



CIEE Amsterdam, Netherlands

Course title:	Race in the Netherlands
Course code:	SOCI 3003 AMNT
Programs offering course:	Business and Culture, Social Sciences and Humanities
Language of instruction:	English
U.S. semester credits:	3.00
Contact hours:	45.00
Term:	Fall 2023

Course Description

In this course students will trace the socio-political, cultural, and anthropological construction of race and racialization in the Netherlands from the country's colonial history until the present day. Reflecting the increasingly charged articulations of race, racism, and race-based grievances in the Netherlands, students will study a wide range of issues, from the lingering legacy of colonialism and decolonization (and the attendant [re]construction of racialized thinking), to reading "whiteness" and "blackness" in the Netherlands, and the role of race in the rise of ethno-nationalism and anti-immigration sentiment.

By adopting an interdisciplinary approach to these issues, students will learn how the history and contemporary lived reality of race (relations) in the Netherlands can only be understood by accessing and closely examining -- from a variety of angles -- the deep cultural archive of the Netherlands and its people. By the end of the course, students will have a deeper understanding of how a country that projects (and subscribes to) an image of itself as an enlightened, post-racial utopia is instead characterized by a deep denial of its racist past and a resulting racialized/racist thinking that continues to inflict every dimension of contemporary life in the Netherlands.

Learning Objectives

By completing this course, students will:

- Gain an in-depth understanding of the history of race as a concept and a lived reality, particularly in the Netherlands;
- Be able to discriminate between dominant discourses on race and address and evaluate key issues and debates on race from an interdisciplinary perspective, as well as from within the Dutch context;
- Be able to connect race matters to the Dutch transnational history of colonialism and current projects and initiatives aimed at promoting diversity and multiculturalism;
- Critically evaluate the complex relationship between race and other axes of difference such as gender, class, ability and sexuality;
- Survey in detail the parameters of whiteness as a concept and lived reality;
- Appreciate how race as a concept is perceived differently in different geographical and historical contexts;
- Be intimately familiar with methods and strategies that tackle race as a concept and a lived reality, as well as counter-tactics and strategies designed to combat racial discrimination.

Course Prerequisites

None

Methods of Instruction

This course runs for seven weeks and will follow both a thematic (first half) and a chronological (second half) set up, starting with key concepts and themes followed by the dynamics of race from the colonial era of the Dutch in the 17th century up to 21st century, including activism, knowledge production and other aspects of Black Dutch representation.

While lectures by the instructor will anchor every unit and serve as the basis of class discussions, these will be amply supplemented by guest lectures from experts in the field, as well as guided site visits, which will both cover a theoretical understanding of race, and how this intersects with lived experiences in the field.

Since this class is dedicated to understanding how the representation of race inflects notions of identity, students will be expected to either watch, read or listen -- and take extensive notes on -- a number of films, television

shows, books, songs and public debates. Similarly, students should be prepared to be self-reflexive on issues of race, and how it affects their own identity and surroundings.

Assessment and Final Grade

1. Brief after-class assignments	10%
2. Museum Analysis	20%
3. Individual Paper	20%
4. Final group presentation during last class on the group project	15%
5. Creative multimedia project	25%
6. Class Participation	10%
TOTAL	100%

Course Requirements

Brief after-class assignments

We look forward to the active – and informed –contributions of students; you will therefore be expected to come to class prepared and ready to engage with your fellow students on the assigned readings and site visits. A couple of small after-class assignments will be given for you to reflect in a focused manner.

Museum Analysis

In groups of two, using the text of Henrietta Lidchi, we will engage in a representational or discourse analysis of an object or series of objects of your choice, in the Tropenmuseum. You can choose from both the permanent or temporary exhibits in the museum. A handout will be given beforehand in order to do a step by step analysis.

Individual Paper

Students will be asked to write a 1,500-word paper in which students will explore the basic tenets of racism in a Dutch context, responding to the readings and viewings of week one-three, providing an integrated analysis, with a thesis. They should include:

- a title and subtitle;
- an introduction, culminating in a thesis question (or statement);
- some paragraphs that refer to specific issues related to the thesis, including reading materials, and specific arguments made in the assigned reading(s) to support the thesis statement;
- a conclusion, which may include further/future avenues of approach to the question(s) raised

The paper must take the form of an argumentative research paper, which means that students must go beyond a mere one-to-one summary or application of the theory and the visual/museum materials under consideration and must instead craft and support an original argument about the reading materials offered in week one-three but also using one or two external reading materials.

