

# **AMH1094: Fight for Your Rights: The Long Civil Rights Movement**

**Spring 2026 (Quest 1, 3 credits)**

---

## **I. General Information**

**Meeting days and times:** M, W Period 3 (9:35a – 10:25a)

**Class location:** LIT0101

**Friday section times and locations:** Varies; see your registration in one.ufl

### **Instructor:**

**Name:** William Robert Billups

**Office:** Keene Flint Hall 224

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

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

**Office Hours:** Mondays 11:00a-12:00pm; Tuesdays 1:00-3:00p; Wednesdays 3:00-4:00p

### **Teaching Assistants:**

**Name:** Claudia Suarez

**Email:** cdsuarez@ufl.edu

**Office Hours:** TBA

**Name:** Andrew Harrison

**Email:** harrison.andrew@ufl.edu

**Office Hours:** TBA

## **Course Description**

This Quest 1 course is 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 influences on other social movements.

Students who successfully complete this course will have enriched understandings of the civil rights movement and the field of history. Successful completion of this Quest 1 course, and all major writing components (marked with "WR" on syllabus), fills the 2,000-word requirement.

### **Prerequisites**

Must be enrolled as a UF undergraduate student.

### **Course Objectives**

All General Education area objectives can be found [here](#).

The AMH 1094 curriculum will also cover the following course-specific objectives:

1. Evaluation of what scholars call the "long civil rights movement."
2. Assessment of the different methodological approaches scholars have taken to understand social justice in general and the long civil rights movement in specific.
3. Discussion of the relationship between the long civil rights movement and contemporary social justice issues.
4. Evaluation of historical, sociological, philosophical, literary, and artistic works.

## **II. QUEST 1 Student Learning Outcomes, General Education, & the Writing Requirement**

**QUEST 1 Description:** Quest 1 courses are multidisciplinary explorations of essential questions about the human condition that are not easy to answer, but also not easy to ignore: What makes life worth living? What makes a society a fair one? How do we manage conflicts? Who are we in relation to other people or to the natural world? To grapple with the kinds of open-ended and complex intellectual challenges they will face as critical, creative, and self-reflective adults navigating a complex and interconnected world, Quest 1 students apply approaches from the humanities to mine works for evidence, create arguments, and articulate ideas.

### **QUEST 1 Student Learning Objectives**

1. Identify, describe, and explain the history, theories, and methodologies used to examine essential questions about the human condition within and across the arts and humanities disciplines incorporated into the course (Content).
2. Analyze and evaluate essential questions about the human condition using established practices appropriate for the arts and humanities disciplines incorporated into the course (Critical Thinking).

3. Connect course content with critical reflection on their intellectual, personal, and professional development at UF and beyond (Connection).
4. Develop and present clear and effective responses to essential questions in oral and written forms as appropriate to the relevant humanities disciplines incorporated into the course (Communication).

## **HUMANITIES (H)**

Description: 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 to 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 through:

1. Evaluation of what scholars call the “long civil rights movement.”
2. Assessment of the different methodological approaches scholars have taken to understand social justice in general and the long civil rights movement in specific.
3. Discussion of the relationship between the long civil rights movement and contemporary social justice issues.
4. Evaluation of historical, sociological, philosophical, literary, and artistic works.

HUMANITIES Student Learning Objectives:

1. Identify, describe, and explain the history, underlying theory and methodologies used in the course (Content).
2. Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives (Critical Thinking).
3. Communicate knowledge, thoughts and reasoning clearly and effectively 10 (Communication).

At the end of the course, students will be able to:

1. Identify, describe, and explain the key developments in the long civil rights movement and how they shaped the world in which we live. (Content)

2. Identify, describe, and explain specific goals, strategies, and political ideologies of the long civil rights movement. (Content)
3. Analyze primary documents, situate them in historical and literary context, and develop critical interpretations of their significance to the long civil rights movement. (Critical Thinking)
4. Evaluate specific goals, strategies, and political ideologies of the long civil rights movement. (Critical Thinking)
5. Reflect on connections between course content and their intellectual, personal, and professional development at UF and beyond. (Critical Thinking)
6. Identify and analyze the different methodological frameworks used to understand the long civil rights movement. (Critical Thinking)
7. Develop and present clear and effective responses to essential questions about social justice issues in oral and written forms. (Communication)

## WRITING EVALUATION

This course carries 2000 words that count towards the UF Writing Requirement. You must turn in all written work counting towards the 2000 words to receive credit for those words (see assignments marked with **WR** on the course schedule). The instructor will evaluate and provide feedback on the student's written work with respect to content, organization and coherence, argument and support (when appropriate), style, clarity, grammar, punctuation, and other mechanics. Specific guidelines for individual assignments will be provided throughout the semester.

