



Bright



Dark



Blues



Grays



Night

AMH 3931

# Course Syllabus

## General Information

**Course Number and Title:** African American History 1865 to Today

**Semester C:** Fall 2025

**Credits:** 3

**Instructor:** Dr. Alyssa Cole, [cole.alyssa@ufl.edu](mailto:cole.alyssa@ufl.edu): expect a response within 24-48 hours on weekdays

**Format:** online

**Access:** through [eLearning website](#)

## Course Description

This course examines the history of African Americans in the United States from the end of the Civil War in 1865 to the present day. Through readings, lectures, discussions, and research, it explores the major political, social, and cultural events and movements that have shaped the lives of African Americans during this time period.

Through readings, lectures, discussions, and research, this course fosters the development of a deeper understanding of the various ways in which African Americans have struggled for civil rights, political empowerment, economic equality, and cultural recognition over the past century and a half. Topics covered in this course include Reconstruction, Jim Crow segregation, the Civil Rights Movement, Black Power, the Black Lives Matter Movement, and the ongoing struggle for racial justice in America.

In addition to examining the major events and movements in African American history, this course will also analyze the ways in which this history has been represented and remembered in various forms of media and popular culture. Through close readings of primary and secondary sources, as well as engagement with contemporary debates and issues related to race and racism, this course strengthens analytical and research skills.

Overall, this course aims to provide a comprehensive understanding of African American history from 1865 to the present day and encourages ongoing analysis of the challenges and opportunities facing African Americans in contemporary American society.

## Objectives

Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and analyze the key elements, biases, and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

These general education objectives will be accomplished by:

1. Demonstrate a comprehensive understanding of the experiences of African Americans from 1865 to the present day, including the ways in which they have struggled for civil rights, political empowerment, economic equality, and cultural recognition.
2. Analyze the historical context and impact of key events and figures, such as Reconstruction, Jim Crow segregation, the

Civil Rights Movement, and Black Lives Matter.

3. Evaluate primary and secondary sources related to African American history, including speeches, letters, memoirs, and historical accounts.
4. Analyze the social, cultural, and economic contributions of African Americans, including their music, art, literature, and intellectual traditions.
5. Evaluate the role of race and racism in shaping American history and culture and the ongoing legacies of slavery and discrimination in contemporary society.
6. Engage with contemporary debates and issues related to race and racism, including the Black Lives Matter movement, systemic racism, and the role of social media in shaping public opinion and activism.

## Required Readings and Course Content

*Freedom on My Mind: A History of African Americans with Documents* Volume 2, Third Edition, 2021, by Deborah Gray White, Mia Bay, and Waldo. E. Martin Jr.

Holt, Thomas C. *Children of Fire: A History of African Americans*. 1st ed. New York, NY: Hill and Wang, 2010.

All other required readings will be made available through Canvas and Perusall. Class resources, announcements, updates, and assignments will also be made available through Canvas.

## Prerequisites or Corequisites

There are no prerequisites or corequisites for this course.

## Assignments and Grading

### Types of Assignments and Their Weights

Assignment Type	Possible Points	Percent of Total Grade
Orientation Quiz	16	1%
MacMillan Achieve Quizzes	900	38%
Perusall Annotation Assignments	900	16%
Timeline Assignment	25	6.25%
Reflection Assignment	20	6.25%
Primary Source Essay	150	12.5%
Final Paper Project (paper and Writing Studio tasks)	255	20%
Total score		100%

For manually graded assignments, I will make every effort to provide grades and feedback **within one week after the due date**.

Quizzes are auto-graded. In this course, detailed rubrics are provided for all assignments and discussions in Canvas. Rubrics will be used to grade and provide feedback on your work. If you would like additional feedback on assignments, you can email your instructor to set up a meeting or attend office hours.

Final grades are determined by the scale outlined in the table below.

