

Racist America
Roots, Current Realities, and
Future Reparations

INSTRUCTOR eRESOURCES

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Slavery Unwilling to Die
The Historical Development of Systemic Racism

Learning Objectives

After completing this chapter, students should be able to:

1. Describe the land theft and genocide of Indigenous Americans
2. Understand the link between slavery and modern capitalism
3. Understand the unjust economic impoverishment of African Americans
4. Describe whites' ill-gotten wealth and prosperity from slavery
5. Understand the link between slaveholders and the U.S. government
6. Understand Jim Crow
7. Describe persisting patterns of legal segregation

Summary

A central feature of the systemic racism perspective is an accent on these “deep context” understandings. Few whites today are truly knowledgeable about the racialized past of U.S. society, and indeed of their own families, and how that historical context profoundly shapes the racialized present. Knowing this history can be important today. Too many contemporary discussions ignore or forget that this era involved much white violence to create and maintain extensive white wealth and power. This lack of an accurate contextual memory and understanding is central to the dominant white framing of society. Indeed, collective forgetting seems essential to the dominant-group morality of systems of oppression. In contrast, those Americans who are oppressed often remember more of that deep context and history accurately, even though they do not control mainstream history-making resources. Clearly, the United States was originally constructed as a *white* republic. It was a principal part of the world racist order created by European colonialism and imperialism to enrich Europeans and impoverish Indigenous peoples. The white-racist institutions established during the slavery period and undergirded by the U.S. Constitution have generated, enhanced, and/or reproduced the privileges and prosperity of most white Americans for many generations.

Key Terms

commercial capitalism
deference rituals
economic surplus
enclave economy
Fifteenth Amendment
forty acres and a mule
Fourteenth Amendment
genocide

Homestead Acts
Jim Crow
mass terrorism
trail of tears
triangular trade
Thirteenth Amendment
white homestead families
white terrorism

Web Resources

Click on the following links. Please note these will open in a new window.

Exercise 2.1

Learn more about the Compromise of 1877 that gave Rutherford B. Hayes the U.S. presidency in exchange for the end of Reconstruction in the South

The Compromise of 1877 [[<https://www.khanacademy.org/humanities/us-history/civil-war-era/reconstruction/a/compromise-of-1877>]]

Exercise 2.2

Write a response to the author of “Why I’ll Never Apologize for My White Male Privilege”

Why I’ll Never Apologize for My White Male Privilege [[<http://time.com/85933/why-ill-never-apologize-for-my-white-male-privilege/>]]

Exercise 2.3

Read more about how the Nazis were inspired by Jim Crow to craft legal discrimination

How the Nazis Were Inspired by Jim Crow [[<https://www.history.com/news/how-the-nazis-were-inspired-by-jim-crow>]] and/or How the Nazis Used Jim Crow Laws as the Model for Their Race Laws [[<https://billmoyers.com/story/hitler-america-nazi-race-law/>]]

Exercise 2.4

In the 1930s, the German elite was fascinated with the U.S.’s elite’s codified racism. What did the American elite teach them?

What America Taught the Nazis [[<https://www.theatlantic.com/magazine/archive/2017/11/what-america-taught-the-nazis/540630/>]]

Exercise 2.5

Explore how U.S. racism influenced Adolf Hitler

How American Racism Influenced Hitler

[[<https://www.newyorker.com/magazine/2018/04/30/how-american-racism-influenced-hitler>]]

Exercise 2.6

Learn more about the Thirteenth, Fourteenth, and Fifteenth Amendments

Thirteenth, Fourteenth, & Fifteenth Amendments

[[<https://www.senate.gov/artandhistory/history/common/generic/CivilWarAmendments.htm>]]

Exercise 2.7

Learn more about “forty acres and a mule”

The Truth Behind ‘40 Acres and a Mule’ [[<https://www.theroot.com/the-truth-behind-40-acres-and-a-mule-1790894780>]]

Exercise 2.8

Learn more about the *Homestead Acts*, a series of federal laws passed between 1862-1916

The Homestead Acts [[<https://dp.la/primary-source-sets/the-homestead-acts>]]

Exercise 2.9

See the pamphlet titled, “Uncle Sam Will Give You a Home in The Flathead Indian Reservation,” that describes land available in Montana, 1909

A pamphlet, “Uncle Sam Will Give You a Home in The Flathead Indian Reservation,” that describes land available in Montana, 1909 [[<https://dp.la/primary-source-sets/the-homestead-acts/sources/124>]]

Exercise 2.10

See the witness’ testimony for the “homestead proof” of Almanzo Wilder (husband of *Little House on the Prairie* writer Laura Ingalls Wilder), 1884.

