



PO 330 TRANSLATING RACE: A COMPARATIVE APPROACH

IES Abroad Amsterdam

Amsterdam Spring Quarter - Amsterdam Spring Quarter – Psychology, Sociology & Political Science

DESCRIPTION:

This course will examine the various ways in which race and racial identity have been constructed through colonialism and imperial history in the Netherlands, the United States, Europe and former colonies. We will examine specifically how notions of race have been instrumentalized to create and legitimize legal, social, cultural and political systems of domination, exploitation and privilege. Also we will look how these definitions and racial constructions have been applied over different times and places in relation to slavery, colonialism and formation of modern world capitalism. We will draw on sources from history, sociology, and anthropology as well as empirical examples of various countries. We will also assess and learn from both domestic and international examples of activism combating different forms of racism and we will also brainstorm about strategies to pursue goals for social justice and decolonization in the future. As much as possible we will draw on the people and resources in the City of Amsterdam to contextualize our discussions and make them as concrete as possible.

CREDITS: 3 credits

CONTACT HOURS: 45 hours

LANGUAGE OF INSTRUCTION: English

PREREQUISITES: None

ADDITIONAL COST: Purchase of one book: Nimako, Kwame & Willemsen, Glen, The Dutch Atlantic, London: Pluto (2011)

METHOD OF PRESENTATION:

Lecture, discussion, course-related trips, and student presentations

REQUIRED WORK AND FORM OF ASSESSMENT:

- Reading and Reflection Journal - 20%
- Midterm Exam - 30%
- Student Presentation - 20%
- Final Paper - 30%

Reading and Reflection Journal

Students are expected to read and/or listen to all assigned material *before* class and come prepared with questions and answers.

Students should keep an online journal, using a format set up through Moodle, in which they reflect on the readings of the session. Reflections should include new information they learned, critiques of content, and at least one question for discussion. Reflections should include content from course-related trips when applicable. Each journal entry should be at least 250 words with no upper limit. Professor will check journals weekly for completion.

Midterm Exam

This essay exam will cover topics included in readings, course-related trip, and class discussions up to that point. The exam will be taken in class and lasts the entire class period. 50% of the grade will come from short answer questions and 50% from an essay.

Student Presentation: Race in Transit

IES students usually take at least one, if not several, trips outside of Amsterdam during their time abroad. During one of these trips, students should seek out evidence of the legacy of colonialism and/or the legal construction of race in their destination, and report back to the class on what they discover. Students not able to travel outside of Amsterdam, for whatever reason, should explore a neighborhood, landmark or museum in Amsterdam not discussed in class and may present on that experience. Presentations must include information from and reference to at least one peer-reviewed article relevant to the destination and subject matter in

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question. Photos and or other visual material will be an added bonus to the presentation. Presentations will begin in week 12 and continue through week 16. Full rubric will be posted to Moodle

Final Paper

Students should choose a current political or social issue related to the course and actively discussed in both the U.S. and European contexts. They should then write an essay 2500 words assessing how constructions of race are explicitly and/or implicitly invoked in debates, policies, representations and or culture surrounding the issue, and how those constructions differ depending on the national or international context. A full paper rubric will be posted to Moodle. Students are encouraged to draw inspiration from the topics in their student presentations. However, the presentations should only serve as a starting point, with the final paper building on the work in the presentation into new ideas and scholarship.

LEARNING OUTCOMES:

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

- Define and understand how the concept of 'race' influences citizenship, social positions, discourse and representation
- Compare and contrast how the legal construction of race and citizenship has developed in different countries and legal regimes;
- Identify other identities and/or concepts that are also subject to legal construction and how law interacts with the intersections of those identities (e.g. gender, sexual orientation, religion);
- Evaluate the role of law, race and citizenship in current controversies surrounding migration, hate speech and criminal justice in the Netherlands and the United States;
- Evaluate the efficacy of using courts to address historic and present-day disputes around race, racism and/or inequality. Identify and evaluate alternatives.
- Integrate interdisciplinary sources (legal, historical and theoretical) to suggest future research, action or litigation in the area of racial (in)equality

ATTENDANCE POLICY:

Since IES Abroad Amsterdam courses are designed to take advantage of the unique contribution of the instructor, and the lecture/discussion format is regarded as the primary mode of instruction, class attendance is mandatory and will be taken for every class. In addition, students are expected to be on time for classes, course-related excursions, and tests. Some courses include mandatory trips outside of regular class hours, i.e. on weekends. Students will be made aware of the specific dates of such trips well in advance and are required to attend.