Percent	Grade	Grade Points
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Percent	Grade	Grade Points
94-100	A	4.00
90-93.99	A-	3.67
87-89.99	B+	3.33
83-86.99	B	3.00
80-82.99	B-	2.67
77-79.99	C+	2.33
74-76.99	C	2.00
70-73.99	C-	1.67
67-69.99	D+	1.33
64-66.99	D	1.00
60-63.99	D-	0.67
0-59.99	E	0.00

See the [current UF grading policies](#) for more information.

## Requirements and Evaluation

### Primary Source Essay 1

The purpose of this assignment is to critically analyze three primary sources and two secondary sources from section one's readings and write a **three-page essay (750 words)**.

Students must conduct primary source research and analyze primary sources from academic databases. **Your essay should be double-spaced and written in 12-point, Times New Roman font.** Sources selected solely from online websites (such as news channels, encyclopedias, etc.) are inappropriate and will result in a zero on this assignment. You must conduct research from online archival sources, such as UF Libraries, the Library of Congress, and other .edu websites. You may use two primary sources within the Freedom on My Mind textbook, however, you must find three original primary sources from outside of the textbook.

The first page of your essay should include an introductory paragraph with your thesis and the documents' historical context. The body of your essay will analyze the sources. You can quote the source, but make sure that you do not use too many quotes and no block quotes. I want to read your interpretation of the source. Try not to quote longer than a sentence. To write a critical essay, you must critically read the source and develop a theme and a thesis. For example, as you are reading, ask yourself, what is the author's perspective? Keep in mind the author's perspective on race, class, gender, and political ideology, liberal, conservative, or radical. You should also think about the language and tone of the document. Avoid simply describing events; incorporate your analysis of the primary source documents throughout your essay. What do these primary sources prove about society at the time? Your conclusion should summarize your essay and restate your thesis. A two-sentence conclusion is inappropriate. Write fully developed paragraphs.

**Please refer to the writing rubric attached to the end of this section for detailed information on how your essays will be evaluated.** You will be evaluated on your use of primary sources, your analysis of the sources, how well you researched your chosen topic, and your grammar. Be sure to utilize topic and transition sentences throughout your essay. Additional details can be found on the attached rubric.

### Timeline Assignment

For this assignment, you will create a timeline in chronological order with the names of events, accurate dates, and descriptions of the events. You will work in groups. **Each group member will add one event to the group timeline.** Please be sure to include your name in the post so that I know who submitted it.

To create a timeline, you can use (but are not limited to) these suggested free online timeline-creating tools: [Sutori](#), [Visme](#), [Timetoast](#), or [Canva](#).

After you create a timeline, share it in the class discussion. Note: Only one person from your group should submit the timeline. However, make sure that each event on the timeline states who added it.

Follow-up post (One per student): When you are finished, you will make a comment on another group's timeline. Your comments should reference this week's readings, provide additional context, and/or analyze the other group's timeline. Are any essential events missing from their timeline? Have they included any important events that you wish your timeline had?

You will be provided a rubric for this assignment on the Canvas page for this course.

## Reflection Assignment

Choose a historical figure from the civil rights movement era to discuss. The figure should be a black woman who helped influence or participated in the movement. Provide background information on her. Who was she, where did she come from, what motivated her to be a part of the movement. Discuss her contributions to the civil rights movement, and reflect on how her influence impacted both historical and current events. **Your Voicethread should be under 3 minutes long, but no shorter than 2.5 minutes.** The purpose of this reflection is to consider how individuals can influence societal outcomes. Consider how one individual's choices can impact all of society, even when they do not hold positions of power. This reflection ties to course learning objective #4 which asks you to analyze the contributions of African Americans.

## Research Paper Proposal

For this research paper proposal assignment, you will be asked to propose a topic for your research paper on African American history from 1865 to today. The purpose of this assignment is to help you develop your research question, identify potential sources, and begin to formulate a thesis statement for your paper.