A witness’ testimony for the “homestead proof” of Almanzo Wilder (husband of *Little House on the Prairie* writer Laura Ingalls Wilder), 1884 [[<https://dp.la/primary-source-sets/the-homestead-acts/sources/122>]]

Exercise 2.11

Read about reservations, resistance, and the *Indian Reorganization Act*, 1900-1940

Reservations, Resistance, and the Indian Reorganization Act, 1900-1940 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940>]]

Exercise 2.12

Read a letter from the Commissioner of Indian Affairs (the “long hair” letter) about the way in which Indian people should dress and act, 1902 and a response to the “long hair” letter from the Hoopa Valley Indian Agency, 1902

A letter from the Commissioner of Indian Affairs (the “long hair” letter) about the way in which Indian people should dress and act, 1902 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1748>]] and A response to the “long hair” letter from the Hoopa Valley Indian Agency, 1902 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1749>]]

Exercise 2.13

Read an excerpt from a daily schedule of programming for the Fort Bidwell “Indian” boarding school in 1923

An excerpt from a daily schedule of programming for the Fort Bidwell boarding school in 1923 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1752>]]

Exercise 2.14

Read an excerpt from “The Problem of Indian Administration,” a study of conditions on reservations conducted by the Brookings Institution, 1928

An excerpt from The Problem of Indian Administration, a study of conditions on reservations conducted by the Brookings Institution, 1928 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1755>]]

Exercise 2.15

Read an excerpt from The New Day for the Indians, an analysis of the successes of the Indian Reorganization Act, published in 1938

An excerpt from The New Day for the Indians, an analysis of the successes of the Indian Reorganization Act, published in 1938 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1758>]]

Exercise 2.16

Watch an excerpt from “Rebuilding Indian Country,” a film created by the U.S. Department of the Interior, 1933

An excerpt from Rebuilding Indian Country, a film created by the US Department of the Interior, 1933 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1759>]]

Exercise 2.17

See a map showing the location of Indian reservations in 1900 and 1930

A map showing the location of Indian reservations in 1900 and 1930 [[<https://dp.la/primary-source-sets/reservations-resistance-and-the-indian-reorganization-act-1900-1940/sources/1757>]]

Exercise 2.18

Read Andrew Jackson's 1830 message to the U.S. Congress concerning Indian Removal and part of an 1830 pamphlet printed by the Cherokee nation discussing Indian Removal

Andrew Jackson's 1830 message to Congress concerning Indian Removal [[<https://dp.la/primary-source-sets/jacksonian-democracy/sources/143>]] and Part of an 1830 pamphlet printed by the Cherokee nation discussing Indian Removal [[<https://dp.la/primary-source-sets/jacksonian-democracy/sources/144>]]

Exercise 2.19

Learn more about Cherokee Removal and the *trail of tears*

An 1884 map of the land surrendered by the Cherokee Nation to colonial governments and the United States government from 1721 to 1835 [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1499>]]

An 1818 talk by Tennessee Governor Joseph McMinn to the Cherokee Council on the Treaty of the Cherokee Agency and plans for Indian removal [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1501>]]

An 1818 letter from Cherokee chiefs to Tennessee Governor Joseph McMinn criticizing the Treaty of the Cherokee Agency [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1502>]]

A compilation of population and personal-property statistics for the Cherokee Nation as printed in The Cherokee Phoenix, June 18, 1828 [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1504>]]

A letter from President Andrew Jackson to the Cherokee Nation about the benefits of voluntary removal, March 16, 1835 [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1506>]]

A photograph of John Ross, Principal Chief of the Cherokee Nation from 1828 to his death in 1866 [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1509>]]

An excerpt from "Memorial and Protest of the Cherokee Nation," written by John Ross, Principal Chief of the Cherokee Nation from 1828 to his death in 1866, and sent to the U.S. Congress on June 21, 1836 [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1510>]]

An 1837 message from Brigadier General John E. Wool to the Cherokee Nation warning them of the consequences of resisting removal [[<https://dp.la/primary-source-sets/cherokee-removal-and-the-trail-of-tears/sources/1511>]]