If a student misses a class without an excuse, this will lead to a deduction of their final grade of one-third of a letter grade for every additional unexcused absence (for example, A- to B+).

Excused absences are permitted only in case of:

- Health issues (including a doctor's note);
- A recognized religious holiday traditionally observed by the particular student;
- A grave incident affecting family members;
- Conflicting academic commitments, only when communicated well in advance;

Any other absences (such as missing a flight) are unexcused.

If a student shows a pattern in (excused and unexcused) absences, students may be subject to an Academic Review including but not limited to a letter sent to their school and a probationary period or exclusion from the program.

CONTENT:

Session	Content	Assignments
Session 1	Introduction to Course and Each Other <ul style="list-style-type: none"> • What’s in our backpacks? What experiences do we bring? <ul style="list-style-type: none"> ○ Rules for discussion • Crash course on Race & Law <ul style="list-style-type: none"> ○ Defining terms ○ US jurisprudence and overview of levels of scrutiny • (Over)influence of US in the arena of race and law 	<ul style="list-style-type: none"> • K. Crenshaw et al eds. “Introduction” in <i>Critical Race Theory</i> (1995), pp xxiii-xxxii (19 pages) • M. Weiner “The Demography of Race and Ethnicity in the Netherlands” (2015), pp 575-596 (21 pages) • M. Möschel, “Race in Mainland European Legal Analysis: Toward a European Critical Race Theory” (2011) pp. 1648-64 (18 pages) • E. Bruce-Jones, “State violence in contemporary Europe” in <i>Race in the Shadow of Law</i> (2017) pp 25-35 <p>Total pages: 68</p> <p>Journal entry due 12 hours before class begins.</p>
Session 2	Course-related trip– Black Heritage Tour	<ul style="list-style-type: none"> • J. Tosch, “Decoloniality and Black Heritage Tours” in <i>Smash the Pillars</i>, 31-38 (7 pages) Read K. Nimako & G. Willemsen, <i>The Dutch Atlantic</i>, 149-183 on commemoration and legacy (34 pages) • A. Cain “Decoloniality of Memory and Anti-Black Racism”, 175-85 in <i>Smash the Pillars</i> (10 pages) <p>Total pages: 51</p> <p>Journal entry due 12 hours before class begins</p>
Session 3	Colonialism at home and abroad <ul style="list-style-type: none"> • Classical Colonialism, Racial Formation and the Creation of Europe • Dutch colonialism in the Atlantic and Asia • Settler Colonialism & Whiteness as Property 	<ul style="list-style-type: none"> • C. Harris, “Whiteness as Property” (1993), pp 1709-91 (31 pages excluding footnotes) • K. Nimako & G. Willemsen, “Transatlantic Slavery and the Rise of the European World Order”, in <i>The Dutch Atlantic: Slavery, Abolition and Emancipation</i>, pp. 13-51 (38 pages) <p>Total pages: 69</p> <p>Journal entry due 12 hours before class begins.</p>

