

History of Protest and Activism in New York City

Dr. Adam Arenson

Spring 2026, Tue and Thu, 9:20-10:40am

Office Hours: We can arrange in-person or online meetings; please email or discuss after class: aarenson@bard.edu

* READ THIS SYLLABUS CAREFULLY.

* THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.

Course Description

The islands and coastlines of what is now New York Harbor have been places to meet, trade, and compete for advantage as long as humans have been here. When one group has set the rules, others have voiced their disagreements, from the supposed “sale” of Manhattan in what is now Inwood to the advocacy for religious, racial, political, economic, and sexual minority groups throughout the city’s history. This course will consider 400 years of protest and activism in many forms, including negotiations, petitions, marches, riots, boycotts, sit-ins, protest music, die-ins, graffiti, and rallies. Special attention will be given to protests that are essential to Harlem history, including the Harlem Renaissance, the fights against segregation and ghettoization, the 1964 Harlem Uprising, and the ordeal of the Exonerated Central Park Five. Pithy primary and secondary sources will be provided in a reading packet.

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and crediting it properly.
- Critical thinking
- Independent and collaborative work, including functioning as independent thinkers and as members of our collaborative class discussion.
- Demonstration of a fundamental knowledge of historical causality and key events
- Ability to locate and integrate information from primary and secondary sources

Required Materials: All readings will be provided in a readings packet. You should bring the reading packet to class every day, and be able to show your notetaking and class preparation.

Statement on Technology in the Classroom

Keeping our classroom as an attention sanctuary, focused on our discussion, is essential. While we may, as a class, utilize our devices in some sessions, **all phones, laptops, etc. must be placed inside backpacks and out of view during class** unless you have made special arrangements with the professor.

Attending Class: The classroom is the essential site of the academic work of the liberal arts college. It is your responsibility to be on time, prepared, and present for class, *every* class. If you have a legitimate, unavoidable reason for missing a class, you should get word to the professor ahead of time, if possible. If you miss class, you are responsible for reviewing one of your classmates' notes from that session. Twice-a-week courses: If a student misses four classes, they may fail or be withdrawn from the course by Microcollege administration.

Cheating, Plagiarism, and Academic Dishonesty: The Bard faculty regards acts of plagiarism very seriously. Listed below are guidelines to help students avoid committing plagiarism.

- All work submitted must be the author's. Authors should be able to trace all of their sources and defend the originality of the final argument presented in the work. When taking notes, students should record full bibliographical material pertaining to the source and should record the page reference for all notes, not just quotations. Work generated with AI software is not considered to be the work of the author. In cases where a professor explicitly specifies in writing that work generated with AI software may be submitted as an acceptable part of an assignment, it must be identified and cited like any other source.
- All phrases, sentences, and excerpts that are not the author's must be identified with quotation marks or indentation.
- Footnotes, endnotes, and parenthetical documentation ("in-noting") must identify the source from which the phrases, sentences, and excerpts have been taken.
- All ideas and data that are not the author's must also be attributed to a particular source, in either a footnote, endnote, or in-note (see above).
- Bibliographies must list all sources used in a paper. Students who have doubts as to whether they are providing adequate documentation of their sources should seek guidance from their instructor before preparing a final draft of the assignment.

Accessibility: Bard Microcolleges work in partnership with the Bard College Disability Access Services in an effort to create an accessible and welcoming college community. If you would like to register a disability in order to request accommodations, use the Disability Registration Form, rather than contacting your faculty directly.

Grading

Participation

280 points

Every class session, students should come to class prepared to discuss the readings. The most important thing you can bring to class is your undivided attention and a willingness to think, explore, and learn. **For this course, participation will include bringing the reading packet, speaking and taking notes.** You will earn 7 points per session for attending without participating, and up to 10 points each session for active participation.

Weekly Journals

110 points

About once a week, students will be required to hand-write in their journals, in order to reflect and analyze the readings and discussion from the week. These will be photographed and submitted for a check-minus/check/check-plus grading, out of 10 points each (see rubric at the end of the syllabus).

For these entries, take the time to concentrate on what from our class readings and discussion has stuck with you this week. **It works best to quote a single line from the reading, or one idea from discussion.** What is this memorable **detail**, and why does it matter? What was particularly confusing, inspiring, disappointing, or clear? How does the detail reveals something that will be **significant** to our class discussion? What are the wider arguments and **implications**, and what are **critiques** or counterarguments? Answer all of these questions about your detail every week: "an inch wide and a mile deep."