Multiple-Choice

Land Theft and Genocide: Indigenous Americans

1. By _____, an all-white U.S. Supreme Court had redefined Indigenous societies as "domestic dependent nations."
 - a. 1600

- b. 1631
 - c. 1700
 - d. **1831**
2. By _____, white government officials had the power to stop making treaties with Native Americans.
- a. 1631
 - b. 1703
 - c. **1871**
 - d. 1900
3. As of _____, when the United Nations Declaration on the Rights of Indigenous Peoples was adopted by the U.N. General Assembly, the U.S. government was among only four of the 192 countries to vote against these rights. (Later, under President Barack Obama, the government reversed this position.)
- a. 1970
 - b. 1984
 - c. 1993
 - d. **2007**

Slavery and Modern Capitalism

4. The first Africans brought into the English colonies were bought by Jamestown colonists from a Dutch-flagged ship in _____.
- a. 1433.
 - b. 1501.
 - c. **1619.**
 - d. 1700.
5. Laws firmly institutionalizing slavery were not put in place in the English colonies until the mid-_____ century.
- a. fifteenth
 - b. sixteenth
 - c. **seventeenth**
 - d. eighteenth
6. Between the 1600s and the 1820s, at least _____ Africans were forcibly brought to the Americas, while in contrast _____ European immigrants came during the same period.
- a. 500,000; 200,000
 - b. one million; 400,000
 - c. five million; 1 million
 - d. **eight million; 850,000**
7. The trade in enslaved Africans was begun by the _____ and _____ as they developed overseas empires.
- a. **Portuguese; Spanish**
 - b. English; Spanish
 - c. Dutch; French
 - d. French; Portuguese

- e. English; Germans
- 8. Plantation owners demanded large numbers of workers, and the number of those enslaved grew rapidly, to several million by the 1860s. By the 1770s about ____ percent of the population in southern areas of the U.S. was African American.
 - a. 10
 - b. 20
 - c. 30
 - d. **40**
 - e. 50
- 9. In the decade preceding the Civil War, _____ of white families in southern and border states legally owned nearly _____ black Americans.
 - a. one-half; 850,000
 - b. one-third; 1 million
 - c. two-thirds; 2 million
 - d. **one-quarter; four million**
- 10. New York City's famous Wall Street sold enslaved black Americans up until _____.
 - a. 1689
 - b. 1703
 - c. 1777
 - d. 1800
 - e. **1862**

Unjust Immiseration: Terrible Costs for Africans and African Americans

- 11. It is estimated today that at least _____ of "black" Americans have at least one "white" ancestor.
 - a. one-half
 - b. one-third
 - c. two-thirds
 - d. one-quarter
 - e. **three-quarters**

Ill-gotten Gains: Wealth and Prosperity from Slavery

- 12. Please identify the FALSE statement.
 - a. From the early 1700s to the mid-1800s much surplus capital and wealth in North America came directly, or by means of economic multiplier effects, from the slave trade and plantations.
 - b. From the 1700s to the mid-1800s a large proportion of agricultural exports in world trade was produced by enslaved people of African descent.
 - c. Much wealth generated between the 1700s and the 1860s came from the forced migration of the slave trade.
 - d. Much wealth generated between the 1700s and the 1860s came from the violently coerced labor of enslaved men, women, and children on plantations.
 - e. **Even without the often brutally whipped labor of enslaved black Americans, there would probably have been a successful textile industry in the U.S.**
- 13. George Washington, the first U.S. president, was one of the wealthiest Americans. He:

- a. owned more than 36,000 acres of land.
 - b. held substantial securities in banks and land companies.
 - c. enslaved 216 black Americans in 1783.
 - d. viewed black men, women, and children primarily as economic investments, like farm animals whose purpose was to bring monetary profit.
 - e. **All the above**
14. The principal author of the Declaration of Independence, Thomas Jefferson:
- a. was wealthy because he owned much land.
 - b. was wealthy because he enslaved hundreds of African Americans.
 - c. was sometimes critical of slavery, but rarely freed those he enslaved.
 - d. **All the above**
15. The principal author of the Declaration of Independence, Thomas Jefferson:
- a. did little to end slavery when he held positions of political authority, such as the U.S. presidency.
 - b. fathered children with an enslaved woman, whom he kept enslaved.
 - c. chased down fugitive slaves, whom he had severely whipped.
 - d. **All the above**