Session	Content	Assignments
Session 4	Chattel Slavery – Creation and Legacy in Law <ul style="list-style-type: none"> • Legal construction of humans and property • Compelling enslavement: slave codes and ‘plakaatboeken’ • Limits and fallacy of the ‘Free Soil Doctrine’ 	<ul style="list-style-type: none"> • K. Nimako & G. Willemsen, “Chattel Slavery, Sugar & Salt”, in <i>The Dutch Atlantic</i>, pp 52-77 (15 pages) • K. Fatah-Black & M. van Rossum, “Slavery in a Slave-Free Enclave” (2015) pp 55-74 (19 pages) • D. Hondius, “Blacks in Early Modern Europe: New Research from the Netherlands” (2009) pp 29-47 (18 pages) • D. Hondius “Access to the NL for enslaved and free Black Africans” (2011) pp 377-395 (18 pages) <p>Total pages: 70</p> <p>Journal entry due 12 hours before class begins.</p>
Session 5	Abolition, Aftermath & Emancipation <ul style="list-style-type: none"> • Reconstruction & segregation • Jim Crow v freedom of movement • Reparations & unequal legacies 	<ul style="list-style-type: none"> • T. Coates, “The Case for Reparations” in <i>The Atlantic</i> (2014) (38 pages) • K. Nimako & G. Willemsen, “Abolition without Emancipation” in <i>The Dutch Atlantic</i>, pp 87-122 (35 pages) • M. Marable, “The Promise of Brown: Desegregation, Affirmative Action and the Struggle for Racial Equality” pp 33-41 (8 pages) <p>Total pages: 81</p> <p>Journal entry due 12 hours before class begins.</p>
Session 6	What did colonialism leave behind? <ul style="list-style-type: none"> • Colonial legacies of inequality and structures of identity left behind in Africa and the US. • Why do we still need to talk about Decolonization in the 21st century? 	<ul style="list-style-type: none"> • Sabelo Ndlovu (2013), “Why decolonization in the 21st Century” <i>The Thinker</i>, volume 48, p10-15(5 pages). • Eve Tuck & K. Wayne Yang "Decolonization is not a metaphor" (40 pages) • Sabelo J Ndlovu-Gatsheni (2012) Fiftieth Anniversary of Decolonisation in Africa: a moment of celebration or critical reflection?, <i>Third World Quarterly</i>, 33:1, 71-89, (18 pages) <p>Total Pages: 63</p> <p>Journal entry due 12 hours before class begins.</p>

Session	Content	Assignments
Session 7	From Colonialism to Neocolonialism <ul style="list-style-type: none"> • Colonial movements and backlash in Europe generally in the period between the wars • “Dignitarianism” in Africa and the legal responses to independence movements 	<ul style="list-style-type: none"> • Nimako, “Lost and Found sovereignties and state formations in Africa and Asia” in <i>Routledge Handbook of Asia-Africa Relations</i> (2017) pp 46-59 (13 pages) • Sabelo J Ndlovu-Gatsheni (2013) “The Entrapment of Africa within the Global Colonial Matrices of Power.” <i>Journal of developing Studies</i> Vol 29(4): 331–353. (22 pages) • D. Muraya (2014), “The I.M.F and The World Bank: Tools of Neoliberal Imperialism”, Transcript lecture given at Amsterdam University College. Link. (20 pages) • Nkrumah 1965, “Neo-Colonialism, the Last Stage of imperialism”, link. (3 pages) <p>Total pages: 64</p> <p>Journal entry due 12 hours before class begins.</p>
Session 8	Legacy of World War II: Eurocentric notions of Race & Genocide <ul style="list-style-type: none"> • Re-understanding genocide in relation to colonialism. • Erasure of race from European human rights law 	<ul style="list-style-type: none"> • Barnor Hesse (2004) Im/plausible deniability: racism's conceptual double bind, <i>Social Identities</i>, 10:1, 9-29 (20 pages) • Dr. Nafeez Mosaddeq Ahmed (2011) “Colonial Dynamics of Genocide Imperialism, Identity and Mass Violence” <i>Journal of Conflict Transformation & Security</i> Vol. 1, No. 1 (30 pages). • Chris de Ploeg, (2015) “Unmasking the Politics of Commemoration Reclaiming WW2” <i>Dissident Voice</i> (15 pages) <p>Total pages: 65</p> <p>Journal entry due 12 hours before class begins.</p>
Session 9	Midterm Exam	