These papers must be formatted according to MLA guidelines, and must include a list of works cited; if a student is unfamiliar with the MLA annotation method, the instructor will provide the student with an overview of the most important MLA guidelines. In addition to this summary, students are encouraged to consult Purdue

University's Online Writing Lab (or OWL), which offers a comprehensive and easy-to-use overview of the MLA citation method: <https://owl.english.purdue.edu/owl/resource/747/01/>.

Final group presentation during last class on the group project

Creative multimedia project

In class presentation of the group research project. The 20-minute presentation includes an explanation of the core concepts and theories used, the central topic of your project, including examples, has concluding remarks and an explanation at how this is demonstrated and or/captured in the multimedia product. The multimedia project (visual essay, podcast, e-zine) strives to be beyond formal, conceptual, and social constraints.

A 5-7 (max 10) minute audio-visual essay which captures elements presented in the course, vis-à-vis race in The Netherlands. Using the theoretical and practical principles you have learned from the assigned readings, site visits, and (guest)lectures. You do not have to be an expert cinematographer! We will employ the 'do-it-yourself' filmmaking style inspired by Dziga Vertov in the 1920s and Johan van der Keuken's short films on Amsterdam as our inspiration. Your task is to experiment with film and video, with original footage to describe what you have seen and done over the semester.

The visual essay can transcend traditional boundaries, is transgressive both structurally and conceptually, and is self-reflective. It also questions the subject positions of the filmmaker and audience as well as the audiovisual medium itself –whether film, video, or digital electronic. -Nora Alter "The Political Im/perceptible in the Essay Film" (1996).

If you prefer or feel that you are better versed in making a podcast (30 minutes) or a e-zine (online magazine) including photos, references and hyperlinks (minimum of 2,500 words), than that is also possible. (details to be discussed in class).

Class Participation

Participation is valued as meaningful contribution in the digital and tangible classroom, utilizing the resources and materials presented to students as part of the course. Meaningful contribution requires students to be prepared in advance of each class session and to have regular attendance. Students must clearly demonstrate they have engaged with the materials as directed, for example, through classroom discussions, online discussion boards, peer-to-peer feedback (after presentations), interaction with guest speakers, and attentiveness on co-curricular and outside-of-classroom activities.

Students who make active connections to the concepts from the reading materials in class discussions, students who actively ask questions, and students who actively reflect on out-of-class experiences in class will receive extra points for participation. Participation points will be deducted when students do not participate in class or have not read the assigned reading materials before coming to class.

Since we will be discussing culturally sensitive issues in class, the classroom must be a safe space in which students are able to express their opinions openly. Discriminatory comments or language of any kind will not be tolerated.

Attendance

To encourage engaged learning, regular class attendance is required throughout the program. This includes any required co-curricular class excursion or event, as well as internship, service-learning, or other required field placement.

An excused absence in a CIEE course will only be considered if approved by a CIEE Center Director/Academic Director (not the Instructor), and:

- it is a self-certified absence for illness (only once per course, requires formal request before or within 24 hours, cannot miss assessment worth more than 5% of final course grade)
- a doctor's note from a local medical professional is provided
- evidence of a family emergency is provided
- it is a pre-approved observance of religious holiday

Unexcused absences include personal travel and/or travel delays, as well as missing more than 25% of a single class period (including tardiness and early departure). Assessments missed due to unexcused absences will be marked as zero. Students with over 10% unexcused absences will be contacted by CIEE staff. Students with over 20% unexcused absences will be contacted by CIEE staff, receive a formal warning letter (shared with their home institution) and lose 10% of the final course point total (e.g., a final A grade of 93% will be lowered to a B grade of 83%).

For more detail, please consult your CIEE Academic Manual.

Academic Integrity

Academic integrity is essential to a positive and inclusive teaching and learning environment. All students are expected to complete coursework responsibilities with fairness, respect, and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else's work as your own can result in grade penalties or disciplinary action. See the CIEE Student Academic Manual for further information on academic integrity.