The Emergence of Jim Crow: Slavery Unwilling to Die

16. The _____ removed the few remaining federal troops and eliminated much federal protection of black southerners, effectively ending the Reconstruction Era and welcoming Jim Crow.
- a. **Hayes Compromise of 1877**
 - b. Tilden Compromise of 1877
 - c. Russell Compromise of 1877
 - d. Hobbes Compromise of 1877
17. Between the Civil War and the present, perhaps as many as ____ lynchings of black men and women have been perpetrated in the southern states and in certain areas of the northern and border states.
- a. 3000
 - b. 4000
 - c. 5000
 - d. **6000**
18. The first Jim Crow railroad cars were established in _____.
- a. Alabama.
 - b. Kentucky.
 - c. **Massachusetts.**
 - d. Mississippi
 - e. Tennessee
19. In developing laws oppressing German Jews and other racially targeted groups, Nazi:
- a. leaders in the 1930s and 1940s were partially influenced by U.S. segregation laws and other racialized U.S. laws, including those targeting African, Native, and Puerto Rican Americans.
 - b. lawyers visited the U.S. to study racially repressive U.S. laws.

- c. leader Adolf Hitler studied U.S. whites' genocidal treatment of Native Americans.
- d. leader Adolf Hitler studied U.S. whites' imposition of severe Jim Crow laws on Native Americans and African Americans.
- e. **All the above**

True or False

Land Theft and Genocide: Indigenous Americans

1. The brutal and exploitative practices of whites were common practice in European colonials across the globe.
 - a. **True**
 - b. False
2. The brutal and exploitative practices of whites were aberrations or occasional. They were NOT common practice in European colonials across the globe.
 - a. True
 - b. **False**
3. At no point in U.S. history did European colonists enslave Native Americans in attempts to find exploitable labor.
 - a. True
 - b. **False**
4. Benjamin Franklin and Thomas Jefferson occasionally expressed admiration for Indian societies.
 - a. **True**
 - b. False
5. By the mid-nineteenth century, all Indigenous societies had no political and cultural autonomy from white European settlers.
 - a. True
 - b. **False**
6. Whites' racist framing of Indigenous societies often allowed Native Americans slight independence.
 - a. **True**
 - b. False
7. By 1890, with most forced onto reservations, Native American numbers had decreased to about 250,000, sharply down from an estimated 15 million Indigenous people when Europeans first arrived.
 - a. **True**
 - b. False

Slavery and Modern Capitalism

8. In the Spanish colonies in Mexico and South America, Indigenous Americans were usually a major source of labor.
 - a. True
 - b. **False**
9. In the English colonies of North America, Indigenous Americans were usually a major source of labor.

- a. True
 - b. **False**
10. As early as the 1620s, Africans were treated differently from English colonists.
- a. **True**
 - b. False
11. As early as 1624, one court case made clear that a “negro” could testify in court only because he was a convert to Christianity.
- a. **True**
 - b. False
12. To the present day, many apologists for centuries of enslavement of African Americans have argued that one of the virtues of slavery was bringing Christianity to those enslaved.
- a. **True**
 - b. False
13. In the Northern states, there were significant numbers of enslaved and free African Americans.
- a. **True**
 - b. False
14. Larger plantation owners were early capitalists.
- a. **True**
 - b. False
15. By the 1720s more than one-fifth of New York City’s population was black and mostly enslaved.
- a. **True**
 - b. False
16. New York City’s famous Wall Street area was one of the first colonial markets where whites sold enslaved black Americans.
- a. **True**
 - b. False

Ill-gotten Gains: Wealth and Prosperity from Slavery

17. From the 1700s to the mid-1800s, a large proportion of agricultural exports in world trade was produced by enslaved people of African descent.
- a. **True**
 - b. False
18. Much wealth generated between the 1700s and the 1860s came from the forced migration of the slave trade and the violently coerced labor of enslaved men, women, and children on plantations.
- a. **True**
 - b. False
19. Even without the cotton textile industry, which was the first major U.S. industry, the U.S. would have likely still become a major industrial power when it did.
- a. True
 - b. **False**
20. Because of slavery, the South was the most economically prosperous and politically powerful U.S. region from the mid-1700s to the 1850s.