Session	Content	Assignments
Session 10	<p>The Case for International Reparations</p> <ul style="list-style-type: none"> • What are international legal and political developments in relation to reparatory justice. • What are moral discussion and underlying arguments behind reparations? 	<ul style="list-style-type: none"> • Wittmann, N. (2016) "Reparations — Legally Justified and Sine qua non for Global Justice, Peace and Security" Vol 9 No 2: Global Justice: Radical Perspectives (20 pages) • Prof Chinweizu, "Reparations and A New Global Order: A comparative Overview" (6 pages) • Lindsey Kingston (2015) The Destruction of Identity: Cultural Genocide and Indigenous Peoples, Journal of Human Rights, 14:1, 63-83, (20 pages). • Maeve McKeown (2015) "Reparations for Caribbean Slavery: Combining Forward-looking and Backward-looking Responsibilities" (20 pages). <p>Total pages: 66 pages</p> <p>Journal entry due 12 hours before class begins.</p>
Session 11	<p>Student Movements and Protests at Universities and Struggle for Decolonial Narratives</p> <ul style="list-style-type: none"> • Student movement in the Netherlands for decolonization. • Research practices in relation to race/ethnicity in Dutch academia. • Social Justice Scholarship. 	<ul style="list-style-type: none"> • Max & Chris de Ploeg "No democratization without decolonization" testimonies from student movement in Amsterdam. Tijdschrift voor Genderstudies, Volume 20, Number 3, September 2017, pp. 321-332(12, pages) • Ramon Grosfoguel: The Structure of Knowledge in Westernized Universities: Epistemic Racism/Sexism and the Four Genocides/Epistemicides of the Long 16th Century, (17 pages) • Nimako, Kwame (2012) "About Them, But Without Them: Race and Ethnic Relations Studies in Dutch Universities," Human Architecture: Journal of the Sociology of Self-Knowledge: Vol. 10: Iss. 1, Article 6. (10 pages) • P. Essed (2013) "Women social justice scholars: risks and rewards of committing to anti-racism" Ethnic and Racial Studies. Routledge, Taylor and Francis (18 pages) • P. Schor, (2019), "Race Matters & the Extractive Industry of Diversity in Dutch Adademia" DIS/Content journal. Link. (5 pages) <p>Total pages: 62 pages</p> <p>Journal entry due 12 hours before class begins.</p>

Session	Content	Assignments
<p>Session 12</p>	<p>Dutch ‘Immigration’ policy and (Post) Colonial Identity</p> <ul style="list-style-type: none"> • Background in racial constructions and colonial narratives of identity • Colonial migration laws and practices in the Netherlands 	<ul style="list-style-type: none"> • G. Jones “Biology, Culture ‘Postcolonial Citizenship’ and the Dutch Nation” in <i>Dutch Racism</i> (2014) pp 316-36 (20 pages) • HL Wesseling “Post-Imperial Holland” (1980) pp 125-42 (17 pages) • P. Essed, K. Nimako “Designs and (Co)Incidents Cultures of Scholarship and Public Policy on Immigrants/Minorities in the Netherlands” <i>The Netherlands International Journal of Comparative Sociology</i> 2006 SAGE Publications (Vol 47(3–4): 281–312) (33 pages) <p>Total pages: 72 pages</p> <p>Journal entry due 12 hours before class begins.</p>
<p>Session 13</p>	<p>Course-related Trip: Tropen Museum and Black Archives</p>	<ul style="list-style-type: none"> • M. Esajas “Untold Histories and New Waves of Black Resistance in the Netherlands” in <i>Smash the Pillars</i> (2018) pp 3-15 (12 pages) • D. Hilderling, W. Modest, W. Aztouti “Visualizing Development: The Tropenmuseum and International Development Aid”, pp 301-332 in <i>Museums, Heritage and International Development</i>. Routledge (2014). (31 pages) • F. Nayeri “Return of African Artifacts Sets a Tricky Precedent for Europe’s Museums” 27 November 2018 <i>New York Times</i> (7 pages). <p>Total Pages: 50</p> <p>Journal entry due 12 hours before class begins</p> <p>Students must submit two questions by email at least 24 hours before trip to ask or have answered on tour.</p>

