



SO/HS/PO 330-01 TRANSLATING RACE: A COMPARATIVE APPROACH
IES Abroad Amsterdam

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 and case studies. 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 PRESENTATION: English

ADDITIONAL COST: You need to buy the book “The Dutch Atlantic Slavery, Abolition and Emancipation by Kwame Nimako and Glenn Willemsen,”, you can buy them at IES-Abroad on location for 37 dollar per peace, [link](#).

PREREQUISITES: None

METHOD OF PRESENTATION:

Lecture, discussion, course-related trips, student presentations and guest lectures.

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 week. 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

The presentation can, but does not have to, be related to your final essay. The importance of the presentation is that it should at least have a translation of how the concept of 'Race' is visible today/ still making an impact today on everyday life, institution, and power relations. The student herein must be able to illustrate that they have been able to identify how race is having impact on today's world. (Of course, historic background & examples can be included as long as it is connected to the present). 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 7 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:

Class Attendance

Since IES Abroad 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.

Irregular attendance may result in a lower grade in the course, and/or disciplinary action. 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+).

Absences will be authorized for the following reasons:

- 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 an alarm or missing a flight) are unexcused.

Additionally, arriving **more than 10 minutes** late to class may count as an unauthorized absence.

What to do if you are going to be absent

In any case where you are not going to attend class or are expecting to be late, **you must notify your professor**. Please **note, it is not sufficient to send a message with a friend or notify your professor after the class has started**.

Please keep in mind that IES courses meet only once a week rendering your attendance at each lesson even more important.

IES Amsterdam COVID-19 Absence Policy

In the event that a student tests positive for COVID-19 and is required to self-isolate, students will be instructed as follows:

Isolating students will be assigned one of two options:

- Students will be required to join **synchronous** online classes
- **OR** students will be provided with a form of alternative assignment/assessment by the professor

It is the professor's discretion to decide whether the student will join virtually or whether they will be assigned an alternative assignment/assessment. If your professor decided on an alternative assignment/assessment, your absence from class will be authorized.

For our policy regarding synchronous online classes, please see below:

- The Academics Team will send you links and instructions via email, for all the classes that occur during the length of your isolation
- If you require any assistance with joining virtually you can contact IES Abroad Center Staff.
- You must be on time for each online class, and you must stay for the entire length of the class to be counted as present.
- As a courtesy to your professor and other students, please try to join the session **five minutes before the start of class** so that no class time is wasted in resolving technical issues
- If you are too ill to attend an online class, the absence must be reported in the same manner as any other absence.

In the case of a large-scale outbreak among students, it is at the discretion of IES to decide to conduct classes online temporarily. Additionally, if a faculty member is required to self-isolate and is non-symptomatic, the class will be conducted virtually. In the case that the professor is too ill to teach, the class will be rescheduled.

Please note that online classes will be offered ONLY for students who are isolating due to COVID-19. Any other reasons will not be considered.

IES will be carefully monitoring any updates to the government guidance on close contacts and quarantines for the fully

vaccinated and will update the COVID-19 attendance policy accordingly.

CONTENT:

Week	Content	Assignments
Session 1	Introduction to Course and Each Other - What's in our backpacks? What experiences do we bring? - Rules for discussion and creating a safe/brave learning space. - Crash course on Critical Race Theory - Decolonial Theory, what is it?	K. Crenshaw et al eds. "Introduction" in <i>Critical Race Theory</i> (1995), pp xxiii-xxxii (19 pages) M. Möschel, "Race in Mainland European Legal Analysis: Toward a European Critical Race Theory" (2011) pp. 1648-64 (18 pages) Sabelo Ndlovu (2013), "Why decolonization in the 21st Century" <i>The Thinker</i>, volume 48, p10-15(5 pages). Total pages: 42 Journal entry due 12 hours before class begins.
Session 2	Colonial Matrix power: Institutionalizing colonialism. - Classical Colonialism, Racial Formation and the Creation of Europe - Dutch colonialism in the Atlantic and Asia - Settler Colonialism & Whiteness as Property	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) Optional: HL Wesseling "Post-Imperial Holland" (1980) pp 125-42 (17 pages) Total pages: 68 Journal entry due 12 hours before class begins.
Session 3	Course-related trip– Can be an exposition on colonial history in an Amsterdam Museum, visit to the Black Archives or city centre tour about Amsterdam's Colonial Heritage	Wayne Modest, "Words Matter", 13-16 (3 pages) K. Nimako & G. Willemsen, <i>The Dutch Atlantic</i>, 149-183 on commemoration and legacy (34 pages) Ciraj Rassool, "Museum labels and coloniality" page 21-24 (3 pages) Total pages: 40 Journal entry due 12 hours before class begins.