Final Project:

125 points, in stages

Stages:

Proposal	25 points
List of Sources	25 points
Outline	25 points
Draft	25 points
Final Submission	25 points

Option 1: Unessay (preferred)

For your final project you will be creating an “unessay” about activism and protest in NYC history, on a topic agreed upon with the professor. An “unessay” consists of any format besides a traditional final paper. You can create a sculpture, restaurant menu, board game, collage, podcast episode, piece of fiction—but not something like an essay or poster, that just presents an argument in a straightforward way.

Regardless of the format, your unessay will be evaluated on the quality of its **interpretation, research & evidence, communication, and creativity**. Unessays must present analysis or interpretation that is supported by evidence. They must describe the intended **audience**. The interpretation must be clearly and compellingly articulated (written, painted, sung, etc.), and the very best unessays will take a creative approach to conveying their analysis.

Each unessay must include:

- A 500-word introduction that provides an overview and explanation of the project’s interpretation. Think of this as the written text you might read at the start of a museum exhibit. *Make sure to include a title for your project.*
- An annotated bibliography of primary and secondary sources, in which you explain how each of the sources informed your unessay in 1-2 sentences each.

Option 2: Essay

If you would prefer a traditional essay, you will submit a paper about protest and activism in New York, with all those terms broadly defined, of at least 3,000 words. There will be a conversation about your paper, its successes and failures, and proof that you did the work without outside help from AI or other people.

Grades

Grades are based on the number of points earned and assignments are not weighted. Number of points earned will dictate your final grade, with your total points earned divided by the total points in this class.

Instructor’s Course Policies & Procedures

While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class** unless you have made special arrangements, in accordance with the Americans with Disabilities Act.

Food and drink: You are welcome to eat and drink in class.

Texts: Bring texts under consideration to class as printouts, with your underlining and notes evident.

Use of AI: Any work for this class that is generated by Artificial Intelligence will be considered a form of plagiarism.

Course Outline

Week	Dates	Readings and Discussion Topics	Writing Assignments
1	Tue 1/20	Introductions: What Should I Know About You? How to Succeed in this Class Time in Class is Essential: Your Lab, Your Sandbox, Your Gym Centrifuge Writing Exercise in defining terms: What is protest? What is activism? What is civil disobedience? What is a riot? In class: Rebecca Solnit, "RIOT!" map from <i>Nonstop Metropolis</i>, Rebecca Solnit and Joshua Jelly-Schapiro, eds. (Oakland: University of California Press, 2016), 40-41. In class: Amnesty International, "Protect the Protest," https://www.amnesty.org/en/what-we-do/freedom-of-expression/protest/ Today and Throughout the Class: North American and NYC timelines	DUE AFTER CLASS: Journal Entry #1 (submit photographs via email)
	Thu 1/22	2 READINGS BEFORE CLASS: • Richard Howe, "Notes on the Manhattan Purchase," Gotham Center for New York City History, June 27, 2012, https://www.gothamcenter.org/blog/notes-on-the-manhattan-purchase • Colleen Connolly, "The True Native New Yorkers Can Never Truly Reclaim Their Homeland," <i>Smithsonian Magazine</i>, October 5, 2018, https://www.smithsonianmag.com/history/true-native-new-yorkers-can-never-truly-reclaim-their-homeland-180970472/ Native-Newcomer Relations as Negotiation, as Protest, as Conquest History, Memory, and Reparations	
2	Tue 1/27	1 READING BEFORE CLASS: • The Flushing Remonstrance (1657), with background from https://history.nycourts.gov/about_period/dutch-charters/ Dutch New Amsterdam in a World of European Colonies	
	Thu 1/29	3 READINGS BEFORE CLASS: • Herb Boyd, "The Revolt in New York City," in <i>Four Hundred Souls: A Community History of African America, 1619-2019</i> Ibram X. Kendi and Kesha N. Blain, eds. (New York: One World, 2021), 82-84. • Governor Robert Hunter of New York to the Lords of Trade, June 23, 1712, on the New York Slave Revolt of 1712, accessed https://www.gilderlehrman.org/sites/default/files/inline-pdfs/AppenC.pdf • "Fire, Fire, Scorch, Scorch!": Testimony from the Negro Plot Trials in New York, 1741, accessed via https://historymatters.gmu.edu/d/6528/ Enslavement, Conspiracy, Riot, Revolt, Accusations and Paranoia	DUE AFTER CLASS: Journal Entry #2 (submit photographs via email)