Session	Content	Assignments
Session 14	<p>Zwarte Piet, Resistance and Free Speech</p> <ul style="list-style-type: none"> History of Zwarte Piet tradition and debate Profile of recent activists and activism Laws regulating speech and protest as spaces for racial construction Role of courts in resolving debate <p>In-Class Presentations Continue</p>	<ul style="list-style-type: none"> J. de Abreu “Reclaiming Our Voices: The Anti-Black Pete Movement from a Black Woman’s Perspective” in <i>Smash the Pillars</i> (2018) pp 63-73 (10 pages) E.A. Martina “My thoughts on the Ruling” (2014) (2 pages) K. Lemmens, “The Dark Side of Zwarte Piet” (2017) pp 120-135 (15 pages) G. Wekker “‘For Even Though I am Black as Soot, My Intentions are Good’ The case of Zwarte Piet/Black Pete” in <i>White Innocence</i> (2016) pp 137-67 (30 pages) <p>Total pages: 67 pages</p> <p>Journal entry due 12 hours before class begins</p>
Session 15	<p>Religion & Race: Rise of Islamophobia</p> <ul style="list-style-type: none"> Is religion a proxy for race in Europe? Burka bans and gender in <i>S.A.S. v France</i> Muslim responses to growing racism in the Netherlands <p>In-Class Presentations Continue</p>	<ul style="list-style-type: none"> B. Bhandar “The Ties that Bind” (2009) pp 301-26 (25 pages) M. de Koning, (2016) “You Need to Present a Counter-Message” The Racialisation of Dutch Muslims and Anti-Islamophobia Initiatives”(20 pages) A. Tayob “Muslim responses to Integration: Demands in the Netherlands post 9-11” (2006) pp73-88 (15 pages) Sheher Khan,(2017) Five misconceptions on Terrorism. Decolonial International Network. (10 pages) <p>Total pages: 70</p> <p>Journal entry due 12 hours before class begins</p>
Session 16	<p>Race in Dutch Urban Planning and Ethnic Profiling</p> <ul style="list-style-type: none"> How is the situation surrounding ethnic profiling developed in the Netherlands? How have Rotterdam and Amsterdam responded to post-colonial migration in terms of spatial planning. <p>In-Class Presentations Continue</p>	<ul style="list-style-type: none"> Joanne P. van der Leun & Maartje A.H. van der Woude (2011) Ethnic profiling in the Netherlands? A reflection on expanding preventive powers, ethnic profiling and a changing social and political context, <i>Policing and Society</i>, 21:4, (13 pages) E. Alejandro Martina & P. Schor, “White Order: Racialization of Public Space in the Netherlands” (2015) (25 pages) L. Boven (2019), “Spatial Injustice in Rotterdam: Past and present practices of racial violence through the build environment” Chapter 2 and 3. (25 pages) <p>Total pages: 63</p> <p>Journal entry due 12 hours before class begins</p>

Session	Content	Assignments
Session 17	<p>Rise of Dutch Right Wing Populism</p> <ul style="list-style-type: none"> Dutch discourse on Muslim immigrants and refugees Situation of undocumented refugees in the Netherlands Rise of right wing populism and Fortress Europe <p>In-Class Presentations Continue</p>	<ul style="list-style-type: none"> G. Jones “What is New About Dutch Populism” (2016) pp 605-620 (15 pages) Deanna Dadusc – “Squatting and the undocumented migrants struggle in the Netherlands” (2016). (10 pages) Nick Buxton, Mark Akkerman (2018) “The Rise of Border Imperialism” Issue #8, Roar Magazine. (10 pages) Jolle Demmers and Sameer S. Mehendale “Neoliberal Xenophobia: The Dutch Case” <i>Alternatives</i> 35 (2010), 53–70 (17 pages). H. Ghorashi, (2014) Racism and “the Ungrateful Other” in the Netherlands, <i>Thamyris/Intersecting</i> No. 27, P101–116 (15 pages) I. Hoving, “Circumventing openness: Creating New Senses of Dutchness”, 2004, <i>Journal Issue Transit</i> (7 pages) <p>Total pages: 73</p> <p>Journal entry due 12 hours before class begins</p>

COURSE-RELATED TRIPS:

- Black Heritage Tour Amsterdam, www.blackheritagetours.com
 - Two hour walking tour of Amsterdam, tailored to our course and highlighting points of relevant interest
- Black Archives Amsterdam, <http://www.theblackarchives.nl/home.html>
- Tropen Museum Amsterdam, visit to the Afterlives of Slavery Exhibit, <https://www.tropenmuseum.nl/en/afterlives-slavery>