Category of Writing Evaluation	Satisfactory	Unsatisfactory
Content	Papers demonstrate deep engage with course content and synthesize multiple sources to construct well-evidenced argument.	Papers demonstrate weak engage with course content and do not synthesize multiple sources to construct well-evidenced argument.
Organization & Coherence	Papers employ a clear organization and topic sentences that support a coherent line of argumentation.	Papers do not employ a clear organization or topic sentences that support a coherent line of argumentation.
Argument & Support	Papers posit a clear argument (thesis statement) and back that argument with germane evidence.	Papers do not posit a clear argument (thesis statement) and/or fail to back that argument with germane evidence.

Style	Papers employ appropriate word choice, sentence structures, and syntax for the discipline. At a minimum, papers use vocabulary precisely and vary sentence structure to provide a smooth narrative.	Papers fail to employ appropriate word choice, sentence structures, and/or syntax for the discipline. Papers use vocabulary imprecisely and do not vary sentence structure.
Mechanics	Papers contain three or fewer mechanical errors and successfully deploy punctuation, citation, and capitalization.	Papers contain more than three mechanical errors and unsuccessfully deploy punctuation, citation, and capitalization.

### III. Graded Work

#### Required Materials

- Mary L. Dudziak, *Cold War Civil Rights* (2000).

#### Materials will be available through the following means:

Students need not purchase any texts for this course. The main books used to support this class are Mary Dudziak's *Cold War Civil Rights* (2000) and Barbara Ransby's *Ella Baker and the Black Freedom Movement* (2003), both available digitally through the University of Florida Library. All other readings are available through Canvas and hyperlinks in the syllabus.

**Materials Fee:** \$0.00

#### Graded Components

**Lecture Hall Attendance (10%):** Simply attending lecture will boost your course grade, and on Monday and Wednesday student will sign in with their TA before lecture begins. The TAs will mark students as present, late, or absent. You may have up to four un-excused *lecture* absences without penalty, but after those four each subsequent unexcused lecture absence lowers your course grade by half a point. Every two late arrivals section counts as one unexcused absence. Students will not be penalized for university-excused absences; see [UF's excused absence policy](#). Note: if a student signs in before lecture and leaves after ten or fifteen minutes, a TA will mark that student as absent.

**Discussion Section Attendance (10%):** Your TA will maintain attendance records for all discussion sections. Students are permitted one unexcused section absence without penalty, though they are still required to complete all discussion section assignments and quizzes. After one unexcused *section* absence, which carries no penalty, each subsequent unexcused absence will result in a one-point deduction from your overall course grade. Every two late arrivals to a discussion section counts as one unexcused absence. Students will not be penalized for university-excused absences; see [UF's excused absence policy](#). Note: if a student signs in during

a section meeting and leaves after ten or fifteen minutes, the TA will mark that student as absent.

**Discussion Section Participation (10%):** Participation is assessed based on presence and meaningful contributions to class discussion. This grade will be assessed by your TA, who will assign a participation score of 1-10 using this rubric:

1. (7 points) Student attends, is on time, and not disruptive (up to .7 points/section)
2. (3 points) Student contributes to section meeting (up to .3 points/section)

**Short Responses (10%, or 2% each).** Over the semester, you will be asked to write five short responses to prompts and readings. These questions are designed to facilitate deeper class discussions, prepare for exam questions, and help you develop research and writing skills for the major paper. The last two short responses, which are longer and more complex, count toward the 2,000-word writing requirement. The due dates are listed in the course schedule, and these short assignments are always due at 9:30am EDT on a Friday.

**Section Quizzes (5%, or 1% each).** Approximately every other week, section meetings will begin with a short, written quiz designed to help you prepare for exams and to evaluate your engagement with lecture and/or reading content. If you miss a class section that involves a quiz, you will need to arrange a make-up or take a zero. These five quizzes, noted on the syllabus schedule, will be graded by your TA.

**Midterm Exam (15%):** This timed, closed-book exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas, and the exam is on Wednesday, February 25, at our usual lecture time and location (LIT0101, 9:35am EDT).

