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


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
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:**
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<thead>
<tr>
<th>Session</th>
<th>Content</th>
<th>Assignments</th>
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<tbody>
<tr>
<td></td>
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<td>• M. Weiner “The Demography of Race and Ethnicity in the Netherlands” (2015), pp 575-596 (21 pages)</td>
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<td>• M. Möschel, “Race in Mainland European Legal Analysis: Toward a European Critical Race Theory” (2011) pp. 1648-64 (18 pages)</td>
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<td></td>
<td>What’s in our backpacks? What experiences do we bring?</td>
<td>Total pages: 68</td>
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<td>Journal entry due 12 hours before class begins.</td>
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<td>Crash course on Race &amp; Law</td>
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<td>o Defining terms</td>
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<td>o US jurisprudence and overview of levels of scrutiny</td>
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<td>(Over)influence of US in the arena of race and law</td>
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<td>Session 2</td>
<td>Course-related trip – Black Heritage Tour</td>
<td>• J. Tosch, “Decoloniality and Black Heritage Tours” in Smash the Pillars, 31-38 (7 pages) Read K. Nimako &amp; G. Willemsen, The Dutch Atlantic, 149-183 on commemoration and legacy (34 pages)</td>
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<td>• A. Cain “Decoloniality of Memory and Anti-Black Racism”, 175-85 in Smash the Pillars (10 pages)</td>
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<td>Journal entry due 12 hours before class begins.</td>
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<td>Session 3</td>
<td>Colonialism at home and abroad</td>
<td>• C. Harris, “Whiteness as Property” (1993), pp 1709-91 (31 pages excluding footnotes)</td>
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<td>Total pages: 69</td>
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| **Session 7** | From Colonialism to Neocolonialism | • Nimako, “Lost and Found sovereignties and state formations in Africa and Asia” in *Routledge Handbook of Asia-Africa Relations* (2017) pp 46-59 (13 pages)  
• Nkrumah 1965, “Neo-Colonialism, the Last Stage of imperialism”, [link](#). (3 pages)  
Total pages: 64 |
| **Session 8** | Legacy of World War II: Eurocentric notions of Race & Genocide | • Barnor Hesse (2004) Im/plausible deniability: racism’s conceptual double bind, Social Identities, 10:1, 9-29 (20 pages)  
Total pages: 65 |
<p>| <strong>Session 9</strong> | Midterm Exam | |</p>
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• Prof Chinweizu, "Reperations and A New Global Order: A comperative Overview" (6 pages)  
Total pages: 66 pages  
Journal entry due 12 hours before class begins. |
| Session 11 | Student Movements and Protests at Universities and Struggle for Decolonial Narratives | • 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)  
Total pages: 62 pages  
Journal entry due 12 hours before class begins. |
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| Session 12 | Dutch 'Immigration' policy and (Post) Colonial Identity  
- Background in racial constructions and colonial narratives of identity  
- Colonial migration laws and practices in the Netherlands |  
- HL Wesseling “Post-Imperial Holland” (1980) pp 125-42 (17 pages)  
Total pages: 72 pages  
Journal entry due 12 hours before class begins. |
| Session 13 | Course-related Trip: Tropen Museum and Black Archives  
Total Pages: 50  
Journal entry due 12 hours before class begins  
Students must submit two questions by email at least 24 hours before trip to ask or have answered on tour. |
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| Session 14 | **Zwarte Piet, Resistance and Free Speech**  
- 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  

In-Class Presentations Continue |  
- E.A. Martina “My thoughts on the Ruling” (2014) (2 pages)  
- G. Wekker ”’For Even Though I am Black as Soot, My Intentions are Good’ The case of Zwarte Piet/Black Pete” in *White Innocence* (2016) pp 137-67 (30 pages)  

Total pages: 67 pages  
Journal entry due 12 hours before class begins |
| Session 15 | **Religion & Race: Rise of Islamophobia**  
- Is religion a proxy for race in Europe?  
- Burka bans and gender in *S.A.S. v France*  
- Muslim responses to growing racism in the Netherlands  

In-Class Presentations Continue |  
- Sheher Khan,(2017) Five misconceptions on Terrorism. Decolonial International Network. (10 pages)  

Total pages: 70  
Journal entry due 12 hours before class begins |
| Session 16 | **Race in Dutch Urban Planning and Ethnic Profiling**  
- 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.  

In-Class Presentations Continue |  

Total pages: 63  
Journal entry due 12 hours before class begins |
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| Session 17 | Rise of Dutch Right Wing Populism | • 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)  
• H. Ghorashi, (2014) Racism and “the Ungrateful Other” in the Netherlands, Thamyris/Intersecting No. 27, P101–116 (15 pages)  
Total pages: 73 |
|         | In-Class Presentations Continue | Journal entry due 12 hours before class begins |

**COURSE-RELATED TRIPS:**
- Black Heritage Tour Amsterdam, [www.blackheritagetours.com](http://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](http://www.theblackarchives.nl/home.html)  
- Tropen Museum Amsterdam, visit to the Afterlives of Slavery Exhibit, [https://www.tropenmuseum.nl/en/afterlives-slavery](https://www.tropenmuseum.nl/en/afterlives-slavery)

**REQUIRED READINGS:**
- Cain, A, “Decoloniality of Memory and Anti-Black Racism”, 175-85 in Smash the Pillars; see Weiner and Carmona Baez below.  
- Crenshaw K (ed), Critical Race Theory: The Key Writings That Formed the Movement (New Press 1995)  
- Essed, P and Hoving I (eds), Dutch Racism (Rodopi BV 2014).  
• Fusaro M and others (eds), Law, Labour, and Empire: Comparative Perspectives on Seafarers, c. 1500-1800 (Palgrave Macmillan 2015)
• ———, The Threat of Race: Reflections on Racial Neoliberalism (Wiley-Blackwell 2009)
• 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)
• ———, ‘Blacks In Early Modern Europe: New Research from the Netherlands’ in Black Europe and the African Diaspora (University of Illinois Press 2009)
• ———, ‘Biological, Culture, “Postcolonial Citizenship” and the Dutch Nation, 1945–2007’ in Philomena Essed and Isabel Hoving (eds), Dutch Racism (above)
• Newsinger, J, ‘Why Rhodes Must Fall’ (2016) 58 Race & Class
• Nimako K and Willemsen GFW, The Dutch Atlantic: Slavery, Abolition and Emancipation (Pluto Press 2011)
• 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)
• 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.
• Weber L and Bowling B, ‘Stop and Search in Global Context’ (2011) 21 Policing and Society 353
• Weiner MF and Carmona Báez A (eds), Smash the Pillars: Decoloniality and the Imaginary of Color in the Dutch Kingdom (Lexington Books 2018)
• Wesseling HL, ‘Post-Imperial Holland’ (1980) 15 Journal of Contemporary History 125

RECOMMENDED READINGS:
• 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)