Your proposal should include the following elements:

1. Research Question: Begin by proposing a research question that you would like to explore in your paper. Your research question should be specific and focused and should be phrased in a way that allows for a clear and concise answer.
2. Background and Context: Provide some background and context for your research question. What is the historical significance of your topic? What are some of the key events, figures, and trends that are relevant to your research question?
3. Potential Sources: Identify some potential primary and secondary sources that you plan to use for your research. These could include books, articles, primary source documents, or other types of historical sources. Explain why these sources are relevant to your research question, and how you plan to use them in your analysis.
4. Thesis Statement: Finally, propose a preliminary thesis statement for your research paper. Your thesis statement should articulate the main argument or claim that you will be making in your paper and should be supported by the evidence and analysis that you will present in your research.

**Your research paper proposal should be approximately 2-3 pages in length and should be double-spaced, with 1-inch margins and a 12-point font.** Be sure to proofread your proposal carefully, and to cite your sources using appropriate citation style. You will receive feedback on your proposal from the instructor, which you should use to refine your research question and thesis statement before beginning your research paper.

## Writing Studio Appointment

For this task, you will [meet with the writing studio](#) for feedback on your final paper. **You are required to submit at least 5 full pages of a draft for their review.** During your meeting, take detailed notes based on the feedback they provide. You will need to submit these notes along with your final research paper. Your appointment should last 30 minutes. At the end of the appointment, ask the writing specialist to send your instructor an email verifying that you attended the appointment. When you are ready to submit your final research paper at the end of the course, attach your writing studio feedback notes to the end of your document.

## Final Research Paper

For this final research paper assignment, you will be asked to write a research paper on a specific topic related to African American history from 1865 to today. The purpose of this assignment is to help you develop your research skills, deepen your understanding of African American history, and refine your ability to present a well-supported argument in written form.

Your research paper should include the following elements:

1. Introduction: Begin with an introduction that provides an overview of your research question, explains the significance of your topic, and presents your thesis statement. Your introduction should be clear, concise, and engaging, and should set the stage for the rest of your paper.

2. Background and Context: Provide some background and context for your research question. This could include an overview of key historical events, figures, and trends that are relevant to your topic, as well as an explanation of how your research question fits within the broader context of African American history.
3. Analysis and Discussion: Present a well-supported argument in favor of your thesis statement. Use evidence from your research to support your claims and provide a detailed analysis of the historical context and significance of your topic.
4. Conclusion: End with a conclusion that summarizes your main argument and key findings, and explains the broader implications of your research for our understanding of African American history.

**Your research paper should be approximately 8-10 pages in length and should be double-spaced, with 1-inch margins and a 12-point font.** Be sure to proofread your paper carefully, and to cite your sources using appropriate citation style (Chicago Manual of Style). Your paper will be evaluated based on the strength of your argument, the depth of your research, the clarity of your writing, and your ability to engage with the material in a thoughtful and critical way. Additional details on how you will be evaluated can be found on the rubric at the end of this syllabus.

## Grading Rubrics

Each assessment has a grading rubric attached on the corresponding page in Canvas. Please familiarize yourself with the assignment's grading rubric criteria before you start working on that assignment.

## Course Schedule

Course Orientation: August 21 - August 22

Module 1: Reconstruction and Black Politics: August 25 - August 29

Module 2: Jim Crow and Black Resistance: September 2 - September 5

Module 3: The Great Migration, Black Urbanization, and World War I: September 8 - September 12

Module 4: The Great Depression and World War II: September 15 - September 19

Module 5: The Civil Rights Movement: September 22 - September 26

Module 6: Examining the Black Power Movement: September 29 - October 3

Module 7: Activism and War – Vietnam: October 6 - October 10

Module 8: Work Week: October 13 - October 16

Module 9: Black Women's Activism: October 20 - October 24

Module 10: Black Politics and the New Jim Crow: October 27 - October 31

Module 11: African American Literature, Art, and Music: November 3 - November 7

Module 12: African American Social Movements - 21st Century: November 10 - November 14

Module 13: Work Week: November 17 - November 21

Holiday: November 24 - November 28

Module 14: Work Week – Final Research Paper: December 1 - December 3

## Communications

Please allow 24-48 hours for a response to your inquiry during the weekdays. **I do not check work emails during the weekend**, so plan ahead. Emails sent over the weekend will be answered next Monday or Tuesday. Again, manage your crisis by being prepared—do not email the night before a deadline, as you probably will not get an answer. If you email me the morning of class, you will not get a reply until later that day or the next day.

# Participation, Make-Up, and Late Work Policy

Participation is consistent with [university policies in the undergraduate catalog](#). Missed assignments require appropriate documentation. Missed work due to technology problems will be reviewed on a case-by-case basis, but completing work at least one hour before the deadline is the best way to accommodate challenges.

For issues with technical difficulties for Canvas, please contact the UF Help Desk, 24 hours a day, 7 days a week (<https://it.ufl.edu/helpdesk/>), 352) 392-HELP (4357), [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from the Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## Students With Disabilities

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the [Disability Resource Center](#). It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

## University of Florida Honor Code

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.

## Plagiarism

The [Student Honor Code and Student Conduct Code](#) state that:

"A Student must not represent as the Student's own work all or any portion of the work of another. Plagiarism includes but is not limited to:

- Stealing, misquoting, insufficiently paraphrasing, or patch-writing.
- Self-plagiarism, which is the reuse of the Student's own submitted work or the simultaneous submission of the Student's own work without the full and clear acknowledgment and permission of the Faculty to whom it is submitted.
- Submitting materials from any source without proper attribution.
- Submitting a document, assignment, or material that, in whole or in part, is identical or substantially identical to a document or assignment the Student did not author."

## Generative AI Policy

One of the key goals of this course is to help you develop and strengthen your writing, analytical, and critical thinking skills. To become a better writer, you must write, revise, edit, and write some more. Therefore, all assignments must be prepared by the student. AI-generated submissions are not permitted and will be treated as plagiarism.

Work created by AI tools may not be considered original work and instead, be considered automated plagiarism. It is derived from previously created texts from other sources the models were trained on, yet doesn't cite sources.

AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources). There are several reasons why AI systems can perpetuate discrimination:

- Bias in the training data: If the training data contains biases, the AI system may learn and replicate them in its decision-making.
- Lack of diversity in the training data: If the training data does not include a diverse range of examples, the AI system may not perform well on diverse inputs, which may lead to discrimination.
- Lack of transparency: Some AI systems can be difficult to understand and interpret, making detecting and correcting biases challenging.
- Lack of accountability: Identifying and addressing discrimination in AI systems can be challenging without proper oversight and accountability.
- It is important to remember that these biases can be unconscious, unintended, and hard to detect, but they can have serious consequences if not addressed.

AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments with incomplete information at hand).

Finally, AI servers produce electronic waste. Each ChatGPT search uses significant amounts of electricity and water. It is essential to seriously consider the impact of AI use on the environment. As indicated on the [UN Environmental Programme website](#), "They are large consumers of water, which is becoming scarce in many places. They rely on critical minerals and rare elements, which are often mined unsustainably. And they use massive amounts of electricity, spurring the emission of planet-warming greenhouse gases." An article by J. Coleman, "[AI's Climate Impact Goes Beyond Its Emissions](#)," provides information on the environmental impact of AI and its potential for fighting climate change.

With these concerns in mind, any use of AI-generated content to complete assignments in this course is prohibited, constitutes academic dishonesty, and will result in an automatic zero on the assignment.

## Required Materials and Technology

### Minimum Technology Requirements

The University of Florida expects students entering an online program to acquire computer hardware and software appropriate to their degree program. Most computers are capable of meeting the following general requirements. A student's computer configuration should include:

- Webcam
- Microphone
- Broadband connection to the internet and related equipment (cable/DSL modem)
- Microsoft Office Suite installed (provided by the university)

### Materials/Supply Fees

There is no supply fee for this course.

## Required Skills

### Minimum Technical Skills

To complete your tasks in this course, you will need a basic understanding of:

- Operating a computer and using word processing software
- Using the learning management system
- Using email with attachments
- Creating and submitting files in commonly used word processing program formats
- Downloading and installing software
- Using presentation and/or graphics programs
- Using apps on digital devices
- Using web conferencing tools and software



# Minimum Digital Literacy Skills

Furthermore, you should be able to:

- Use online libraries and databases to locate and gather appropriate information. The UF library's catalog [UF Library Primo](#), can be used to locate items.
- Use computer networks to locate and store files or data
- Use online search tools for specific academic purposes, including the ability to use search criteria, keywords, and filters
- Analyze digital information for credibility, currency, and bias (e.g., disinformation, misinformation)
- Properly cite information sources
- Prepare a presentation of research findings

## Technical Difficulties

For help with technical issues or difficulties with Canvas, please contact the UF Computing Help Desk at:

- [UF Help Desk](#)
- 352-392-HELP (4357)
- Walk-in: HUB 132

Any requests for make-ups (assignments, exams, etc.) due to technical issues should be accompanied by the ticket number received from the UF Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You should email your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

## UF Counseling and Wellness Center

Contact information for the [Counseling and Wellness Center](#): 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

## Other Campus Resources

- U Matter, We Care: If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [U Matter, We Care](#) website to refer or report a concern and a team member will reach out to the student in distress.
- Counseling and Wellness Center: [Visit the Counseling and Wellness Center website](#) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- Student Health Care Center: Call 352-392-1161 for 24/7 information to help you find the care you need, or [visit the Student Health Care Center website](#).
- University Police Department: [Visit U.F. Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- U.F. Health Shands Emergency Room / Trauma Center: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [Visit the U.F. Health Emergency Room and Trauma Center website](#).

## Academic Resources

- E-learning technical support: Contact the [U.F. Computing Help Desk](#) at 352-392-4357 or via email at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).
- [Career Connections Center](#): Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services.
- [Library Support](#): Various ways to receive assistance with respect to using the libraries or finding resources.
- [Teaching Center](#): Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring.
- [Writing Studio](#): 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers.
- Student Complaints On-Campus: [Visit the Student Honor Code and Student Conduct Code webpage for more](#)



## Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. [Visit the writing studio online](#) or in 302 Tigert Hall for one-on-one consultations and workshops.

## Course Evaluation

Students are expected to provide feedback on the quality of instruction in this course by [completing online evaluations](#). Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. [A summary of the results of these assessments is available to students online](#)

## Netiquette

It is important to recognize that the online classroom is a classroom, and certain behaviors are expected when you communicate with both your peers and your instructors. These guidelines for online behavior and interaction are known as netiquette.

## Security

Remember that your password is the only thing protecting you from pranks or more serious harm.

- Don't share your password with anyone.
- Change your password if you think someone else might know it.
- Always log out when you are finished using the system.

## General Guidelines

When communicating online:

- Treat the instructor with respect, even via email or in any other online communication.
- Always use your professors' proper title: Dr. or Prof., or if you are unsure use Mr. or Ms.
- Unless specifically invited, don't refer to a professor by their first name.
- Use clear and concise language.
- Remember that all college-level communication should have correct spelling and grammar.
- Avoid slang terms such as "wassup?" and texting abbreviations such as "u" instead of "you."
- Use standard fonts such as Times New Roman and use a size 12 or 14 point font.
- Avoid using the caps lock feature AS IT CAN BE INTERPRETED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) .
- Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or be construed as being offensive.
- Be careful with personal information (both yours and others).
- Do not send confidential information via email.

## Email

When you send an email to your instructor, teaching assistant, or classmates:

- Use a descriptive subject line.
- Be brief.
- Avoid attachments unless you are sure your recipients can open them.
- Avoid HTML in favor of plain text.
- Sign your message with your name and return email address.
- Think before you send the email to more than one person. Does everyone really need to see your message?

- Be sure you REALLY want everyone to receive your response when you click, “Reply All.”
- Be sure that the message author intended for the information to be passed along before you click the “Forward” button.

## Discussion Boards

When posting on the discussion board in your online class:

- Check to see if anyone already asked your question and received a reply before posting to the discussion board.
- Remember your manners and say please and thank you when asking something of your classmates or instructor.
- Be open-minded.
- If you ask a question and many people respond, summarize all posts for the benefit of the class.

When posting:

- Make posts that are on-topic and within the scope of the course material.
- Be sure to read all messages in a thread before replying.
- Be as brief as possible while still making a thorough comment.
- Don't repeat someone else's post without adding something of your own to it.
- Take your posts seriously. Review and edit your posts before sending them.
- Avoid short, generic replies such as, “I agree.” You should include why you agree or add to the previous point.
- If you refer to something said in an earlier post, quote a few key lines so readers do not have to go back and figure out which post you are referring to.
- Always give proper credit when referencing or quoting another source.
- If you reply to a classmate's question make sure your answer is correct, don't guess.
- Always be respectful of others' opinions even when they differ from your own.
- When you disagree with someone, you should express your differing opinion in a respectful, non-critical way.
- Do not make personal or insulting remarks.
- Do not write anything sarcastic or angry, it always backfires.
- Do not type in ALL CAPS, if you do IT WILL LOOK LIKE YOU ARE YELLING.

## Zoom

When attending a Zoom class or meeting:

- Do not share your Zoom classroom link or password with others.
- Even though you may be alone at home, your professor and classmates can see you! While attending class in your pajamas is tempting, remember that wearing clothing is not optional. Dress appropriately.
- Your professor and classmates can also see what is behind you, so be aware of your surroundings.
- Make sure the background is not distracting or something you would not want your classmates to see.
- When in doubt, use a virtual background. If you choose to use one, you should test the background out first to make sure your device can support it.
- Your background can express your personality, but be sure to avoid using backgrounds that may contain offensive images and language.
- Mute is your friend, especially when you are in a location that can be noisy. Don't leave your microphone open if you don't have to.
- If you want to speak, you can raise your hand (click the “raise hand” button at the center bottom of your screen) and wait to be called upon.

## Privacy and Accessibility Policies

For information about the privacy policies of the tools used in this course, see the links below.

- Adobe
  - [Adobe Privacy Policy](#)
  - [Adobe Accessibility](#)
- Canva
  - [Canva Privacy Policy](#)
  - [Canva Accessibility](#)

- Instructure (Canvas)
  - [Instructure Privacy Policy](#)
  - [Instructure Accessibility](#)
- MacMillan Learning
  - [MacMillan Learning Privacy Policy](#)
  - [MacMillan Learning Accessibility](#)
- Microsoft
  - [Microsoft Privacy Policy](#)
  - [Microsoft Accessibility](#)
- Perusall
  - [Perusall Privacy Policy](#)
  - [Perusall Accessibility](#)
- Sonic Foundry (Mediasite Streaming Video Player)
  - [Sonic Foundry Privacy Policy](#)
  - [Sonic Foundry Accessibility](#) (PDF)
- Sutori
  - [Sutori Privacy Policy](#)
  - [Sutori Accessibility](#)
- Timetoast
  - [Timetoast Privacy Policy](#)
  - Timetoast Accessibility not found
- Visme
  - [Visme Privacy Policy](#)
  - [Visme Accessibility](#)
- VoiceThread
  - [VoiceThread Privacy Policy](#)
  - [VoiceThread Accessibility](#)
- YouTube (Google)
  - [YouTube \(Google\) Privacy Policy](#)
  - [YouTube \(Google\) Accessibility](#)
- Zoom
  - [Zoom Privacy Policy](#)
  - [Zoom Accessibility](#)