**The Civil Rights Movement & the World Research Paper (15%):** This essay requires students to locate and to use primary sources (marked with a [P] in the schedule) to develop their own arguments about the international dimensions of the US civil rights movement. This approximately 1500-word essay is due on Friday, April 3, at 9:30am EDT.

**A. Paper Instructions:** This essay will include three parts, namely:

1. An introductory paragraph that clearly states your argument about an international dimension or effect of the US civil rights struggle.
2. Several body paragraphs that back your argument with specific, cited evidence from **at least two** secondary sources and **at least four** primary sources.
3. A 1-2 paragraph conclusion that summarizes your main argument and considers your argument's implication for your broader understanding of the US civil rights movement, international politics, and/or other relevant historical themes.

**B. Paper Rubric:** This essay will be evaluated on a 0-100 scale using these criteria:

1. (20/100 points – Argument & Support) Makes a clear argument in the introduction and substantiates that argument successfully throughout the paper.
2. (40/100 points – Organization & Coherence/Content) Paper has several topic sentences and body paragraphs that demonstrate thoughtful engagement with several historical examples and draws from at least two secondary sources and at least four primary sources.
3. (15/100 points - Organization & Coherence/Content) Conclusion summarizes the main argument and seriously considers that argument's larger implication for your understanding of the civil rights struggle, international politics, and/or other relevant historical themes.
4. (15/100 points - Style) Paper uses appropriate vocabulary and sentence structure and properly cites relevant primary and/or secondary literature using MLA, APA, or Chicago citations. Students who choose MLA or APA will need to include a bibliography of works cited.
5. (10/100 points - Mechanics) Prose is clear, smoothly written, free of grammatical errors, and meets the word count base of 1400 words (excluding title, citations, pagination, and bibliography).

**In-Class Final Exam (25%):** This in-class, closed-note exam will draw from the course's lectures, discussions, and readings. A study guide will be posted to Canvas. The final exam is due on Wednesday, April 29, 2025, at 3:00pm EDT.

**TOTAL: 100%**

#### Grading Scale

Letter Grade	Number Grade
A	100-93
A-	92-90
B+	89-87
B	86-83
B-	82-80
C+	79-77
C	76-73
C-	72-70
D+	69-67
D	66-63

Letter Grade	Number Grade
D-	62-60
E	59-0

See the UF Catalog's "[Grades and Grading Policies](#)" for information on how UF assigns grade points.

*Note: A minimum grade of C is required to earn Quest 1 credit.*

**University Assessment Policies.** Requirements for make-up exams, assignments, and other work in this course are consistent with university policies that can be found in the [Catalog](#).

**Instructions for Submitting Written Assignments.** All written assignments must be submitted as Word documents (.doc or .docx) through the "Assignments" portal in Canvas by the specified deadlines. Do NOT send assignments as PDF files, which can freeze the Canvas grading system.

**Extensions & Make-Up Exams.** Only the professor can authorize an extension or make-up exam, and all requests must be supported by documentation from a medical provider, Student Health Services, the Disability Resource Center, the Dean of Students Office, or a similar official body. Requirements for attendance and make-up exams, assignments, and other work in this course are consistent with university policies:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

**Late Submissions.** Unless an extension is granted, the Civil Rights Movement & the World paper will incur a 10-point penalty for every day it is late, beginning the minute after the 9:30am EDT deadline passes. Short responses will receive a grade of zero (F) if submitted after the 9:30am EDT deadline, and late submissions are ineligible for revise-and-resubmit.

**Revise & Resubmit Policy.** To encourage engagement with the revision process, you may revise and resubmit your Civil Rights Movement & the World paper or any *one* short response so long as you meet two criteria: 1) you submitted the original assignment on time and without any academic integrity violation (see below), 2) you submit the revised version via Canvas through the "Revision" portal by 9:30am EDT on the day of lecture: Wednesday, April 22. The grade assigned to the revised version will entirely replace the grade given to the original submission. Please note the revise-and-resubmit is an alternative to an extension.

**Extra Credit.** You may submit an extra-credit short response on Friday, April 17, by 9:30am EDT. The professor will announce in class if other extra credit opportunities arise during the semester. Extra credit points will be added to your section participation grade.

