolio a peer review that you wrote and one that you received. You would then describe these reviews, and their significance, in your Self-Assessment. Use this same approach for all of the Course Learning Outcomes. The Self-Assessment is a kind of research paper. Your development as a writer is the subject and the writing itself is your evidence. As you write your Self-Assessment, you’ll be referring to the works you’ve included in your portfolio.

Your discussion of the rhetorical terms will be up to you. You might want to devote a section of your self-assessment to this subject alone, or you might want to weave individual concepts—audience, for example—into a discussion of one of your essays that strongly demonstrates the concept.

#### Assessment Rubric:

While you won’t be asked to assess your own Self-Assessment, you should be aware of the criteria that I’ll use when I assess it.

- Have you addressed all of the course learning outcomes, even those that you feel you did not spend enough time working on?
- Have you provided evidence, in the form of your own writing, that you have developed as a writer? Are you able to identify areas in which you have not progressed, either because you didn't spend enough time with them or you feel that you had a strong start in those areas?
- Have you edited the Self-Assessment for typographical and grammatical errors?
- In your portfolio design, have you maintained consistency from one page to the next?
- Is your portfolio design simple and easy to navigate?
- Have you used color and contrast to make things simple for your reader?
- Have you considered font and page layout to create a neat, easy to read text?

**Knoxville, Tennessee**

by Nikki Giovanni

I always like summer  
best  
you can eat fresh corn  
from daddy's garden  
and okra  
and greens  
and cabbage  
and lots of  
barbeque  
and buttermilk  
and homemade ice-cream  
at the church picnic  
and listen to  
gospel music  
at the church  
homecoming  
and go to the mountains with  
your grandmother  
and go barefooted  
and be warm  
all the time  
not only when you go to bed  
and sleep.

## The Desnudas of Times Square, Topless but for the Paint

by Colleen Wright

Mey Ovalles ignored the snickers of gawking boys and the smartphones snapping photos as she clutched her bra to her chest and her bare skin became an opaque shade of blue with white sparkles.

She shielded her nipples until they were cloaked with brush strokes, though her curvy, sun-kissed body — with the exception of a nylon thong — was exposed to hundreds of passers-by in Times Square. She felt naked until she became a canvas of red, white and blue.

This was part of Ms. Ovalles's daily routine as a desnuda, a Spanish word meaning naked that has been embraced by the women who strut around the Times Square pedestrian plaza topless and covered in body paint to pose for photos in exchange for tips.

Ms. Ovalles is one of the newest participants to join the parade of seminude performers contributing to the carnival-like atmosphere amid the sea of tourists. "Oh my God, it's a lot of people who see me naked," Ms. Ovalles, 27, said. "It's too fun. It's totally different."

The earliest sighting of a desnuda seems to date to the summer of 2013, according to posts on social media. But this summer, on any given day, there are at least a dozen young women, primarily Latinas, of all heights and body shapes, strolling through the pedestrian plazas, trying to capitalize on this suggestive performance art.

Ms. Ovalles, who is from Venezuela, had been living in Miami and working as a waitress at a Colombian restaurant when a cousin, Charly Santos, asked if she would like to work with his wife, Paola Peña, in Times Square. He explained the job. Ms. Ovalles was open to the idea but wondered how much money she could make. After Mr. Santos showed her videos of the desnudas on YouTube, she succumbed to the allure of adventure and moved to New York in April.

Her daily income varies, she said, but it averages about \$300 — around \$100 more than she was making in Miami. She said she gets anywhere from \$5 to \$20 in tips for each photo.

"I don't do nothing bad because the people like it," Ms. Ovalles said. "It's like any other job in another place."

**TIMES SQUARE**, of course, is home to a hotbed of performers, an eclectic cast of costumed characters that include superheroes, Disney icons and green Statues of Liberty, all vying for

tourists' money. Their proliferation has provoked turf fights and altercations with visitors and the police, in some cases resulting in arrests. Some of them straddle the line between soliciting tips and aggressive panhandling.