N.B. Course schedule and co-curriculars are subject to change. The final duration and distribution of content and assignments will be determined and presented to students at the onset of the course.

Weekly Schedule

Week 1

Class: General Introduction

In this week we will start up and get to know each other, the course will be introduced and the general topic including key concepts will be covered.

Readings:

Essed, P and Hoving, I (2015) 'Innocence, smug ignorance, resentment: an introduction to Dutch Racism.' In: *Dutch Racism*, pp. 9-21.

Homework: write in 300-500 words your connection to the topic of race, in any way you can (family, studies, work, social life etc).

Week 2

Class: On whiteness and autochtony

What does whiteness mean in a Dutch context? What are the current discussions in the Netherlands on this and what does autochtony entail? In class, we will watch the documentary *The Color White* by Sunny Bergman (2017)

Readings:

Mepschen, P (2017) 'A discourse of displacement: super-diversity, urban citizenship, and the politics of autochthony in Amsterdam, pp. 1-18

Wekker, G. (2016). 'Introduction'. In: *White Innocence. Paradoxes of colonialism and race*, pp 1-29

Homework: Watch video with talk by professor Gloria Wekker, followed by panel discussion <https://www.youtube.com/watch?v=BXVPISNOHKE> Write up three points that stuck out for you: we will discuss this in class in week 2 on Wednesday

Week 3

Class: Race in Dutch Culture, Race in Europe

In this week we will look at several case studies that unveil Dutch race relations and Dutch representations of Blackness and Whiteness, how they are historically rooted and play out in current day situations.

Guest lecture by Janice Deul, lifestyle journalist and fashion activist. On Wednesday we will watch the documentary *Painted Black* by Tessa Boerman (2008) and we will work on an intersectional reading of one of the case studies.

Readings:

hooks, b. (1996) "The Oppositional Gaze: Black Female Spectators." pp. 247-265 (and check Mulvey, L. (1975) "Visual Pleasure and Narrative Cinema." pp. 6-18)

Hondius, D. (2015) 'How Europe remained mostly white: Maintaining boundaries, restricting access'. In: *Blackness in Western Europe*, pp. 211-246

Homework: Get together as research group and start with thinking of issues/topics, share first ideas and thoughts on Wed Sep 19

Write a paper on one of the topics, concepts or themes discussed in weeks 1-3. Hand in via Canvas by Monday in week 4, 8 AM.

Week 4

Class: Colonial History & Race

In this week, we will shift from a thematic to a more chronological approach, and focus on the Dutch empire, its colonial roots and the implications this had for race relations. This week also includes how to do a museum analysis and a visit to the Tropenmuseum.

Readings:

Bosma, U. (2012). Introduction. 'Post-colonial immigrants and identity formations in the Netherlands.' In: *Postcolonialism in the Netherlands*, 7-26.

Lidchi, H (1997). The Poetics and the Politics of Exhibiting Other Cultures In: Hall, S ed. *Representation*. 151-222.

In groups of two or three, write up a museum report and hand it in on Canvas by Monday in week 5, 8AM

Week 5

Class: Movements in 20th and 21st century

What happened in the 20th and 21st centuries, how did race disappear and appear again and why. What racialized categories can we discern? We will watch the documentary *The Colonial Hangover* by Sunny Bergman (2014) and Nawal Mustafa (PhD student Vrije Universiteit Amsterdam) will give a guest lecture on Islamophobia

Readings:

Pijl, Y van der & 'Black Pete,' 'Smug Ignorance', and the value of the Black Body in Postcolonial Netherlands.' pp. 262 – 291

De Koning, M. "You Need to Present a Counter-Message". The Racialisation of Dutch Muslims and Anti-Islamophobia Initiatives. *Journal of Muslims in Europe* 5 (2016) 170-189

Hand in an outline of your group research on Canvas by Monday in week 6, 8AM

Week 6

Class: Intersections

On Monday, you will do a Black Heritage Amsterdam Tour, assemble 9.30AM at De Dam, in front of the war monument, tour guide is Jennifer Tosch

On Wednesday, we will have the last lecture on hybridities and intersections

Readings:

Tayeb, F. El (2011). Dimensions of Diaspora. Women of Color Feminism, Black Europe and Queer Memory Discourses. In: *European Others. Queering Ethnicity in Postnational Europe*, 43-80.