**Internal Grade Appeal.** If you are unsatisfied with a grade assigned by your TA, you may ask for a grade appeal, which will involve Dr. Billups reading an unmarked version of your work and assigning a new score, which is final and replaces the one assigned by your TA. Grades assigned



by Dr. Billups are not appealable except through the university grade dispute process, but you are always welcome to discuss your grades, assignments, and class experience with Dr. Billups in office hours. Once papers, quizzes, and exams are returned, TAs cannot retroactively change grades.

**Canvas.** Class announcements will be made through Canvas, and all papers **must** be turned in via Canvas. Class handouts, lecture slides, assignment rubrics, readings, study guides, a writing sample, and a copy of this syllabus are on our Canvas site. Check your Canvas inbox daily, and read all AMH 1094 Canvas announcements, which is how I communicate with the class.

### **Technology in the Classroom**

To respect a wide range of learning styles, I will permit the use of tablets and laptops 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 the lecture may be asked to leave, and anyone caught using tablets or laptops for purposes unrelated to the course during a discussion section will receive an unexcused absence and a failing participation grade for that meeting. No computers or laptops are allowed on exam days, and those who repeatedly violate the technology policy will be barred from bringing laptops and tablets to class. Cellphones should be on vibrate and out of sight.

### **Class Communication Policy**

The best way to get in contact with your professor or TA is through our UF emails, listed on the front page of the syllabus. We will do our best to reply within one business day, but there may be periods when we are slower to respond due to high email volume. Please also note that we will not answer emails at night, over weekends, or during university-scheduled holidays. Finally, when you email Dr. Billups, please carbon copy (cc) your TA to streamline communication.

### **Assignment Support Outside the Classroom**

You are welcome to come to regular office hours or to schedule an individual appointment with your professor or TA. When needed, I also encourage you to seek support from the academic resources listed on this syllabus.

## **IV. Evaluations**

### **UF course evaluation process**

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <http://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 <http://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <http://gatorevals.aa.ufl.edu/public-results/>.

## **V. University Policies and Resources**

### **Students requiring accommodation**

Students 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 letter with their instructor and discuss their access needs, as early as possible in the semester.

### **University Honesty Policy**

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 Conduct Code specifies a number of behaviors that are in violation of this code and the possible sanctions. [See the UF Conduct Code website for more information](#). If you have any questions or concerns, please consult with the instructor or TAs in this class.

### **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 use of any unauthorized use of artificial intelligence programs, such as ChatGPT.

### **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 Seth Bernstein (Associate Chair) ([sethbernstein@ufl.edu](mailto:sethbernstein@ufl.edu), 352-273-3399). 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).

### **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 [UF Police Department website](#) or call 352-392-1111 (or 9-1-1 for emergencies).
- UF 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 [UF Health Emergency Room and Trauma Center website](#).
- GatorWell Health Promotion Services: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the [GatorWell website](#) or call 352-273-4450.
- Student Success Initiative, <https://studentsuccess.ufl.edu/>.
- [Field and Fork Pantry](#). Food and toiletries for students experiencing food insecurity.

- [Dean of Students Office](#). 202 Peabody Hall, 392-1261. Among other services, the DSO assists students who are experiencing situations that compromises their ability to attend classes. This includes family emergencies and medical issues (including mental health crises).

#### **Academic Resources**

- E-learning technical support: Contact the [UF Computing Help Desk](#) at 352-392-4357 or via e-mail 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 information.
- On-Line Students Complaints: View the [Distance Learning Student Complaint Process](#).

#### **VI. Calendar**

Date & Topic MM/DY/YEAR	Readings/Preparation	Work Due
<b>01/12/2026</b> Syllabus and Class Overview	1. AMH 1094 Syllabus [5041 words]	
<b>01/14/2026</b> Reconstruction	1. [P] Frederick Douglas, “Remembering the Civil War” (1878), [1006 words] 2. [P] General Reynolds Describes Lawlessness in Texas (1868), [783 words]	
<b>01/16/2026</b> TA Session	All January 15 Readings	None
<b>01/19/2026</b> <b>No Class</b> <b>(Holiday)</b>	No readings	
<b>01/21/2026</b> Reconstruction to Jim Crow	1. Glenda Gilmore, <i>Gender and Jim Crow</i> (1996), 1–29. [29 pages] 2. [P] Booker T. Washington, Address to the Atlanta Exposition (1895). [3 pages] 3. [P] Sarah Dudley Petty, “The Up-to-Date Woman,” <i>Star of Zion</i> , Aug. 13, 1896. [2 pages]	
<b>01/23/2026</b> TA Session	All January 22 Readings	Short Assignment #1 due at 9:30a EDT
<b>01/26/2026</b> Fighting Jim Crow’s Rise	1. [P] Ida B. Wells, <i>The Red Record</i> (1895), selected excerpts. [ 3 pages] 2. [P] Niagara Movement, “Declaration of Principles” (1905). [5 pages]	
<b>01/28/2026</b> Labor in the Gilded Age	1. [P] The Niagara Movement, “Address to the Country” (1906). [3 pages] 2. [P] The National Committee, “The Call” (1909, excerpted). [2 pages] 3. Ann V. Collins, “Red Summer and Early-20 <sup>th</sup> Century Race Massacres,” <i>Oxford Reference Encyclopedia</i> (2021). [UF link available <a href="#">here</a> ] [20 pages]	
<b>01/30/2026</b> TA Session	All January 27 and January 29 Readings	<b>Section Quiz #1</b>