REQUIRED READINGS:

- Bhandar B, ‘The Ties That Bind: Multiculturalism and Secularism Reconsidered’ (2009) 36 *Journal of Law and Society* 301
- Browne S, *Dark Matters: On the Surveillance of Blackness* (Duke University Press 2015)
- Bruce-Jones E, *Race in the Shadow of Law: State Violence in Contemporary Europe* (Routledge 2017)
- Cain, A, “Decoloniality of Memory and Anti-Black Racism”, 175-85 in *Smash the Pillars*; see Weiner and Carmona Baez below.
- Coates T-N, ‘The Case for Reparations’ [2014] *The Atlantic*
- , ‘The Black Family in the Age of Mass Incarceration’ [2015] *The Atlantic*
- Crenshaw K (ed), *Critical Race Theory: The Key Writings That Formed the Movement* (New Press 1995)
- de Abreu J, ‘Reclaiming Our Voices: The Anti-Black Pete Movement from a Black Woman’s Perspective’, *Smash the Pillars: Decoloniality and the Imaginary of Color in the Dutch Kingdom* (1st edn, 2018)
- Delgado R, ‘The Imperial Scholar Revisited: How to Marginalize Outsider Writing, Ten Years Later’ (1992) 140 *University of Pennsylvania Law Review* 1349
- Esajas, M., “Untold Histories and New Waves of Black Resistance in the Netherlands” in *Smash the Pillars* (2018) See Weiner and Camrona Baez below.
- Essed, P and Hoving I (eds), *Dutch Racism* (Rodopi BV 2014).
- Fatah-Black K and van Rossum M, ‘Slavery in a Slave Free Enclave? Historical Links Between the Dutch Republic, Empire and Slavery 1580s-1860s’ (2015) 66–67 *WerkstattGeschichte*