3	Tue 2/3	2 READINGS BEFORE CLASS: - Samuel Blachley Webb, journal for July 2-10 1776, in Worthington Chauncey Ford, ed. <i>Correspondence and Journals of Samuel Blachley Webb</i> (New York, 1893–94), Vol 1, pp. 152-153. - Wendy Bellion, “A Toppled Statue of George III Illuminates the Ongoing Debate Over America’s Monuments,” <i>Smithsonian Magazine</i> January 28, 2022 https://www.smithsonianmag.com/history/a-toppled-statue-of-george-iii-epitomizes-the-ongoing-debate-over-americas-monuments-180979463/ Statues, Celebrations, Monuments, Protest, Rebellion, Revolution	
	Thu 2/5	2 READINGS BEFORE CLASS: - Primary Sources on the 1834 “Abolitionist Riot,” as collected by Alan Singer https://alansinger.net/wp-content/uploads/2020/01/3.-abolition-riot.pdf “The Abolitionist Riots of 1834,” MCNY Blog New York Stories, April 3, 2012, https://blog.mcny.org/2012/04/03/the-abolitionist-riots-of-1834/ Abolition, Antislavery, Activism and Control on the City Grid	DUE AFTER CLASS: Journal Entry #3 (submit photographs)
4	Tue 2/10	4 READINGS BEFORE CLASS: - Leslie Harris, <i>In the Shadow of Slavery: African Americans in New York City, 1626-1863</i> (Chicago: University of Chicago Press, 2003), pp. 279-288 - John Torrey to Asa Gray, 1863, from “An Eyewitness Account of the New York Draft Riots, July, 1863,” A. Hunter Dupree and Leslie H. Fishel, Jr. <i>The Mississippi Valley Historical Review</i> Vol. 47, No. 3 (Dec., 1960), pp. 475-479. - Images from Digital Public Library, “Northern Draft Riots During the Civil War,” https://dp.la/primary-source-sets/northern-draft-riots-during-the-civil-war/sources/724 - Black witnesses to the 1863 riots, from Kenneth T. Jackson and David S. Dunbar, eds., <i>Empire City: New York through the Centuries</i> (New York: Columbia University Press, 2002), 265-267. Politics and Livelihoods amid Civil War Imagery, Reportage, and Propaganda	
	Thu 2/12	READINGS BEFORE CLASS: - Bowery Boys, “How New York newspapers covered the first Labor Day — September 5, 1882,” September 5, 2022, https://www.boweryboyshistory.com/2022/09/historic-or-disappointing-how-new-york.html <i>New York Times</i>, <i>New York Sun</i>, and <i>New York Tribune</i> coverage Unions as Organizers, for Strikes, for Celebrations, and for Politics Newspapers and the Shaping of Events	DUE AFTER CLASS: Journal Entry #4 (submit photographs)
5	2/17 and 2/19	February Break	