- a. **True**
 - b. False
21. By 1783, George Washington's accounting showed he enslaved 216 black Americans.
- a. **True**
 - b. False
22. The principal author of the Declaration of Independence, Thomas Jefferson, was sometimes critical of slavery.
- a. **True**
 - b. False

Slaveholders and the U.S. Government

23. Without the wealth generated by enslaved black Americans, there might not have been an American Revolution and, thus, a United States in the late eighteenth century.
- a. **True**
 - b. False
24. For 50 of the first 64 years of the new U.S. nation the president was a white male slave-owner.
- a. **True**
 - b. False
25. Chief Justices of the U.S. Supreme Court, for most of the period up to the Civil War, were slaveholders.
- a. **True**
 - b. False

The Emergence of Jim Crow: Slavery Unwilling to Die

26. The removal of federal soldiers from the streets and from statehouse offices in the South signaled the end of a commitment to protecting the civil and political rights of African Americans.
- a. **True**
 - b. False
27. By the 1880s and 1890s legal segregation was linked to the white elite's successful attempt to disenfranchise black voters and reassert the power of the whites-only Republican Party against inroads made during Reconstruction by a more diverse southern Democratic Party.
- a. True
 - b. **False**
28. By the early 1900s Jim Crow segregation was the rule throughout southern and border states, but NOT in parts of northern and western states.
- a. True
 - b. **False**
29. Some 3,513 lynchings of black men and 76 lynchings of black women were recorded for the years 1882 to 1927, but many more were not recorded.
- a. **True**
 - b. False

30. One contemporary researcher's data suggest that as many as 46 million white Americans are current descendants of the white homestead families and are likely inheritors of some wealth from this major wealth-generating government program.
 - a. **True**
 - b. False
31. Into the 1930s, not only did the 11 southern states have Jim Crow laws, but all the border states did too.
 - a. **True**
 - b. False
32. Into the late 1940s, numerous northern and western states had laws banning marriages between white and black Americans.
 - a. **True**
 - b. False
33. During the 1933-45 period of the Nazism in Europe, approximately half of the Democratic Party's all-white male members in Congress represented Jim Crow states, and neither major party sought to curtail the race laws so admired by German lawyers and judges.
 - a. **True**
 - b. False

Persisting Patterns of Legal Segregation

34. New Deal housing programs increased residential segregation by restricting federally guaranteed home loans to homes in racially segregated areas.
 - a. **True**
 - b. False
35. New Deal housing programs increased residential segregation by locating public housing so it would be segregated.
 - a. **True**
 - b. False
36. During the 1930s Great Depression, unemployed whites frequently pushed black workers out of all jobs, EXCEPT menial jobs.
 - a. True
 - b. **False**
37. White-run federal agencies were NOT discriminatory and or segregationist in many New Deal policies, including Social Security programs.
 - a. True
 - b. **False**

Short Answer, Essay, and/or Discussion Questions

Land Theft and Genocide: Indigenous Americans

1. Recalling Article 2 of the United Nations Convention on the Prevention and Punishment of Genocide, explain why the treatment of Indigenous peoples across the Caribbean and North and South America by white European colonists constitutes genocide.
2. What is meant by *trail of tears*?

3. Explain why the infamous 1857 *Dred Scott* Supreme Court decision confirms that leading whites viewed the situations of Native Americans and African Americans differently.

Slavery and Modern Capitalism

4. The North American colonies developed two modes of production. Describe each.
5. What distinguished slavery in the Americas from slavery in the ancient world of the Greeks and Romans?
6. Describe how Christianity was/is dogmatic and Eurocentric in “ideology, organization, and practice.”
7. Describe colonial laws regarding slavery.
8. The draft Declaration of Independence, prepared mostly by Thomas Jefferson, originally contained language accusing the British king of pursuing slavery and the slave trade. Why was this critique of slavery omitted from the final version of the Declaration of Independence?
9. While a number of factors played an important role in the expansion of commercial capitalism in the Americas, slavery was one of the most consequential. Explain.
10. In important respects the variant of capitalism developing in southern agricultural areas was different from the capitalism in northern urban areas. Explain.
11. What was the position of white women in this system?
12. Among some social scientists there is debate as to whether the slavery system was capitalistic or a unique enclave economy imbedded in a larger capitalistic system. However, most agree on two points. Describe the two points.
13. At the time of the American Revolution, the slave trade was, in Lorenzo Greene’s detailed analysis, the “very basis of the economic life of New England; about it revolved, and on it depended, most of [the region’s] other industries.” Explain.
14. Describe the barbaric brutality of white northerners responding to black attempts to break slavery’s bonds.
15. Describe the history of slavery in Massachusetts.