The desnudas have carved a conspicuous niche for themselves — a mix of Las Vegas showmanship and New York flair. Their success has even eaten into the business of more established and better-known risqué performers.

“All the people who come to Times Square are looking for the Naked Cowboy, not the naked women,” said Patricia Burck, who is married to the Naked Cowboy, whose real name is Robert Burck.

Ms. Burck, 28, and her sister, Elizabeth Cruz, 26, wear bedazzled bikinis and play guitar as the Naked Cowgirls year-round. Ms. Burck said tips drop 50 percent in the summer when the seminude women return to Times Square.

“We have some respect for a lot of people especially because there's kids around,” Ms. Burck said. “I'm still shy to be walking in a bikini. I can't imagine being naked.”

Putting aside questions of modesty and propriety, the seminude women have the law on their side. The baring of female breasts in public was deemed legal in New York by the state's highest court two decades ago.

Still, the performers have attracted criticism.

The women have been the subject of about four out of every five complaints received by email and on Twitter since June by the Times Square Alliance, a nonprofit that promotes business in the area. Half are from those who say they are offended by the partial nudity, and the other half are from people who say they do not appreciate being touched by the women or claim they were hassled for money, according to Caitlin Lewis, a spokeswoman for the alliance. Most of those who complain say they work in Times Square.

“Yesterday two of them came up to me and pressed themselves up against me trying to get me to stop and take a picture,” David, whose last name was redacted by the alliance, wrote in an email. “Not only was this uncomfortable, but their body paint rubbed off on my suit. This creates an atmosphere that I do not want to bring my kids around.”

Police Commissioner William J. Bratton also does not support what the women do, though there is little his officers can do to stop them.

“It drives me crazy when at Times Square you see the naked people there covered in body paint as an expression of art,” Mr. Bratton said in a recent interview with City & State magazine on the subject of questionable street behavior. Yet, he added: “We’ve researched that top to bottom and we cannot find any law that allows us to interfere with that freedom of expression reflected through art form.”

**MANY OTHERS** do not object at all to the seminude women: They include men of every age as well as women who applaud the liberation of the female breast and who are fans of body art. Others embrace the painted women who unabashedly bare their bodies as another aspect of unpredictable New York City fun.

Randy and Diana Quate were traveling with a group of visitors from Findlay, Ohio, when they came across the women. Mr. Quate, 67, smiled as he stood between two performers. Ms. Quate, 59, took a photo, and afterward Mr. Quate tipped them \$8 to divide.

“They’re naked, but it’s still covered,” Ms. Quate said. “I’m not offended.”

Her husband added, “We’re open-minded people.”

Ms. Ovalles insisted that her body was a form of artwork. Nearly every day, Ms. Ovalles, Mr. Santos and Ms. Peña leave their one-bedroom apartment in Queens toting a large drawstring bag stuffed with wedge heels, sandals, paint, feathered headdresses, plenty of water and soft wipes for the start of their 10- to 12-hour day.

As they work, Mr. Santos sits at a table in the center of the plaza to touch up Ms. Peña and Ms. Ovalles as well as keep an eye out for anyone who tries to grope them. Other desnudas’ boyfriends, who double as painters, sit together at the table and borrow one another’s brushes.

Ms. Ovalles plans to return to Miami in September, when the weather in New York becomes too cool for her. She has also considered returning to her career as a flight attendant, a job she left behind in Caracas, Venezuela.

For now, she is focused on her work here. “You don’t have much time,” she said. “Just sleep and Times Square.”

**This Is Just to Say**

by William Carlos Williams

I have eaten  
the plums  
that were in  
the icebox

and which  
you were probably  
saving  
for breakfast

Forgive me  
they were delicious  
so sweet  
and so cold.

Name: \_\_\_\_\_

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