6	Tue 2/24	4 READINGS BEFORE CLASS: • Image of a New York suffrage parade • “We Oppose Woman Suffrage” pamphlet • Mabel Lee, “The Meaning of Woman Suffrage,” <i>The Chinese Students’ Monthly</i> (May, 1914): 526-531, via https://timtseng.net/wp-content/uploads/2013/12/mabel-lee-the-meaning-of-woman-suffrage-1914.pdf • Susan Goodier, “Sarah Smith Tompkins Garnet: A Most Remarkable Suffragist,” September 6, 2023, <i>Gotham Center for New York History</i>, https://www.gothamcenter.org/blog/sarah-smith-tompkins-garnet-most-remarkable-suffragist-susan-goodier Suffrage: Woman For and Against Intersectionality before the term	
	Thu 2/26	3 READINGS BEFORE CLASS: • Samuel Gompers, “Hostile Employers See Yourselves as Others Know You,” <i>American Federationist</i>, May 1911, pp. 356-361, excerpt on https://trianglefire.ilr.cornell.edu/primary/newspapersMagazines/af_0511.html • Rose Schneiderman, “We Have Found You Wanting,” reprinted on https://trianglefire.ilr.cornell.edu/primary/testimonials/oosts_RoseSchneiderman.html • Gemma Solomons, “#NeverAgain and the Fighting Legacy of the Triangle Factory Fire,” <i>Tenement Museum</i> blog, March 2018, https://www.tenement.org/blog/neveragain-and-the-fighting-legacy-of-the-triangle-factory-fire/ Activism after Tragedy	DUE AFTER CLASS: Journal Entry #5 (submit photographs)
7	Tue 3/3	2 READINGS BEFORE CLASS: • “The Negro Silent Parade,” <i>The Crisis</i>, Volume 14, Number 5, September 1917, via https://repository.library.brown.edu/studio/item/bdr:510785/PDF/ • “NEGROES IN PROTEST MARCH IN FIFTH AV.; 8,000 Men, Women, and Children Demand That Discrimination and Oppression End. TELL WOES ON BANNERS Parade in Silence While Thousands of Their Race Look On with Never a Cheer,” <i>New York Times</i>, July 29, 1917, https://www.nytimes.com/1917/07/29/archives/negroes-in-protest-march-in-fifth-av-8000-men-women-and-children.html Innovations in Political Protest Comparing Accounts of a Protest	
	Thu 3/5	3 READINGS BEFORE CLASS: • Langston Hughes., “The Negro Artist and the Racial Mountain,” <i>The Nation</i>, June 23, 1926, https://www.thenation.com/article/archive/negro-artist-and-racial-mountain/ • “RAGES: Mischief Out of Misery,” <i>TIME</i>, April 1, 1935 https://time.com/archive/6895886/rages-mischief-out-of-misery/ • “POLICE END HARLEM RIOT; MAYOR STARTS INQUIRY; DODGE SEES A RED PLOT; DISTRICT STILL IS TENSE,” <i>New York Times</i>, March 21, 1935, https://www.nytimes.com/1935/03/21/archives/police-end-harlem-riot-mayor-starts-inquiry-dodge-sees-a-red-plot.html Harlem Renaissance, Great Depression: Protests in Times of Prosperity, Protest in Times of Trouble	DUE AFTER CLASS: Journal Entry #6 (submit photographs)

8	Tue 3/10	4 READINGS BEFORE CLASS: • “HARLEM DISORDERS BRING QUICK ACTION BY CITY AND ARMY; Police and Soldiers Patrol the Area -- Traffic Is Diverted From Wide Section,” <i>New York Times</i>, August 2, 1943, https://www.nytimes.com/1943/08/02/archives/harlem-disorders-bring-quick-action-by-city-and-army-police-and.html • “Harlem’s Tragedy,” <i>New York Times</i>, https://www.nytimes.com/1943/08/03/archives/harlems-tragedy.html • Langston Hughes, “The Ballad of Margie Polite,” 1943 • James Baldwin, “Notes of a Native Son,” first section 1943 Harlem Riot and the Contexts of World War II and Segregation Literature as Protest	
	Thu 3/12	4 READINGS BEFORE CLASS: • National Park Service, “National Headquarters, March on Washington for Jobs and Freedom,” https://www.nps.gov/places/national-headquarters-march-on-washington.htm • Harold Meyerson, “The Socialists Who Made the March on Washington,” <i>American Prospect</i>, August 23, 2013, https://prospect.org/2013/08/23/socialists-made-march-washington/ NYC’s role in the March for Jobs and Freedom Civil Rights Amidst more Radical Protest	DUE AFTER CLASS: Midterm Reflection on Class Progress (submit photographs)
9	Tue 3/17 and Thu 3/19	Dr. Arenson is scheduled to be away. Your assignment: Visit the “Activist New York” exhibition at the Museum of the City of New York, 120 Fifth Ave at 103rd St. Submit a report with three parts: • Submit a selfie of you in the exhibition. • Describe the three items, from at least 50 years apart from one another, that interested you in the exhibition. • Write at least 200 words describing how you feel the exhibition does AND does not reflect the idea of protest and activism from our class. <i>Midterm crites due from professor on 3/20</i>	DUE AFTER CLASS: “Activist New York” evaluation activities described to the left (submit photographs and text).