<b>02/02/2026</b> World War One and Early Civil Rights Action	1. [P] Ida B. Wells to President Woodrow Wilson (1918), [1 page] 2. [P] W. E. B. DuBois to President Woodrow Wilson (1918). [4 pages]	
<b>02/04/2026</b> Decolonization & the Harlem Renaissance	1. [P] Marcus Garvey, "The Negro's Place in World Reorganization" (1923). [3 pages] 2. [P] Alaine Locke, Forward to <i>The New Negro: An Interpretation</i> (1925), ix-xi. [3 pages]	
<b>02/06/2026</b> TA Session	All February 2 and February 4 Readings	Short response #2 due at 9:30a EDT
<b>02/09/2026</b> Radicals and Civil Rights Networks during the Depression	1. Barbara Ransby, Chapter 3 of <i>Ella Baker and the Black Freedom Movement</i> (2003), selected pages (64–91). [28 pages]	
<b>02/11/2026</b> World War II and Double-V	1. Matthew Delmont, "Half American," presentation to the Museum of Jewish Heritage. [43 minutes] 2. [P] Edgar T. Rouzeau, "Black America Wars on Double Front for High Stakes," <i>Pittsburgh Courier</i> , Feb. 7, 1942, p. 5. [1page] 3. [P] A. Philip Randolph, "Call to March" (1941). [2 pages]	
<b>02/13/2026</b> TA Session	All February 9 and February 11 Readings	<b>Section Quiz #2</b>
<b>02/16/2026</b> Early Cold War Civil Rights	1. Mary L. Dudziak, Introduction to <i>Cold War Civil Rights</i> (2000), 3-17. [15 pages]	
<b>02/18/2026</b> Harry T. Moore & Florida Civil Rights Archives	1. Jake C. Miller, "Harry T. Moore's Campaign for Racial Equality," <i>Journal of Black Studies</i> (2000), <a href="https://www.jstor.org/stable/2645914?seq=1">https://www.jstor.org/stable/2645914?seq=1</a> . [18 pages]	

<b>02/20/2026</b> TA Discussion Section	1. Come prepared to discuss Wednesday's reading, your reflection (short response #3), and to review for the mid-term exam.	Short response #3 due at 9:30a EDT
<b>02/23/2026</b> Unpacking Brown v. Board	1. [P] <i>Brown versus Board of Education</i> (1954). [5 pages]	
<b>02/25/2026</b> Mid-Term Exam	No readings, in-class mid-term exam.	
<b>02/27/2026</b> No Section Meetings	None	None
<b>03/02/2026</b> From the Montgomery Bus Boycott to the SCLC	1. [P] Rosa Parks, Oral History with Marcia M. Greenlee. [1570 words]	
<b>03/04/2026</b> Dwight Eisenhower and the NAACP versus Massive Resistance	1. Mary Dudziak, "Holding the Line at Little Rock," Chapter 4 in <i>Cold War Civil Rights</i> (2001), 115–152. [38 pages] 2. [P] Eisenhower address on the Little Rock, September 24, 1957, <a href="https://www.youtube.com/watch?v=ZzT5v_ICU6I">https://www.youtube.com/watch?v=ZzT5v_ICU6I</a> [13:35]	
<b>03/06/2026</b> TA Session	All March 6 Readings	Section Quiz #3
<b>03/09/2026</b> Generational Transition and the Sit-Ins	1. Mary Dudziak, Chapter 5 of <i>Cold War Civil Rights</i> , selected excerpts. [20 pages]	
<b>03/11/2026</b> The Freedom Riders & Their Audiences	1. Alyssa Trometter, Chapter 2 of <i>Aboriginal Black Power and the Rise of the Australian Black Panther Party</i> (2021). [15 pages]	
<b>03/13/2026</b> TA Session	All March 9 and March 11 readings	Short response #4