Week 7

Class: Presentation week

Student group presentations and wrap up

Course Materials

Readings

All the required readings listed above (along with a complete bibliography) will be posted on Canvas under Files.

Balkenhol, M., Mepschen, P. & Duyvendak, J.W. (2016). 'The nativist triangle. Sexuality, race, and religion in discourses on 'Dutchness'. In: Duyvendak et al., *The culturalization of citizenship. Autochthony and belonging in a globalizing world*. (pp. 97-112) Basingstoke: Palgrave Macmillan.

Bosma, U. (2012). Introduction. 'Post-colonial immigrants and identity formations in the Netherlands.' In: *Postcolonialism in the Netherlands*. Amsterdam: Amsterdam University Press, IMISCOE series, 7-26.

Bijl, P. (2012). "Colonial Memory and Forgetting in the Netherlands and Indonesia." *Journal of Genocide Research*, 14:3-4, 441-461.

Cankaya, S. (2015). 'Diversity Policies Policing Ethnic Minority Police Officers.' In: *European Journal of policing Studies*, 2 (4), 383-404.

Coenders, Y. and Chauvin, S. 'Race and the Pitfalls of Emotional Democracy: Primary Schools and the Critique of Black Pete in the Netherlands Antipode Vol. 00 No. 0 2017, 1-19.

Dijk, van, T. (1993) Denying racism: Elite discourse and racism. In: J. Solomos & J. Wrench (Eds.). *Racism and Migration in Western Europe* (pp. 179-193). Oxford: Berg.

Ellerbe-Dueck, C. & Wekker, G. D. (2015). *Naming Ourselves as Black Women in Europe: An African-American*

German and Afro-Dutch Conversation. In: Bolaki, S. & Broeck, S. (Eds.). *Audre Lorde's Transnational Legacies*. University of Massachusetts. Naming Ourselves as Black Women in Europe: An African American–German and Afro-Dutch Conversation, 55-73.

Entzinger H. B. (1987). 'Race, class and the shaping of a policy for immigrants: the case of the Netherlands.' In: *International Migration*. Mar; 25 (1), 5-20.

Essed, P. and Hoving, I. (2014). 'Innocence, smug ignorance, resentment: an introduction to Dutch Racism.' In: *Dutch Racism* (pp. 9-21). Amsterdam: Rodopi.

Fatah-Black, K. & Rossum, M. van. (2016). 'A profitable debate?'. In: *SLAVERY & ABOLITION*, vol. 37/4, 736–743. <http://dx.doi.org/10.1080/0144039X.2016.1248154>

Frederickson, G. M. (2002) *Racism. A Short History*. Princeton, N. J.: Princeton University Press.

Gilroy, P. 1987. *There Ain't no Black in the Union Jack*, London: Hutchinson.

Hondius, D. (2008). 'Black Africans in Seventeenth-Century Amsterdam.' *Renaissance and Reformation / Renaissance et Réforme* 31.2, Spring/printemps, 85-104.

Jones, G. (2016). 'What Is New about Dutch Populism? Dutch Colonialism, Hierarchical Citizenship and Contemporary Populist Debates and Policies in the Netherlands,' In: *Journal of Intercultural Studies*, 37:6, 605-620.

Jouwe, N. (2015). *Intersectionality: A travelling concept*. In: *Dear university, let's talk diversity!* <https://omslag.nu/lets-talk-diversity/intersectionality>

Jouwe, N. (2016). *Standing at the Crossroads. The Black, Migrant & Refugee Women's Movement in the Netherlands*. in: *Historica* 39 (3), 3-8.

Jouwe, N. (2018). 'Sites for Unlearning in the Museum.' In: *Unlearning Exercises. Art Organizations as Sites for Unlearning*. Choi, B., Krauss, A., Van der Heide, Y. (eds.), Utrecht/Amsterdam: Casco Art Institute & Valiz, pp. 129-143.