10	Tue 3/24	5 READINGS BEFORE CLASS: • Jamaica Branch NAACP and Queens CORE, “Why the School Boycott?,” 1964, accessed at New York City Civil Rights History Project, https://nyccivilrightshistory.org/gallery/why-the-school-boycott • “A Boycott Solves Nothing,” <i>The New York Times</i>, January 31, 1964, accessed at New York City Civil Rights History Project, https://nyccivilrightshistory.org/gallery/a-boycott-solves-nothing. • Martin Luther King, Jr., “The School Boycott Concept,” <i>New York Amsterdam News</i>, April 11, 1964, accessed at New York City Civil Rights History Project, https://nyccivilrightshistory.org/gallery/dr-king-on-school-boycott-concept. • Adam Sanchez, “The Largest Civil Rights Protest You’ve Never Heard Of: Teaching the 1964 New York City school boycott,” <i>Rethinking Schools</i>, Volume 34, No. 2 (Winter 2019-20), https://rethinkingschools.org/articles/the-largest-civil-rights-protest-you-ve-never-heard-of/ • “Police Board Absolves Gilligan In Slaying of Negro Teen-Ager; No Violation of Rules Found—Shooting Led to Riots in Harlem and Brooklyn,” <i>New York Times</i>, November 7, 1964, https://www.nytimes.com/1964/11/07/archives/police-board-absolves-gilligan-in-slayin-g-of-negro-teenager-no.html Civil Rights North and South 1964 Walkouts and a Police Shooting	
	Thu 3/26	READING BEFORE CLASS: • Howard Smith, Full Moon Over Stonewall,” <i>Village Voice</i> July 3, 1969, accessed via https://www.villagevoice.com/full-moon-over-the-stonewall-howard-smiths-account-of-the-stonewall-riots/ • “Queen Power,” <i>The Rat</i>, July 9-23, 1969, p. 6,” <i>Stonewall: Riot, Rebellion, Activism and Identity</i>, accessed November 18, 2025, https://stonewallhistory.omeka.net/items/show/56 • Diana Davies, “Gay Liberation Front pickets Time, Inc. [5],” <i>Digital Public Library of America</i>, https://dp.la/item/b29570800390f8729e05b2bd7af9178c • Ed Shanahan, Katherine Rosman, and Liam Stack, “U.S. Park Service Strikes Transgender References From Stonewall Website,” <i>The New York Times</i>, February 13, 2025, https://www.nytimes.com/2025/02/13/nyregion/stonewall-transgender-parks-service.html Stonewall Civil Rights Movements – Coalitions and Dissents History, Memory, Activism, and Monuments	DUE AFTER CLASS: Journal Entry #7 (submit photographs)
11	Tue and Thu 3/31 and 4/2	Dr. Arenson is scheduled to be away Your assignment: Submit your first idea for the final unessay. Explain what protest or activism in New York City history will be your subject, and why your creative approach will both educate and entertain.	DUE: Final Project Proposal
12	4/6 and 4/8	April Break	