Unjust Immiseration: Terrible Costs for Africans and African Americans

16. Describe the enslavement of Africans as one of the most brutal aspects of European and North American history.
17. Illustrate how once fully instituted, the arrangements of slavery became much more than a machine for generating wealth. The arrangements of slavery constituted a well-developed system for the social and sexual control of men and women.
18. One of the most oppressive aspects of U.S. racism lies in its sexual thread, which weaves itself through various manifestations of systemic racism to the present. Explain.
19. Numerous narratives from enslaved women recount sexual exploitation, including that of Celia. Who was Celia and what happened to her?
20. Who was Sally Hemings?
21. Explain how the English language became an important weapon for subordinating enslaved Africans.
22. Discuss how any serious understanding of the development of European wealth must center on African colonialism.

Ill-gotten Gains: Wealth and Prosperity from Slavery

23. Using the famous British South Sea Company as your example, explain American slavery as a system created, supported, and financed by a large number of elite white men.
24. Joe Feagin and Kimberley Ducey write: “Africans’ enslavement is the ultimate foundation of the modern industrial and technological age.” Explain.
25. Describe the famous *triangular trade* of the seventeenth century.
26. As the cotton system expanded westward, what impact did it have on Indigenous societies?
27. Discuss George Washington’s views of black men, women, and children. Are his views in keeping with his claims that he opposed slavery? Explain.

Slaveholders and the U.S. Government

28. One of history’s most significant ironies is that the Declaration of Independence’s statement “all men are created equal” did not apply to African Americans. Describe the irony.
29. Compare the mainstream view of the U.S. government to the contrasting view of the American Revolution.

The Emergence of Jim Crow: Slavery Unwilling to Die

30. Describe the legacy of the United States’ highly oppressive past, of the marks and burdens of a “slavery unwilling to die.”
31. Describe the Thirteenth, Fourteenth, and Fifteenth Amendments to the U.S. Constitution; as well as southern legislatures, federal courts, and presidential or congressional actions regarding the amendments up until the civil rights revolution of the 1950s-1960s.
32. The Confederacy lost the war, but fought on for “twelve more years — using every weapon at its disposal, including the ultimate one of mass terrorism — until the nation finally acceded to most of the Confederacy’s modified war aims.” Explain.
33. What did the *Hayes Compromise of 1877* mean for African Americans?
34. Even today, a century and a half after slavery’s abolition, researchers have demonstrated slavery’s continuing impacts. Explain.
35. Explain the significance of Supreme Court Justice John Marshall Harlan’s 1883 dissenting opinion.
36. Explain the significance of the major Supreme Court decision, *Plessy v. Ferguson* (1896).
37. How does Kangjae Lee’s and David Scott’s research illustrate the lingering effects of centuries of slavery and Jim Crow.
38. Lynchings were savage events often with a strongly ritualized character. Describe the lynching account from the 1940s, involving a black man accused of trying to rape a white woman.
39. Describe the severe economic impact that legal Jim Crow segregation had, including: “forty acres and a mule”, the *Homestead Act of 1862*, and the *Southern Homestead Act of 1866*.
40. Discuss Booker T. Washington’s description of the conditions that free blacks faced on large farms and plantations – “a kind of slavery that is in one sense as bad as the slavery of antebellum days.”
41. Joe Feagin and Kimberley Ducey write: “Decades before the Civil War, Jim Crow laws were first “invented” by northern whites.” Explain.

42. Describe the links between Nazi Germany and U.S. segregation laws and other racialized U.S. laws.

Persisting Patterns of Legal Segregation

43. Whites sometimes used violence to enforce traditional patterns of racial discrimination. Describe the white-generated riots and other *white terrorism* in 1900, 1919, and the years 1910-1930.
44. Describe the racist barriers faced by blacks from the 1930s to the 1950s, with a focus on the white federal officials who played a central role in creating the high degree of racial segregation and other discrimination in housing and employment that emerged out of this era of major government-assisted programs.
45. Describe the racialized *deference rituals* — implemented to ensure that whites in all classes benefited from a strong sense of racial superiority — that were forced on black men, women, and children.
46. Discuss black workers as *economic surplus* during World War I, World War II, the Korean War, and the Vietnam War.