Session 4	Chattel Slavery – creation and legacy in law Surinam as a case study. 1. Legal construction of humans and property in Dutch colonialism 2. Difference between legal construction of slavery on Dutch soil and their colonies.	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) Total pages: 70 Journal entry due 12 hours before class begins.
Session 5:	Abolition, Aftermath & Emancipation 1. How was slavery abolished? What kind of policies followed in the colonies? 2. What was the influence of the Haitian revolution on the abolishment of slavery? 3. Is there a case for reparations?	K. Nimako & G. Willemsen, “Abolition without Emancipation” in <i>The Dutch Atlantic</i>, pp 87-122 (35 pages) David Graeber and David Wengrow (2021) Forget ‘Liberté’ – 17th-Century Indigenous Americans Knew a Lot More About Freedom Than Their French Colonizers (5 pages) link Jeremy Popkin (2014), University of Kentucky “The Haitian Revolution: Another Path to Emancipation” (4 pages) link Optional: T. Coates, “The Case for Reparations” in <i>The Atlantic</i> (2014) (38 pages) Optional; M. Marable, “The Promise of Brown: Desegregation, Affirmative Action and the Struggle for Racial Equality” pp 33-41 (8 pages) Total pages: 44 Journal entry due 12 hours before class begins.

Session 6:	From Colonialism to Neocolonialism 1. How did colonialism move into neo-colonialism? 2. in what ways are economic, social and cultural autonomies under pressure due to colonial power structures. 3. Why do we still need to talk about Decolonization in the 21st century?	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) Optional reading: Azeezah Kanji (2022) "The mission to civilize (colonial) international law" , Aljazeera, online article click here Ha-Joon Chang (2003) <i>Kicking Away the Ladder: The “Real” History of Free Trade</i> (20 pages) Total pages: 49 Journal entry due 12 hours before class begins.
Session 7:	Guest Lecture about a case Study of (former) Dutch Colony. 1. How does Dutch (neo) colonialism manifest itself today? 2. How do the Dutch try to keep social and economic influences over (former) Dutch colonies? Example of a Guest lecturer: Kjell Kroon comes from Rincon/Bonaire and studies in Leiden. He is an activist for Bonaire’s political rights and did an internship at Human Rights Bonaire in 2021. As a philosophy student; Global and comparative perspectives (Leiden) he specializes in decolonial and political philosophy.	Readings are adjusted in accordance with the guest lecturer. Here is an example. > Bonaire’s Green Paper: Re-listing Bonaire on the United Nations’ List of Non-Self-Governing Territories, Foundation Nos Kier Boneiru Bek, Bonaire, 2017. Click here. (15 pages) > Guno Jones, 2020, (The Shadows of (Public) Recognition Transatlantic Slavery and Indian Ocean Slavery in Dutch Historiography and Public Culture (25 pages) Total Pages: 40 Journal entry due 12 hours before class begins.

Session 8	Midterm Exam	In-class exam or take-home exam.
Session 9	Legacy of World War II: Eurocentric notions of Race & Genocide 1. Erasure of Race from European Human Rights Law 2. Understand how memory of second world war is whitewashed and became Eurocentric. 3. How did western power re-imagine themselves as global players after WO-II?	Barnor Hesse (2004) Im/plausible deniability: racism's conceptual double bind, <i>Social Identities</i>, 10:1, 9-29 (20 pages) Chris de Ploeg, (2015) "Unmasking the Politics of Commemoration Reclaiming WW2" <i>Dissident Voice</i> (15 pages), link Post-Imperial Holland, Author(s): H. L. Wesseling Source: <i>Journal of Contemporary History</i>, Vol. 15, No. 1, Imperial Hangovers (Jan., 1980) Total pages: 59 Journal entry due 12 hours before class begins.
Session 10:	The Case for International Reparations 1. What are International legal and political developments in relation to Reparatory justice. 2. What are moral discussion and underlying arguments behind reparations? 3. How can we re-understand the crime of Genocide.	Wittmann, N. (2016) "Reparations — Legally Justified and Sine qua non for Global Justice, Peace and Security" Vol 9 No 2: <i>Global Justice: Radical Perspectives</i> (20 pages) Prof Chinweizu, "Reperations and A New Global Order: A comperative Overview" (6 pages) Maeve McKeown (2015) "Reparations for Caribbean Slavery: Combining Forward-looking and Backward-looking Responsibilities" (20 pages). Optional: 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). Lindsey Kingston (2015) The Destruction of Identity: Cultural Genocide and Indigenous Peoples, <i>Journal of Human Rights</i>, 14:1, 63-83, (20 pages). Total pages: 46 pages Journal entry due 12 hours before class begins.
Session 11:	Student Movements and protests at universities and struggle for decolonial narratives 1. Student movement in the Netherlands	Ramon Grosfoguel: The Structure of Knowledge in Westernized Universities: Epistemic Racism/Sexism and the Four Genocides/Epistemicides of the Long 16th Century, (17 pages)