Jouwe, N. (2018). 'Mapping Slavery'. In: *CO-LAB – Afterlives of Slavery*. Lelijveld, R. & Rijnks- KLeikamp, N. (eds.) Amsterdam: NMWC and RCMC.

Koning, de M. (2010) 'Understanding Dutch Islam: Exploring the Relationship of Muslims with the State and the Public Sphere in the Netherlands.' In: H. Moghissi and H. Ghorashi (eds.): *Muslim Diaspora in the West. Negotiating Gender, Home and Belonging*. (pp. 181-196). Farnham ,Ashgate.

Koning, de M. (2016). "You Need to Present a Counter-Message". *The Racialisation of Dutch Muslims and Anti-Islamophobia Initiatives*. *Journal of Muslims in Europe* 5, 170-189.

Lentin, A. (2000). "'Race', Racism, Anti-Racism: challenging contemporary classifications.' In: *Social Identities* 6(1), 91-106.

Lidchi, H. (2006) 'Culture and Constraints: Further thoughts on Ethnography and Exhibiting.' In: *International Journal of Heritage Studies, Heritage and Identity*, Vol. 12(1), pp. 93-111

Lidchi, H (1997). *The Poetics and the Politics of Exhibiting Other Cultures* In: Hall, S ed. *Representation*. London: Sage, pp. 151–222.

Mepschen, P (2017) 'A discourse of displacement: super-diversity, urban citizenship, and the politics of autochthony in Amsterdam.' *Ethnic and Racial Studies* Vol. 0/0, 1-18

Netherlands Institute for Human Rights. 'Racial Discrimination in the Netherlands. In: *Human Rights in the Netherlands. Annual Status Report 2013*, 16-34.

Ozdil, Z. (2014) "Racism is an American Problem": Dutch Exceptionalism and its Politics of Denial. In: *Frame* no. 27(2), 49 – 64.

Smiet, K. (2014). "Transatlantic Cross-Pollination": 30 Years of Dutch Feminist Theorizing on Race and Racism. In: *Frame* no. 27(2), pp. 29–47.

Stevens, P. A. J., Clycq, N., Timmerman, C. and Van Houtte, M. (2011) 'Researching race/ethnicity and educational inequality in the Netherlands: a critical review of the research literature between 1980 and 2008', In: *British Educational Research Journal*, 37 (1), pp. 5 – 43.

- Sysling, F. (2015). 'Faces from the Netherlands Indies. Plaster Casts and the making of race in the early twentieth century.' In: *Revue d'histoire humaines*. No 27. Paris: Sorbonne.
- Tayeb, F. El (2011). *Dimensions of Diaspora. Women of Color Feminism, Black Europe and Queer Memory Discourses*. In: *European Others. Queering Ethnicity in Postnational Europe*. University of Minnesota Press, 43-80.
- Van Der Pijl, Y. & Goulordava, K. (2014) *Black Pete, "smug ignorance," and the value of the black body in postcolonial Netherlands*. In: *New West Indian Guide*, vol 88, issue 3-4, pp. 262 - 291
- Weiner, M. (2014) 'The Ideologically Colonized Metropole: Dutch Racism and Racist Denial'. In: *Sociology Compass* 8/6, pp. 731-744
- Weiner, M. (2014): 'Whitening a diverse Dutch classroom: white cultural discourses in an Amsterdam primary school'. In: *Ethnic and Racial Studies*, pp. 1-16, DOI:10.1080/01419870.2014.894200
- Weiner, M. (2016) *Colonized Curriculum: 'Racializing Discourses of Africa and Africans in Dutch Primary School History Textbooks.'* In: *Sociology of Race and Ethnicity*, pp. 1-16.
- Weiner, M. *The Demography of Race and Ethnicity in The Netherlands: An Ambiguous History of Tolerance and Conflict*. In: R. Sáenz et al. (eds.), *The International Handbook of the Demography of Race and Ethnicity*. DOI 10.1007/978-90-481-8891-8_27, pp. 575-596.
- Wekker, G. (2016). *White Innocence. Paradoxes of colonialism and race*. Durham and London: Duke University Press.
- Withaeckx, S. & Essed, P. (2017). 'Two steps forwards, one step back' A conversation with Philomena Essed on difference and decolonisation in the academy and beyond. DOI: 10.5117