		(WR) 9:30a EDT
<b>03/16/2026-03/20/2026</b> Spring Break (No Classes)	No Readings	
<b>03/23/2026</b> Tragedy in Birmingham	<ol style="list-style-type: none"> <li>1. Mary Dudziak, Chapter 5 of <i>Cold War Civil Rights</i>, selected excerpts. [15 pages]</li> <li>2. [P] Martin Luther King Jr., "Letter from a Birmingham Jail" (1963). [11 pages]</li> <li>3. [P] John Drew, Interview in "1108 Dynamite Hill," Southern Spaces (2021), <a href="https://southernspaces.org/2021/1108-dynamite-hill/">https://southernspaces.org/2021/1108-dynamite-hill/</a>. [9 minutes 36 seconds]</li> </ol>	
<b>03/25/2026</b> Tuscaloosa and Selma	No reading today; use the extra time for short response #5.	
<b>03/27/2026</b> TA Session	All required March 23 Readings	Short response #5 (WR) due at 9:30a EDT
<b>03/30/2026</b> Voter Education and Mississippi Freedom Summer	<ol style="list-style-type: none"> <li>1. David S. Busch, "A Bridge Between Two Worlds," <i>Current Research in Digital History</i>, <a href="https://crdh.rrchnm.org/essays/v03-01-bridge-between-two-worlds/">https://crdh.rrchnm.org/essays/v03-01-bridge-between-two-worlds/</a> [10 pages]</li> <li>2. [P] Student Nonviolent Coordinating Committee, <i>Mississippi</i> (1964) [19 pages, but half are pictures], <a href="https://www.crmvet.org/docs/sncc_ms_violence.pdf">https://www.crmvet.org/docs/sncc_ms_violence.pdf</a></li> </ol>	
<b>04/01/2026</b> The Mississippi Freedom Democratic Party to the War on Poverty	<ol style="list-style-type: none"> <li>1. [P] Fannie L. Hamer, Testimony before the Credentials Committee, (1964), <a href="https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html">https://americanradioworks.publicradio.org/features/sayitplain/flhamer.html</a>. [8 minutes 11 seconds]</li> </ol>	
<b>04/03/2026</b> TA Session	All March 30 and April 1 Readings	<b>Section Quiz #4.</b> Civil Rights & the World Paper (WR) due at 9:30a EDT



<b>04/06/2026</b> From Civil Rights to Black Power	<ol style="list-style-type: none"> <li>1. [P] Student Nonviolent Coordinating Committee, “The Basis of Black Power” (1966) [4 pages]</li> <li>2. [P] Luis Zapata, Oral history with Emily Crosby, selected excerpts (2013). [10 pages]</li> </ol>	
<b>04/08/2026</b> The Rise of the Black Panther Party and Its Audiences	<ol style="list-style-type: none"> <li>1. Cecilia Marquez, Chapter 3 in <i>Making of the Latino South</i> (2023). [33 pages]</li> </ol>	
<b>04/10/2026</b> TA Session	All April 6 and April 8 readings.	<b>Section Quiz #5</b>
<b>04/13/2026</b> School Desegregation after <i>Alexander v. Holmes</i>	None	
<b>04/15/2026</b> Multiracial Alliances and Affirmative Action Litigation	<ol style="list-style-type: none"> <li>1. Lorrin Thomas, “Abajo Con Bakke,” <i>Modern American History</i> (2025), <a href="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">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</a> [24 pages]</li> <li>2. [P] Digest of Civil Rights Polling Data (multiple dates). [10 pages]</li> </ol>	
<b>04/17/2026</b> TA Session	All April 13 and April 15 Readings.	Extra credit essay due at 9:30a EDT
<b>04/20/2026</b> The Movement Continues	No Readings	
<b>04/22/2026</b> Concluding Lecture	No Readings	Optional Revise-&-Resubmit due at 9:30a EDT
<b>04/24/2026</b> No TA session (reading day)	No Readings	

<b>04/29/2026</b> <b>In-Class Final</b> <b>Exam</b>	No Readings	Final exam at 3:00pm EDT
---	-------------	--------------------------------