13	Tue 4/14	4 READINGS AND 1 FILM BEFORE CLASS: • WATCH ONLINE: “Takeover: How We Occupied a Hospital and Changed Public Health Care,” <i>New York Times Opinion Op-Doc</i>, October 21, 2021, https://www.youtube.com/watch?v=aK_ALMAINMk • Joumana Khatib, “How a Hospital Takeover Changed How We Treat Addiction in America,” <i>New York Times</i> October 10, 2025, https://www.nytimes.com/2025/10/10/us/young-lords-lincoln-hospital-addiction.html • Women’s Coalition Strike Headquarters broadside, New-York Historical Society, 1970, https://wams.nyhistory.org/growth-and-turmoil/feminism-and-the-backlash/women-strike-for-equality/ • Gary Yanker, Women’s Strike, August 26 poster, https://en.wikipedia.org/wiki/Women%27s_Strike_for_Equality#/media/File:1970s_women's_strike_poster_(cropped).jpg • Sascha Cohen, “The Day Women Went on Strike,” <i>TIME</i> August 26, 2015, https://time.com/4008060/women-strike-equality-1970/ Classic Civil Rights: Women’s Strike and the Lincoln Hospital Takeover	
	Thu 4/16	1 READING AND 1 FILM BEFORE CLASS: • Marshall Berman, “Burning Down and Rising Up,” from <i>Nonstop Metropolis</i>, Rebecca Solnit and Joshua Jelly-Schapiro, eds. (Oakland: University of California Press, 2016), 119-131. • <i>Once Upon A Time In New York: The Birth of Hip Hop, Disco & Punk</i> (BBC documentary, 2011), https://www.youtube.com/watch?v=1kgiRqygvmM Hip Hop, Graffiti, Fighting Landlords Everyday Protest and Civil Disobedience	DUE AFTER CLASS: Journal Entry #8 (submit photographs)
14	Tue 4/21	2 READINGS BEFORE CLASS: • Timeline of Events and Attica Manifesto and Lists of Demands, from Mariame Kaba, <i>Attica Prison Uprising 101: A Short Primer</i> (2011), https://niastories.wordpress.com/wp-content/uploads/2011/08/attica_primerfinal.pdf • Afeni Shakur, “Go back to Where You Came From,” <i>New York Times</i> September 23, 1971, https://www.nytimes.com/1971/09/23/archives/go-back-where-you-came-from.html Attica Solidarity in New York City and Beyond Opening the Question of Prisons and Protest	
	Thu 4/23	1 READING BEFORE CLASS: • Neil Smith, “Class Struggle on Avenue B”: The Lower East Side as Wild, Wild West” in <i>The New Urban Frontier: Gentrification and the Revanchist City</i> (New York: Routledge, 1996), Chapter 1, pp. 3-29. Struggles against gentrification	DUE AFTER CLASS: List of Potential Sources for Final Project
15	Tue 4/28	1 READING AND 1 FILM BEFORE CLASS: • <i>How to Survive a Plague</i> (David France, director, IFC Films, 2012), https://www.youtube.com/watch?v=zExVVYzeQIQ • Alexandra Schwartz, “New York’s Necessary New AIDS Memorial,” <i>The New Yorker</i> December 8, 2016, https://www.newyorker.com/culture/cultural-comment/new-yorks-necessary-new-aids-memorial AIDS, ACT UP, and its Legacies	

15 (cont.)	Thu 4/30	3-4 READINGS AND 1 FILM BEFORE CLASS: • <i>The Central Park Five</i> (Ken and Sarah Burns, 2013)– discuss how best to access. Check on https://www.pbs.org/kenburns/the-central-park-five/ and elsewhere -OR- Susan Welsh, Keren Schiffman, and Enjoli Francis, “Looking back at the 1989 Central Park jogger rape case that led to 5 teens' conviction, later vacated: Five teenagers were arrested and charged with assaulting Trisha Meili,” <i>ABC News</i>, May 24, 2019, https://abcnews.go.com/US/back-1989-central-park-jogger-rape-case-led/story?id=63084663 • Adam Dickter , “Jews Breaking Silence On Diallo Shooting,” JTA, March 26, 1999, https://www.jta.org/1999/03/26/ny/jews-breaking-silence-on-diallo-shooting • Eric Fettmann, “Why Are They Surprised? The Diallo Case was Flawed—And the Race Baiters Know It,” <i>New York Post</i>, March 1, 2000, via http://users.soc.umn.edu/~samaha/cases/diallo_stories.html • William K. Rashbaum, “The Diallo Case: Marchers Protest Diallo Verdict, Taunting Police Along the Way,” <i>New York Times</i>, February 27, 2000, https://www.nytimes.com/2000/02/27/nyregion/diallo-case-protests-marchers-protest-diallo-verdict-taunting-police-along-way.html Protesting Police Misconduct and Brutality: The Central Park Jogger Case and Amadou Diallo	DUE AFTER CLASS: Journal Entry #9 (submit photographs) AND Outline of Final Project
16	Tue 5/5	4 READINGS BEFORE CLASS: • Testimony of Donna Lieberman to the New York City Council Committee on Government Operations, March 5, 2007, https://www.nyclu.org/resources/policy/testimonies/nypd-policies-and-2003-anti-war-protests • Ruth Milkman, Stephanie Luce, and Penny Lewis, <i>Changing the Subject: A Bottom-up Account of Occupy Wall Street in New York City</i> (New York: CUNY Murphy Institute, 2013), https://media.sps.cuny.edu/filestore/1/5/7/1_a05051d2117901d/1571_92f562221b8041e.pdf • Lisa W. Foderaro, “Taking a Call for Climate Change to the Streets,” <i>The New York Times</i>, September 21, 2014, https://www.nytimes.com/2014/09/22/nyregion/new-york-city-climate-change-march.html • J. David Goodman and Al Baker, “Wave of Protests After Grand Jury Doesn’t Indict Officer in Eric Garner Chokehold Case,” <i>New York Times</i>, December 3, 2014, https://www.nytimes.com/2014/12/04/nyregion/grand-jury-said-to-bring-no-charges-in-staten-island-chokehold-death-of-eric-garner.html A Sense of Crisis: Second Iraq War, Occupy, Climate March, the Death of Eric Garner Occupy: An Ongoing Legacy? Does NYPD Make Protest Possible?	
	Thu 5/7	2 READINGS BEFORE CLASS: • Alexandra Hidalgo, “Reflections on the Women's March: A Place at the Table,” <i>Public Philosophy Journal</i>, Vol. 1, No. 1 (Spring 2018) https://pubhub.lib.msu.edu/read/reflections-on-the-women-s-march/section/4ee02b40-5529-47d6-a010-d1b9547f91df • Jeva Lange, “Hamilton Already Feels Outdated,” <i>The Week</i>, July 3, 2020, https://theweek.com/articles/923326/hamilton-already-feels-outdated The First Trump Presidency, The Women’s March, The Pandemic, and the Sense of Changed Priorities	DUE AFTER CLASS: Journal Entry #10 (submit photographs) AND Draft of Final Project

