

# Understanding the Demand of African-Americans for Reparations

CEP#371

--Prerequisites: A Sense of Truth and Justice--

Instructor: Minister Ari S. Merretazon, M.S.CED

[merretazon@comcast.net](mailto:merretazon@comcast.net)

215-850-1699

## Course Outline

This course engages participants in the history, legacy, and injuries of the *de facto* and *de jure* institutions of enslavement in the United States. It surveys the character of the crimes committed, and the perpetrators of the crimes. It discusses the pros and cons of collective responsibility and compensation, and how to establish a credible and convincing connection between past racial injustices and present day residual injuries and inequalities.

It features an examination of the premier organization leading the demand for reparations to African-Americans, and is designed to help close the divide of understanding and mis-understanding about reparations in the African American community, and the public domain.

### **Week 1 --- Crimes against Humanity:**

This class starts appropriately with defining the atrocity and horrendous injury to African people during the holocaust of enslavement. This class surveys and discusses the facts and circumstances forming the historical and contemporary basis for reparations as a crime against humanity, and covers an overview of other ethnic groups who demanded and received reparations.

**[Maulana Karenga, California State University, The Ethics of Reparations: Engaging The Holocaust of Enslavement, Article, 2005](#)**

### **Week 2 --- Race Capital: The Economics of Enslavement**

Enslavement of Africans has been called “Black Gold,” and “Cash Crops.” Given the correctness of reparations to compensate blacks for having been subjected to slavery, Jim Crow practices, and ongoing discrimination, this class provides useful insights in determining, types of reparations programs, the magnitude of reparations, long-term benefits of reparations, and methods of financing reparations.

**[Cecilia A. Conrad, John Whitehead, Patrick Mason, and James Stewart, editors, African Americans in the U.S. Economy, 2005, Economics of Reparations, Part VIII, William A. Darity Jr. and Dania Frank, Rowan & Littlefield Publishers](#)**

### **Week 3 --- The Demand for Reparations/Restitution:**

This class examines the history of the reparations movement in the United States and focuses on reparations as a matter of corrective justice and restitution for African Americans. Class participants will learn and discuss the major arguments for and against reparations, and whether reparations should be paid to individuals or in a collectively manner, and what forms.

**[Winbush, Raymond, A., editor, Should America Pay?, Slavery and the Raging Debate on Reparations, Armistad, HarperCollins Publishers, 2003](#)**

### **Week 4 --- Philadelphia the Host to the Dark Bargain of Enslavement**

America’s most sacred document – The Constitution was shaped and molded by the most notorious institution in its history – human enslavement! The class covers how the “dark bargain” of enslavement was rationalized by the delegates to the 2<sup>nd</sup> Continental Congress in terms of apportionment slaves as 3/5 of a person for representation and market value as property for commerce.

**[Goldstone, Lawrence, Dark Bargain, Slavery Profits and the Struggle for the Constitution, Walker & Company, 2005](#)**

### **Week 5 Slavery Disclosure Laws**

This class surveys and critiques current slavery disclosure ordinances/laws of the cities requiring corporations wanting to do business in government to disclose their involvement in and how it benefited from supporting the enslavement of African people, and make recommendations as how they can be strengthened to support the demand for payment of reparations/restitution.

## **Slavery Disclosure Laws namely, Philadelphia and Chicago**

### **Week 6 --- The Economics of Reparations: Who and How Much Should Be Paid:**

Participants in this class develops reparations logic models for reparations/restitution for the harm done to African Americans as a result of enslavement in America. What would reparations/restitution look like? What social outcomes will result? What will be the social impact?

**America, Richard, F., editor, *the Wealth of Races, the Present Value of Benefits from Past Injustices*, Greenwood Press, 1990**

### **Week 7 --- The Case Against Wachovia Bank and its Predecessors.**

This class focuses on the N'COBRA case against Wachovia Bank Corporation and its predecessor institutions with a focus on Wachovia's past, present and future involvement in the enslavement of and discrimination against African-Americans.

**Merretazon, Ari, *Should Wachovia Pay, A Local Case Against for Reparations*, Article, National Coalition of Blacks for Reparations in America, Philadelphia Chapter, 2005**

### **Week 8 – The National Coalition of Blacks Against Reparations in America**

This class surveys and examines the history and present organizational and issue development of the National Coalition of Blacks for Reparations in America (N'COBRA). It also examines N'COBRA's past present and future capacity, strategies, organizing activities, networks, programs, and initiatives in respect to its leading the demand for reparations/restitution for the holocaust of enslavement, which included kidnapping, slave labor, physical and mental torture, rape, starvation, hangings, murder, and subjected generations of African descendants - African Americans - to continued effects of these original acts, including but not limited to: Jim Crow, Klu Klux Klan, race discrimination, affirmative action, and racial disparities in lending and investments.

**Should America Pay, Slavery and the Raging Debate on Reparations, editor, Raymond Winbush, Adjoa A. Aiyetoro, *The National Coalition of Blacks for Reparations in America (NCOBRA): Its Creation and Contributions to the Reparations Movement*, 2003**