

**HIS 3942: The Long Civil Rights Movement Practicum (Course #25669)**

*Civil Rights March on Washington DC, photo by Warren K. Leffler for US News and World Reports, Aug. 28, 1963.*

**Professor:** William Robert Billups

**Email Contact:** [wbillups@ufl.edu](mailto:wbillups@ufl.edu)

**Class Time:** T (3:00-4:55p), R (4:05-4:55p)

**Class Location:** FLI 0117

**Grading Assistant:** Claudia Suarez ([cduarez@ufl.edu](mailto:cdsuarez@ufl.edu))

**Office Location:** 224 [Keene-Flint Hall](#)

**Office Phone Number:** (352) 273-3364

**Office Hours:** W 1:30-2:30p; R 1-3:00pm,  
or by appointment.

**Course Description**

This course teaches the historian's craft through a semester-long study of the civil rights movement, one of the most consequential social movements in US history. By considering that movement's origins, international connections, achievements, and legacies, students will learn the research and writing skills that scholars use to investigate and explain the past. Major topics include but are not limited to: 1) the achievements and limits of Reconstruction, 2) resistance to the rise of Jim Crow racism, 3) World War I and World War II's influence on civil rights reforms, 4) post-World War II civil rights leaders' international and religious influences, 5) the sit-ins and related direct-action protests, 6) campaigns for voting, workplace, and housing rights over the 1960s, 7) the relationship between civil rights and Black Power activism, 8) the nationalization of school desegregation in the early 1970s, and 9) the civil rights movement's influence on other social movements.

The goal of this course is to teach you the craft of history. Sometimes that will mean prioritizing skill-building over content, but students who successfully complete this course will have enriched understandings of the civil rights movement and the field of history.

## Course Objectives

Students who successfully complete this course will learn how to:

1. Assess and explain the causes, central features, and national and international implications of the US civil rights movement.
2. Navigate and synthesize a wide range of academic works written by historians, social scientists, and scholars in allied disciplines.
3. Locate and analyze oral histories, organizational records, federal reports and statutes, records in physical archives, and other primary sources.
4. Craft research paper proposals that posit evidence-based historical arguments.
5. Evaluate and critique the arguments and evidentiary merits of scholarly works in seminar discussions and book reviews.
6. Learn the key conventions of historical citation.
7. Incorporate constructive feedback to improve academic writing.

## Required Readings

Students need not purchase any books for this course. The main textbook, Barbara Ransby's *Ella Baker and the Black Freedom Movement* (2003), is available digitally through the University of Florida Libraries. All other readings are available through Canvas and hyperlinks in the syllabus.

## Methods of Evaluation

This course has eight methods of evaluation: 1) class attendance and participation, 2) five short responses, 3) an article summary and critique, 4) a research-based timeline or paper, 5) a scholarly book review, 6) an annotated bibliography, 7) a research paper proposal, and 8) an ungraded skills assessment. Below is an overview of those assessments:

1. **Participation (25%).** Participation is assessed based on both attendance and active contribution to class discussions and activities. Physical presence is *part* of the participation grade, and those who regularly attend but never participate in discussions (or who participate without demonstrating any real engagement with the readings) should not expect a participation grade higher than a C. In addition to the short responses (see below), you will be asked to complete small pre-class and in-class activities that will factor into your participation grade. If you are unable to participate in class discussions or activities, please notify me at the beginning of the course to discuss alternative forms of participation.
2. **Short Responses (10%, or 2% each).** Over the semester, you will be asked to write five approximately one-page, graded responses to particular prompts and readings. These questions are designed to facilitate deeper class discussions and to help you develop the skills needed to research and to write successfully as a historian. The due dates are listed in the course schedule.
3. **Article Summary and Critique (10%).** In an approximately 3-page essay, you will summarize an article about Harry and Harriette Moore and use primary sources from the UF archives to critique the author's analysis. This is to train you how to engage an existing historical argument with your own primary source

research—an essential element of most forms of historical scholarships. This essay is due on Thursday, Oct. 2, before the start of class.

4. **Digital Timeline or Mini-Research Paper (15%).** Location and analysis of primary sources are crucial skills for historians and scholars in related fields. Using readings and primary source databases provided in class, you will conduct original research and develop either: 1) a digital timeline of that town's civil rights history, or 2) a short research paper about that town's civil rights history. This assignment is due on Thursday, Oct. 30, before the start of class.
5. **Book Review (15%).** The ability to evaluate scholars' argumentation and uses of evidence is a crucial skill for historians, social scientists, and readers of nonfiction more generally. You are to write a 3-4 page review of our textbook, *Ella Baker and the Black Freedom Movement*. In this assignment, you will use additional readings and the skills that you learned in the course to judge the book's strengths, weaknesses, and possible omissions. This assignment is due Thursday, Nov. 13, before the start of class.
6. **Annotated Bibliography (5%).** Historians frequently build and consult annotated bibliographies in their own research, and you will compile your own annotated bibliography to support your research paper proposal/prospectus. This assignment is due Thursday, Nov. 20, before the start of class.
7. **Final Paper Proposal, also called a Prospectus (20%).** All students in 3942 practicum courses prepare a major research paper proposal as their final assignment. You will identify key primary source archives and existing scholarship to support your future proposed paper. This exercise, modeled after the proposals that all professional historians must submit, is designed to train you for writing journal article proposals, grant applications, and book proposals. This assignment is due on by 11:59pm EDT on Wednesday, Dec. 3, 2025.
8. **Skills Assessment (Ungraded).** On the last day of class, all students will take the department-required skills assessment. This assignment helps the department evaluate how well students in 3942 courses are learning the craft of history.

**Instructions for Submitting Written Assignments.** Written assignments must be submitted as Word documents (.doc or .docx) through Canvas by the specified deadlines. Do *not* send PDFs. Students who submit PDFs will have their papers graded, and returned, last.

**Revise and Resubmit Policy.** To encourage engagement with the revision process, you may revise and resubmit *one* writing assignment so long as you meet two criteria: 1) you submitted the original assignment on time, 2) you submit the revised version via Canvas through the "Revision" portal by the start of the last day of class: Tuesday, December 2. The grade assigned to the revised version will entirely replace the grade given to the original submission.

**Extensions & Make-Up Exams.** Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies; see: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Submissions.** Unless an extension is granted on the basis of university policy, major assignments will incur a 10-point penalty for every day they are late, and the 2-point short responses will receive a grade of zero (F) if they are not submitted by the deadline.

**Attendance Policy and Participation Grade.** You are permitted two unexcused absences without penalty. After that, each unexcused absence will lower your course participation grade by five points. For example, if you earn an 92 in participation but have four unexcused absences, your final participation grade will be an 82. Every two late arrivals to class counts as one unexcused absence. Students are not penalized for university-excused absences; see <https://catalog.ufl.edu/UGRD/academic-regulations/attendance-policies/>. Attendance matters; *students with more than ten unexcused absences will automatically fail the course.*

#### Assessment Schedule & Grading Weight

Assessment	Date (If Applicable)	Percentage of Grade
Participation	Not Applicable	25
Five Short Responses (~1-2 pp each)	Five due dates	10 (2 points each)
Article Summary & Critique (~3-4 pp)	October 2	10
Mini-Research Paper/Timeline (~4.5 pp)	October 30	15
Book Review (~3-4 pp)	November 13	15
Annotated Bibliography	November 20	5
Revise-and-Resubmit (Optional)	December 2	Varies
Final Prospectus	December 3	20

#### Grading Scale (Based on the [University of Florida Grading Policy](#))

Percent	Grade	Grade Points
93-100	A	4.00
90-92	A-	3.67
87-89	B+	3.33
83-86	B	3.00
80-82	B-	2.67
77-79	C+	2.33
73-76	C	2.00
70-72	C-	1.67
67-69	D+	1.33
63-66	D	1.00
60-62	D-	0.67
0-59	E	0.00

**Canvas**

Class announcements will be made through Canvas notifications, and all papers will be turned in through the Canvas. All class handouts, lecture slides, assignment rubrics, a book review sample, and a copy of this syllabus will be stored on our Canvas site. If you are having trouble accessing our Canvas site, please notify the professor.

**Technology in the Classroom**

Tablets and laptops are permitted in class so long as they do not distract you or your fellow students. However, abuses of this technology policy will be taken seriously. Students disrupting class may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course will receive an unexcused absence and a participation grade of zero for that meeting. Students who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be out of sight and set on vibrate.

**Accommodations for Students with Disabilities or Related Accessibility Needs:**

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letters with their instructor and to discuss their access needs as early as possible.

**Student Course Evaluations:**

Students are expected to provide professional and respectful feedback on the quality of instruction in AMH 3942 by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluer.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/publicresults/>.

**University Honesty Policy**

University of Florida students are bound by the Honor Pledge. On all work submitted for credit by a student, the following pledge is required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Student Honor Code and Conduct Code (Regulation 4.040) specifies a number of behaviors that are in violation of this code, as well as the process for reported allegations and sanctions that may be implemented. All potential violations of the code will be reported to Student Conduct and Conflict Resolution. If a student is found responsible for an Honor Code violation in this course, the instructor will enter a Grade Adjustment sanction which may be up to or including failure of the course. For additional information, see <https://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/>.

**Plagiarism and Related Ethical Violations**

Ethical violations such as plagiarism, cheating, academic misconduct (e.g. passing off others' work as your own, reusing old assignments, etc.) will not be tolerated and will result in a failing grade in this course. Students must be especially wary of plagiarism. The UF Student Honor Code defines plagiarism as follows: "A student shall not represent as the student's own work all or any portion of the work of another. Plagiarism includes (but is not limited to): a. Quoting oral

or written materials, whether published or unpublished, without proper attribution. b. Submitting a document or assignment which in whole or in part is identical or substantially identical to a document or assignment not authored by the student." We will go over this in greater detail prior to the first written assignment. Students are encouraged to reach out with any additional questions regarding what constitutes plagiarism. Note that plagiarism also includes the unauthorized use of any artificial intelligence programs, such as ChatGPT. If Dr. Billups has not been approved your use of a program in writing, it is unauthorized. All potential plagiarism violations, including AI-related ones, will be reported to Student Conduct and Conflict Resolution (see Honesty Policy).

### **In-class recording**

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A "class lecture" is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or guest lecturer during a class session.

Publication without permission of the instructor is prohibited. To "publish" means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third-party-note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

### **Procedure for conflict resolution**

Any classroom issues, disagreements or grade disputes should be discussed first between the instructor and the student. If the problem cannot be resolved, please contact Nina Caputo (Associate Chair) ([ncaputo@ufl.edu](mailto:ncaputo@ufl.edu), 352-273-3379). Be prepared to provide documentation of the problem, as well as all graded materials for the semester. Issues that cannot be resolved departmentally will be referred to the University Ombuds Office (<http://www.ombuds.ufl.edu>; 352-392-1308) or the Dean of Students Office (<http://www.dso.ufl.edu>; 352-392-1261).

## UF Resources

### *Health and Wellness*

- U Matter, We Care: [umatter@ufl.edu](mailto:umatter@ufl.edu); 352-392-1575.
- Counseling and Wellness Center: <http://www.counseling.ufl.edu>; 352-392-1575.
- Sexual Assault Recovery Services (SARS): Student Health Care Center; 352-392-1161.
- University Police Department: <http://www.police.ufl.edu>; 352-392-1111 (911 for emergencies).

### *Academic Resources*

- E-learning technical support: [learning-support@ufl.edu](mailto:learning-support@ufl.edu); <https://elearning.ufl.edu>; 352-392-4357.
- Career Connections Center: Reitz Union; <http://www.career.ufl.edu>; 352-392-1601.
- Library Support: <http://cms.uflib.ufl.edu/ask>.
- Academic Resources: 1317 Turlington Hall; 352-392-2010; <https://academicresources.clas.ufl.edu>.
- Writing Studio: 2215 Turlington Hall; <http://writing.ufl.edu/writing-studio/>

## Resources Outside of UF

You are welcome to come to regular office hours or to schedule an individual appointment. I also encourage you to consider these resources:

1. **UNC Chapel Hill Writing Center Guides.** The Writing Center at the University of North Carolina at Chapel Hill has compiled a set of online resources that includes useful guides on outlining, drafting, citing, and other elements of the writing process. See <https://writingcenter.unc.edu/tips-and-tools/>.
2. **Purdue Owl.** Provides a quick guide to the *Chicago Manual of Style*, [https://owl.purdue.edu/owl/research\\_and\\_citation/chicago\\_manual\\_18th\\_edition/cmos\\_formatting\\_and\\_style\\_guide/chicago\\_manual\\_of\\_style\\_17th\\_edition.html](https://owl.purdue.edu/owl/research_and_citation/chicago_manual_18th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html)
3. **American Historical Association.** The oldest and largest professional history society in the United States offers career guidance and statistics to students, <https://www.historians.org/resource/for-students/>

## COURSE SCHEDULE<sup>1</sup>

### *Part 1: The Deep Roots of the US Civil Rights Movement*

Week 1 – Introduction to the Course

1. Thursday, August 21: Course Introduction, Syllabus Overview, Begin Lecturing.
  - a. NO READING.

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<sup>1</sup> Deadlines and readings may be subject to change to due severe weather, new scholarship, etc.

## Week 2 – From Reconstruction to Jim Crow

2. Tuesday, August 26(a): Reconstruction Lecture
  - a. W.E.B. DuBois, *Black Reconstruction*, selected excerpts.
  - b. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 13–24.
3. Tuesday, August 26 (b): Classifying and Understanding Sources
  - a. W.E.B. DuBois, *Black Reconstruction*, selected excerpts.
  - b. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 13–24.
4. Thursday, August 28: Reading Efficiently; Resisting the Rise of Jim Crow
  - a. Glenda Gilmore, *Gender and Jim Crow* (1996), 1–29.
  - b. [P] Booker T. Washington, Address to the Atlanta Exposition (1895), <https://iowaculture.gov/history/education/educator-resources/primary-source-sets/reconstruction-and-its-impact/booker-t>
  - c. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 25–42.

## Week 3 – Organizing during the Nadir of Post–Reconstruction Race Relations

5. Tuesday, September 2(a): Resisting Lynching
  - a. Ida B. Wells, *Southern Horrors* (1892).
  - b. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 43–56.
6. Tuesday, September 2 (b): Fighting Segregated Transportation
  - a. Blair L. M. Kelley, “Where Are Our Friends?,” Chapter 4 in *Right to Ride* (2010), 87–116.
  - b. OPTIONAL Reading: *Plessy versus Ferguson*, 163 US 537 (1896), <https://tile.loc.gov/storage-services/service/ll/usrep/usrep163/usrep163537/usrep163537.pdf>.
7. Thursday, September 4: From the Niagara Movement to the NAACP
  - a. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 63–92.
  - b. Niagara Movement, “Declaration of Principles” (1905).
  - c. W. E. B. DuBois, “Address to the Country” (1906).
  - d. The National Committee, “The Call” (1909).
  - e. *The Crisis* 1, no. 1 (1910), <https://modjourn.org/issue/bdr507789/>.
  - f. **SHORT RESPONSE #1 DUE BEFORE CLASS.**

## Week 4 – World War One and the Interwar Years

8. Tuesday, September 9a: World War One and How to Read a Book Introduction
  - a. Ida B. Wells to President Woodrow Wilson (1918), <https://catalog.archives.gov/id/7455575?objectPage=2>
  - b. W. E. B. DuBois, “Returning Soldiers” (1919), <https://www.americanyawp.com/reader/21-world-war-i/w-e-b-dubois-returning-soldiers-may-1919/>
  - c. Ann V. Collins, “Red Summer and Early-20<sup>th</sup> Century Race Massacres,” *Oxford Reference Encyclopedia* (2021), <https://oxfordre.com/americanhistory/display/10.1093/acrefore/9780199329175.001.0001/acrefore-9780199329175-e-842?d=%2F10.1093%2Facrefore%2F9780199329175.001.0001%2Facrefore-9780199329175-e-842&p=emailA8wl2VM4skSY2>
9. Tuesday, September 9b: The Harlem Renaissance and New Beginnings



- a. Barbara Ransby, Introduction and Chapters 1-2 of *Ella Baker and the Black Freedom Movement* (2003).
- b. Elaine Locke, Forward to *The New Negro: An Interpretation* (1925), ix-xi.
- 10. Thursday, September 11: Slavery and Political Violence in the Antebellum America
  - a. Barbara Ransby, Chapter 3 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. **SHORT RESPONSE #2: RECONSTRUCTING ELLA BAKER'S CITY:** Locate a primary source that helps us understand Ella Baker's New York, write up a 300-word analysis of it using Rampolla's guidelines, and come prepared to discuss that source in class.

## **Part 2: Beginning the Long Civil Rights Era**

### Week 5 – Historiography and the Long Civil Rights Movement

- 11. Tuesday, September 16a: Debating the Start of the Long Civil Rights Movement
  - a. Mary Lynn Rampolla, *A Pocket Guide to Writing in History*, 55–56.
  - b. Jacquelyn Dowd Hall, "The Long Civil Rights Movement and Political Uses of the Past," *Journal of American History* (March 2005), 1233–1263.
- 12. Tuesday, September 16b: Civil Rights and the World War Two Era
  - a. Barbara Ransby, Chapter 4 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. Edward J. K. Gitre et al, "Cross the Color Line," *Current Research in Digital History* (2023), <https://crdh.rrchnm.org/essays/v06-01-across-the-color-line/>.
- 13. Friday, September 18: Postwar Civil Rights Activism
  - a. Barbara Ransby, Chapter 5 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. President's Committee on Civil Rights, *To Secure These Rights* (1947), 3–20, 139–148.
  - c. Arnold R. Hirsch, "Massive Resistance in the Urban North: Trumbull Park, Chicago, 1953–1966," *Journal of American History* 82, no. 2 (September 1995), 522–550.
  - d. **SHORT RESPONSE #3: DEBATING HISTORIOGRAPHY.**

### Week 6 –Harry T. Moore and Civil Rights Activism in 1950s Florida

- 14. Tuesday, September 23a: Debating the Power of Violence and the Enforcement Acts
  - a. Stetson Kennedy, *The Klan Unmasked* (1949), selected excerpts.
  - b. Raymond Mohl, "South of the South?," *Journal of American Ethnic History* (1999).
- 15. Tuesday, September 23b: Evaluating Films and Documentaries
  - a. *Freedom Never Dies: The Legacy of Harry T. Moore* (2001).
- 16. Thursday, September 25: **Class in Smathers Library Room 100**
  - a. Jake C. Miller, "Harry T. Moore's Campaign for Racial Equality," *Journal of Black Studies* (2000), <https://www.jstor.org/stable/2645914?seq=1>.

### Week 7 –Brown and Montgomery, an Introduction to Legal History

- 17. Tuesday, September 30a: Unpacking *Brown* and Civil Rights Laws

- a. *Brown versus Board of Education* (1954), <https://catalog.archives.gov/id/1656510> (for transcript, see <https://loveman.sdsu.edu/docs/1954BrownvBoardofEd.pdf>)
  - b. “How to Read a U.S. Supreme Court Decision,” *American Bar Association* (2022), [https://www.americanbar.org/groups/public\\_education/publications/teaching-legal-docs/how-to-read-a-u-s-supreme-court-opinion/](https://www.americanbar.org/groups/public_education/publications/teaching-legal-docs/how-to-read-a-u-s-supreme-court-opinion/).
  - c. Derrick A. Bell Jr., “Brown v. Board of Education and the Interest-Convergence Dilemma,” *Harvard Law Review* (1980).
18. Tuesday, September 30b: The Law and Civil Rights Protests
- a. Barbara Ransby, Chapter 5 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. Robert Jerome Glennon, “The Role of Law in the Civil Rights Movement,” *Law and History Review* (1991), <https://www.jstor.org/stable/743660?seq=1>.
19. Thursday, October 2: The Law and University Desegregation after *Brown*
- a. Tomiko Brown-Nagin, *Civil Rights Queen* (2022), 91–110.
  - b. *An Act to Provide Further Means for Securing and Protecting the Civil Rights of Persons within the Jurisdictions of the United States*, Public Law 85-315 (1957), <https://www.govinfo.gov/content/pkg/STATUTE-71/pdf/STATUTE-71-Pg634.pdf>
  - c. **MILLER ARTICLE CRITIQUE DUE BEFORE CLASS STARTS.**

#### Week 8 – Civil Rights History from International Perspectives

20. Tuesday, October 7a: Diplomatic History
- a. Mary Dudziak, *Cold War Civil Rights* (2001), 79–114.
21. Tuesday, October 7b: Britain and International Political and Cultural History
- a. Kennetta Hammond Perry, “‘Little Rock in Britain’,” *Journal of British Studies* (2012), <https://www.jstor.org/stable/23265262?seq=1>
  - b. Select primary sources from the Horace Sherman Miller Papers.
22. Thursday, October 9: Civil Rights, Africa, and Transnational History
- a. Nicholas Grant, *Winning Our Freedoms Together* (2017), selected excerpts.
  - b. Kevin K. Gaines, “Pauli Murray in Ghana,” in *African Americans in Ghana* (2006).
  - c. **SHORT RESPONSE #4: CIVIL RIGHTS ABROAD.** Using at least one of the databases offered in class, locate a non-US source about the US civil rights movement and write one-page analysis about of what that source teaches us about the civil rights movement’s international audiences.

#### **Part 3: The Civil Rights 1960s and Historical Research**

##### Week 9 –The Sit-Ins and Generational Transition in the Civil Rights Movement

23. Tuesday, October 14a: A New Phase of Civil Rights Insurgency
- a. Barbara Ransby, Chapter 7 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. Tomiko Brown-Nagin, *Courage to Dissent* (2011), selected excerpts.
24. Tuesday, October 14b: Documenting Young Student Activists

- a. Barbara Ransby, Chapter 8 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. Select sources from CRMVet.org and the SNCC Digital Gateway.
25. Thursday, October 16: Introduction to Digital History
- a. David S. Busch, “A Bridge Between Two Worlds,” *Current Research in Digital History*, <https://crdh.rrchnm.org/essays/v03-01-bridge-between-two-worlds/>
  - b. American Historical Association, “Guiding Principles for Artificial Intelligence in History Education” (2025), <https://www.historians.org/wp-content/uploads/2025/08/AHA-Artificial-Intelligence-in-History-Education.pdf>

Week 10 – Alabama and Local Histories of the Civil Rights Movement

26. Tuesday, October 21a: The FBI and Sixteenth Street Baptist Church, Birmingham
- a. Glenn Eskew, *But for Birmingham* (1997), select excerpts.
  - b. “Reading FBI Records,” ProQuest, <https://blackfreedom.proquest.com/reading-fbi-records/>
  - c. ADDITIONAL ASSIGNMENT: Come prepared to discuss your assigned portion of the FBI Birmingham Church Bombing investigation file, <https://vault.fbi.gov/16th%20Street%20Church%20Bombing%20/>
27. Tuesday, October 21b: Anti–Civil Rights Violence in Tuscaloosa, 1964
- a. John Giggie, Prologue and Chapter 5 to *Bloody Tuesday* (2024), 1–9, 129–156.
28. Thursday, October 23: Selma
- a. J. Mills Thornton, “Selma,” *Dividing Lines* (2002).
  - b. Select reviews of *Dividing Lines*.
  - c. **SHORT RESPONSE #5: LOCAL V. INTERNATIONAL HISTORY.**

Week 11 – Fighting for the Voting Rights in Mississippi

29. Tuesday, October 28a: Freedom Summer
- a. Barbara Ransby, Chapter 9 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. Student Nonviolent Coordinating Committee, *Mississippi* (1964), [https://www.crmvet.org/docs/sncc\\_ms\\_violence.pdf](https://www.crmvet.org/docs/sncc_ms_violence.pdf)
  - c. Cecilia Marquez, Chapter 3 in *Making of the Latino South* (2023).
30. Tuesday, October 28b: The Mississippi Freedom Democratic Party
- a. Barbara Ransby, Chapter 10 of *Ella Baker and the Black Freedom Movement* (2003).
  - b. Fannie Lou Hamer, Testimony before the Credentials Committee, (1964), <https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html>
31. Thursday, October 30: Oral Histories of the Mississippi Freedom Struggle
- a. Select interviews from the UF Samuel Proctor Oral History Center, USM Oral History Program, and UNC Southern Collection.
  - b. **TIMELINES/MINI-RESEARCH PAPERS DUE BY START OF CLASS**

**Part Four: Civil Rights Struggles after the “Classic” Years****Week 12 – Civil Rights After Selma**

32. Tuesday, November 4a: From Civil Rights to Black Power and the War on Poverty
  - a. Stokely Carmichael, “What We Want” (1966).
  - b. SNCC, “The Basis of Black Power” (1967).
  - c. Crystal Sanders, Chapter 1 of *Chance for Change* (2016).
33. Tuesday, November 4b: Barbara Ransby Final Discussion
  - a. Barbara Ransby, Epilogue and Chapter 10 of *Ella Baker and the Black Freedom Movement* (2003).
34. Thursday, November 8: The Rise of the Black Panthers
  - a. Robyn Spencer, Chapters 1 and 2 of *The Revolution Has Come* (2016)
  - b. Select issues of *The Black Panther* (1967).

**Week 13 – Black Power and Student Activism at the University**

- 35. Tuesday, November 11a/b: No Class (University-Scheduled Holiday)**
  - a. Thursday, November 13: **Visit to University Archives (pending approval)**
  - b. Abdul Alkalimat, *The History of Black Studies* (2021), selected excerpts.
  - c. **BOOK REVIEWS DUE BEFORE START OF CLASS**

**Week 14 – Civil Rights Struggles in the 1970s**

36. Tuesday, November 18a: School Desegregation after *Alexander v. Holmes*
  - a. William Robert Billups, “Stopping the Bus,” draft book chapter (2025).
  - b. Select primary sources from the University of Colorado Boulder archives.
37. Tuesday, November 18b: Multiracial Alliances and Affirmative Action
  - a. Nancy MacLean, *Freedom Is Not Enough* (2006), selected excerpts.
  - b. Lorrin Thomas, “Abajo Con Bakke,” *Modern American History* (2025), <https://www.cambridge.org/core/journals/modern-american-history/article/abajo-con-bakke-latinos-leading-role-in-the-fight-for-affirmative-action-in-the-1970s/DDA2D6A11EEBB67D34DF1656623D1570>
38. Thursday, November 20: *Milliken* and Boston
  - a. Matthew Delmont, *Why Busing Failed* (2016), selected excerpts.
  - b. Michelle Adams, *The Containment* (2025), selected excerpts.
  - c. Select primary sources from the Gerald Ford Presidential Library.
  - d. **ANNOTATED BIBLIOGRAPHY BEFORE CLASS STARTS.**

**Week 15 – No Class (Week of Thanksgiving Break, November 25–29)****Week 16 – Course Conclusion**

39. Tuesday, December 2a: Civil Rights after 1980
  - a. Michelle Adams, Chapter 24 and Epilogue of *The Containment* (2025).
  - b. Matthew Delmont, Conclusion to *Why Busing Failed* (2016).
40. Tuesday, December 2b: Concluding Discussion and Skills Exam
  - a. *Readings to be determined.*
  - b. **REVISE AND RESUBMIT DUE (OPTIONAL)**

**FINAL PROSPECTUS DUE ON WED., DEC. 3, BY 11:59PM EDT.** No final exam.