17	Tue 5/12	3 READINGS BEFORE CLASS: • Katie Orlinsky, “An Inside Look at Weeks of Demonstrations Following the Killing of George Floyd,” <i>Mother Jones</i>, June 23, 2020, https://www.motherjones.com/politics/2020/06/george-floyd-police-brutality-race-protest-new-york-city-photos/ • Gloria Oladipo, “New York to pay \$13.7m to George Floyd protesters arrested or beaten by police,” <i>The Guardian</i>, July 20, 2023, https://www.theguardian.com/us-news/2023/jul/20/new-york-nypd-george-floyd-protests-2020 • Ben Adler, “Meet the Man Who Scared De Blasio Away from Police Reform,” <i>City and State NY</i>, June 3, 2020, https://www.cityandstateny.com/politics/2020/06/meet-the-men-who-scared-de-blasio-away-from-police-reform/175932/ George Floyd and BLM Returns Amidst a Pandemic	
	Thu 5/14	3 READINGS BEFORE CLASS: • Luke Treess, “NYC mayor compared anti-Israel protests after Oct. 7 to KKK rallies, lawsuit says,” <i>Times of Israel</i> October 30, 2025, https://www.timesofisrael.com/nyc-mayor-compared-anti-israel-protests-after-oct-7-to-kkk-rallies-lawsuit-says/ • Jeff Melnick and Jessie Lee Rubin, “How antisemitism avoided the fate of antiracism,” <i>The Guardian</i>, March 16, 2025 https://www.theguardian.com/commentisfree/2025/mar/16/palestinian-exception-trump-campus-speech-zionist-jews • Nick Gillespie, “What I Saw at the No Kings Rally in New York City,” <i>Reason</i> October 18, 2025, https://reason.com/2025/10/18/what-i-saw-at-the-no-kings-rally-in-new-york-city/ Free Palestine Activism and Backlash The Problem with Conflating Anti-Zionism, Anti-Israel, and Antisemitism NoKings Protests: Are They Working?	
18	Tue 5/19	Unessay Presentations Questions and Answers from the Class and Instructor	DUE TODAY: • Presentation • Annotated Bibliography • Final Reflection

Final Crite sheets from faculty due 6/1

Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (1.5) • Detail from the reading, but unclear exactly what is being referenced	Good (2) • Clear, distinct detail with vague citation	Excellent (2.5) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (1.5) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (2) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (2.5) • Clear argument for the significance for its place in the reading as well as for our class discussion
Implications 25% Now What: (Plan of action, including new questions, next steps) How could you research this further? What would/did you find? How would this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (1.5) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (2) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (2.5) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Remaining Tensions 25% Self-Critique: Even after those questions are asked, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (1.5) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (2) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (2.5) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated