**CHAPTER 5**

**Industrialization and Dominant–Minority Relations:**

**From Slavery to Segregation and the Coming of Postindustrial Society**

**Classroom Activities and Suggestions for Discussion**

1. Watch *Goin’ to Chicago* (California Newsreel) about the Great Migration of African Americans to the North. How does this film illustrate ideas from the text, including “voting with one’s feet,” sharecropping, continued discrimination, and competition with other ethnic groups?
2. Ask your students to research one case of lynching in the South during the Jim Crow era. Ask them to write a one-page reflection on the case, describing the reasons given for the lynching, the photos, the aftermath in the white and black communities, and any contemporary discussion of the case. Have them then gather in small groups to share their research. Finally, as a class, ask them to consider how such actions would have affected African Americans then and in subsequent years.
3. Have students role play as if they were Richard Kahlenberg, Orlando Patterson, and Thomas Sowell. What would a conversation between them sound like in regards to Affirmative Action? What are their key ideas and what’s their evidence? (NOTE: If you are going to assign role-playing activities, it is best to give your students some advance warning so they can prepare key ideas.)
4. Investigate examples of Jim Crow legislation in different states. What different areas did these laws cover (e.g., using different bibles in courtrooms, not playing checkers together, not being buried in the same cemeteries). Discuss them.
5. Listen to and read Martin Luther King Jr.’s famous speeches (e.g., “Letter from a

Birmingham Jail” “I Have a Dream,” “I’ve Been to the Mountaintop”—available from the King Center in Atlanta, Georgia). Ask your students to analyze them in terms of concepts from the text and in relation to present day social movement activism. Discuss.

1. Have students investigate key legal cases dealing with affirmative action. What key themes do they see? Does the attitude toward affirmative action appear to be changing and, if so, how? One good site to reference is the resource page of the American Association for Affirmative Action at <http://www.affirmativeaction.org/resources/index.html>. How do students evaluate what they find here and on other Web sites?
2. Recently several social movement organizations seeking justice for *maquiladora* workers have emerged. Ask students to examine the ideas and practices of these organizations. Two groups raising concerns include Coalition for Justice in the Maquiladoras (<http://www.coalitionforjustice.net/>) and Global Trade Watch <http://www.citizen.org/trade/)>. How are the ideas and practices of these groups similar to those used by other organizations and movements (e.g., Red Power, Chicanismo, NAACP). Do students expect these groups to be successful in reaching their goals? Why or why not?
3. Healey outlines two broad themes as the foundation for Chapter 5. Have students evaluate the argument of these themes, either by devising pros and cons, by comparing and contrasting the experiences of different minority groups, or by debate.
   1. “The nature of dominant-minority group relations at any point in time is largely a function of the characteristics of the society as a whole. The situation of a minority group will reflect the realities of everyday social lives and particularly the subsistence technology” (p. 102).
   2. “The contact situation—the conditions under which groups first come together—is the single most significant factor in the creation of minority-group status. The nature of the contact situation has long-lasting consequences for the minority group and the extent of racial or ethnic stratification, the levels of racism and prejudice, the possibilities for assimilation and pluralism, and virtually every other aspect of the dominant-majority relationship” (p. 102).
4. Discuss the historical roots of slavery in the United States and ask students to consider the following questions: Were Africans inevitable victims of slavery? Why or why not? What peoples had the controlling interest in slaves going to the “New World” at the beginnings of slavery in the U.S.? Why were such large numbers of people required? Were people from any continent besides Africa tapped as slaves? Why weren’t other groups good candidates for slavery in the U.S.?
5. Have students compare and contrast the Noel Hypothesis (p. 104–105) and the Blauner Hypothesis (p. 105–106) as ways to understand the contact situation. Which hypothesis do they find more compelling? Which has the greatest explanatory power in terms of the historical record? Can they think of a third hypothesis that is equally powerful in understanding the contact situation?
6. Ask students what they know about the resistance to slavery in the United States. Our culture has benefitted in critical ways from the abject oppression of slaves, including the development of gospel songs, which gave insider information to escaping slaves about roads to freedom such as the Underground Railway. Have students discuss the musical legacies of slavery, including gospel, jazz, blues, and hip-hop as expressive forms. What other cultural legacies related to slavery has the present been gifted by the past?
7. Discuss the facts about slavery having a differential impact on men and women. The dominant form of the African American family in the 20th century was gynocentric: i.e. dominated by the mothers, aunts, and grandmothers. How was this family form given impetus through slavery? How has this family form been denigrated in public policy, particularly in welfare rules? Ask students what they see in public policy today that they also consider to be part of the legacy of slavery.