	for decolonization. 2. Research practices in relation to race/ethnicity in Dutch academia. 3. Social Justice Scholarship.	Nimako, Kwame (2012) "About Them, But Without Them: Race and Ethnic Relations Studies in Dutch Universities," <i>Human Architecture: Journal of the Sociology of Self-Knowledge</i>: Vol. 10: Iss. 1, Article 6. (10 pages) P. Essed (2013) "Women social justice scholars: risks and rewards of committing to anti-racism" <i>Ethnic and Racial Studies</i>. Routledge, Taylor and Francis (18 pages) - Max de Ploeg, <i>Decolonizing the University</i> rethinking its ethics, <i>Accent Mag</i>, 2021 (10 pages) Optional: - Max & Chris de Ploeg "No democratization without decolonization" testimonies from student movement in Amsterdam. <i>Tijdschrift voor Genderstudies</i>, Volume 20, Number 3, September 2017, pp. 321-332 (12 pages) - P. Schor, (2019), "Race Matters & the Extractive Industry of Diversity in Dutch Academia" <i>DIS/Content journal</i>. Link. (5 pages) Total pages: 60 pages Journal entry due 12 hours before class begins.
Session 12:	Dutch 'immigration' policy and (post) colonial Identity. 1. Background in racial constructions and colonial narratives of identity 2. Colonial migration laws and practices in the Netherlands after WO-II 3. Understanding Ethnic profiling practices and race in Dutch bureaucracy and governmental policy.	G. Jones "Biology, Culture 'Postcolonial Citizenship' and the Dutch Nation" in <i>Dutch Racism</i> (2014) pp 316-36 (20 pages) M. Weiner "The Demography of Race and Ethnicity in the Netherlands" (2015), pp 575-596 (21 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) Total pages: 72 pages Journal entry due 12 hours before class begins.

Session 13:	Session 13: Race in Ethnic and community-based entrepreneurship. 1. How do we see race working in community based and businesses and entrepreneurship by People of Colour? 2. How do we overcome economic inequalities?	Required Readings Understanding the concept of community based Entrepreneurship: a systematic review approach (2021) <u>Community entrepreneurship development: an introduction</u> Michael W-P Fortunato & Theodore Alter, (2015) Policy guide for entrepreneurship for migrants and Refugees , UN report. (2018) pages : 22-35 and 70-79 Total pages: 45 Journal entry due 12 hours before class begins In-Class Presentations Continue
Session 14:	Course-related Trip Can be an exposition on colonial history in an Amsterdam Museum, visit to the Black Archives or city Centre tour about Amsterdam's Colonial Heritage	Students must submit two questions by email at least 24 hours before trip to ask or have answered on tour. 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). Total Pages: 50 Journal entry due 12 hours before class begins
Session 15:	Zwarte Piet, resistance and free speech 1. History of Zwarte Piet Tradition and debate 2. Profile of recent activists and activism 3. Laws regulating speech and protest as spaces for racial construction 4. Role of courts in resolving debate	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) Total pages: 67 pages Journal entry due 12 hours before class begins In-Class Presentations Begin
Session 16:	Rise of Dutch right-wing populism 1. Dutch Discourse on Muslim Immigrants and refugees 2. Situation of undocumented Refugees in the Netherlands. 3. Rise of right-wing populism and Fortress Eu	G. Jones "What is New About Dutch Populism" (2016) pp 605-620 (15 pages) Deanna Dadusc (2015) : "Squatting and the undocumented migrants struggle in the Netherlands" (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) Optional reading: M. de Koning, (2016) "You Need to Present a Counter-Message" <i>The Racialization of Dutch Muslims and Anti-Islamophobia Initiatives</i> (20 pages) Total pages: 55 Journal entry due 12 hours before class begins In-Class Presentations Continue

REQUIRED READINGS:

Books (to be acquired by students)

Nimako, Kwame & Willemsen, Glen, *The Dutch Atlantic*, London: Pluto (2011)

Articles and/or book sections available electronically

Bhandar B, 'The Ties That Bind: Multiculturalism and Secularism Reconsidered' (2009) 36 *Journal of Law and Society* 301

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)

Esajas, M., "Untold Histories and New Waves of Black Resistance in the Netherlands" in *Smash the Pillars* (2018) See Weiner and Camrona Baez below.

Philomena Essed and Isabel Hoving (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*

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)

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

Modest, W. and Basu, P. (2015) *Museums, Heritage and International Development*. New York: Routledge (Routledge Studies in Culture and Development). Available at: <https://search-ebscohost-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

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)

Tayob A, 'Muslim Responses to Integration: Demands in the Netherlands since 9/11' 18

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

Sabelo J Ndlovu-Gatsheni (2013) "The Entrapment of Africa within the Global Colonial Matrices of Power." *Journal of developing Studies* 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)

Sabelo Ndlovu (2013), "Why decolonization in the 21st Century" *The Thinker*, 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?, *Third World Quarterly*, 33:1, 71-89, (18 pages)

Dr. Nafeez Mosaddeq Ahmed (2011) "Colonial Dynamics of Genocide Imperialism, Identity and Mass Violence" *Journal of Conflict Transformation & Security* Vol. 1, No. 1 (30 pages).

Chris de Ploeg, (2015) "Unmasking the Politics of Commemoration Reclaiming WW2" *Dissident Voice* (15 pages), [link](#)

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).

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)