- Fusaro M and others (eds), *Law, Labour, and Empire: Comparative Perspectives on Seafarers, c. 1500-1800* (Palgrave Macmillan 2015)
- Goldberg DT, *The Racial State* (2s edn, Wiley-Blackwell 2001)
- —, *The Threat of Race: Reflections on Racial Neoliberalism* (Wiley-Blackwell 2009)
- Grosfoguel R and Mielants E, 'The Long-Durée Entanglement Between Islamophobia and Racism in the Modern/Colonial Capitalist/Patriarchal World-System: An Introduction' (2006) 5 *Human Architecture: Journal of the Sociology of Self-Knowledge*
- Harris C, 'Whiteness as Property' (1993) 106 *Harvard Law Review* 1709
- Hesse B, 'Im/Plausible Deniability: Racism's Conceptual Double Bind' (2004) 10 *Social Identities* 9
- Hine DC, Keaton TD and Small S (eds), *Black Europe and the African Diaspora* (University of Illinois Press 2009)
- Hochschild A, 'Congo's Many Plunderers' (2001) 36 *Economic and Political Weekly* 287
- —, *King Leopold's Ghost: A Story of Greed, Terror, and Heroism in Colonial Africa* (Paperback ed, Pan Books 2012)
- Hondius D, 'Access to the Netherlands of Enslaved and Free Black Africans: Exploring Legal and Social Historical Practices in the Sixteenth–Nineteenth Centuries' (2011) 32 *Slavery & Abolition* 377
- —, 'Blacks In Early Modern Europe: New Research from the Netherlands' in *Black Europe and the African Diaspora* (University of Illinois Press 2009)
- Jones G, 'What Is New about Dutch Populism? Dutch Colonialism, Hierarchical Citizenship and Contemporary Populist Debates and Policies in the Netherlands' (2016) 37 *Journal of Intercultural Studies* 605
- —, 'Biology, Culture, "Postcolonial Citizenship" and the Dutch Nation, 1945–2007' in Philomena Essed and Isabel Hoving (eds), *Dutch Racism* (above)
- Lemmens K, 'The Dark Side of "Zwarte Piet": A Misunderstood Tradition or Racism in Disguise? A Legal Analysis' (2017) 21 *The International Journal of Human Rights* 120
- Marable M, 'The Promise of Brown: Desegregation, Affirmative Action and the Struggle for Racial Equality' (2005) 56 *Negro Educational Review* 33
- Martina EA, 'My Thoughts on the Ruling – Processed Life' (*Processed Life*, 10 July 2014) <<https://processedlives.wordpress.com/2014/07/10/my-thoughts-on-the-ruling/>> accessed 13 February 2019
- Mishra P, 'How Colonial Violence Came Home: The Ugly Truth of the First World War' *The Guardian* (10 November 2017) <<https://www.theguardian.com/news/2017/nov/10/how-colonial-violence-came-home-the-ugly-truth-of-the-first-world-war>> accessed 8 February 2019
- Modest, W. and Basu, P. (2015) *Museums, Heritage and International Development*. New York: Routledge (Routledge Studies in Culture and Development). Available at: <https://search-ebshost-com.proxy.uba.uva.nl:2443/login.aspx?direct=true&db=nlebk&AN=861905&site=ehost-live&scope=site> (Accessed: 10 April 2019).
- Möschel M, 'Race in Mainland European Legal Analysis: Towards a European Critical Race Theory' (2011) 34 *Ethnic and Racial Studies* 1648
- Newsinger, J, 'Why Rhodes Must Fall' (2016) 58 *Race & Class*
- Nimako K, 'Lost and Found', *Routledge Handbook of Africa-Asia Relations* (2017)
- Nimako K and Willemsen GFW, *The Dutch Atlantic: Slavery, Abolition and Emancipation* (Pluto Press 2011)
- Roediger DR, *The Wages of Whiteness: Race and the Making of the American Working Class* / David R. Roediger (Verso 1991)
- Rosenfeld M and Sajó A (eds), *The Oxford Handbook of Comparative Constitutional Law* (Oxford Univ Press 2013)
- Shachar A, *The Birthright Lottery: Citizenship and Global Inequality* (Harvard University Press 2009)
- Solanke I, 'Putting Race and Gender Together: A New Approach to Intersectionality' (2009) 72 *The Modern Law Review* 723
- Tayob A, 'Muslim Responses to Integration: Demands in the Netherlands since 9/11' 18
- Tosh, J 'Decoloniality and Black Heritage Tours' in *Smash the Pillars*; see Weiner and Carmona Baez below.
- Vries J de, 'Black Pete: The Scandal We Dutch Can't Stay Silent about Any More | Joost de Vries' *The Guardian* (14 November 2018) <<https://www.theguardian.com/commentisfree/2018/nov/14/black-pete-scandal-dutch-silent-sinterklaas>> accessed 8 February 2019
- Weber L and Bowling B, 'Stop and Search in Global Context' (2011) 21 *Policing and Society* 353

- Weiner MF, 'The Demography of Race and Ethnicity in The Netherlands: An Ambiguous History of Tolerance and Conflict' in Rogelio Sáenz, David G Embrick and Néstor P Rodríguez (eds), *The International Handbook of the Demography of Race and Ethnicity*, vol 4 (Springer Netherlands 2015)
- Weiner MF and Carmona Báez A (eds), *Smash the Pillars: Decoloniality and the Imaginary of Color in the Dutch Kingdom* (Lexington Books 2018)
- Wekker, Gloria, *White Innocence: Paradoxes of Colonialism and Race*, Duke University Press (2016)
- Wesseling HL, 'Post-Imperial Holland' (1980) 15 *Journal of Contemporary History* 125
- Wilkerson I, *The Warmth of Other Suns: The Epic Story of America's Great Migration* (1. Vintage Books ed, Vintage Books 2011)

RECOMMENDED READINGS:

- Crenshaw, Kimberlé, Gotanda, Neil, Peller, Gary, and Thomas, Kendall eds., *Critical Race Theory: The Key Writings that Shaped the Movement*, New York: The New Press (1995)
- Clark Hine, Tricia Danielle Keaton, Stephen Small, eds. *Black Europe and the African Diaspora*, University of Illinois Press, 2009
- Goldberg, David Theo, *The Racial State* (2011)
- Wekker, Gloria, *White Innocence: Paradoxes of Colonialism and Race*, Duke University Press (2016)