

REPARATIONS...

THE TIME IS NOW!



Prepared by the

Coming To The Table (CTTT) Reparations Working Group

January 2018

This publication is a work in progress. If you have questions or suggestions for additional reparative actions and/or resources related to reparations, racism or white privilege, please contact the CTTT Reparations Working Group at www.comingtothetable.org/contact.

Table of Contents

I. Personal Reparations _____	4
A. Acknowledging (facing, uncovering) our History _____	4
B. Making Connections _____	4
C. Healing Wounds _____	5
D. Taking Action _____	6
II. Community and Societal Reparations _____	8
A. Acknowledging our History _____	8
B. Making Connections _____	9
C. Healing Wounds _____	10
D. Taking Action _____	11
Section 1: Acknowledgement-related ideas _____	11
Section 2: Education related ideas _____	12
Section 3: Economic related ideas _____	12
Section 4: Justice related ideas _____	14
Sources Referred to in this Document _____	16
Some Reparations Resources and Sources _____	18
Some Resources on Racism and the History of Racism _____	20
Some Resources on White Privilege _____	20

Introduction

Now more than ever, people of the United States are opening their minds and hearts to the historical harm that slavery and its legacy has caused African Americans and this nation. Historians and economists have compiled incontrovertible evidence of the intentional nature of race-based slavery and segregation along with the tremendous financial benefits that accrued to European Americans. At the same time, sociologists and psychologists have better understood the lasting damage slavery inflicted, and that its legacy continues to impose, on African Americans.

The topic of reparations in the United States is not new. For over 550 years, there have been ongoing discussions and documentation of demands made to provide restitution to those harmed by the intergenerational wounds of slavery and its legacy in the United States (Winbush, 2009).

In the new millennium, the case and call for reparations has become stronger. Ta-Nehesi Coates's 2014 essay in *The Atlantic* attracted mainstream attention and promoted a national discussion on reparations that was furthered by Edward Baptist in his book *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (2016). Richard Rothstein, in *The Color of Law: The Forgotten History of How Our Government Segregated America* (2017), explodes the commonly held myth of de facto segregation—the result of many individual decisions—and demonstrates that segregation was instead de jure—based on racially explicit federal, state, and local government policies—and thus obligates a remedy to a violation of the Constitution. At the same time, scholars such as Lawrie Balfour have shown how reparations done properly can “repair” and improve our democracy.

Coming to the Table is uniquely suited to address the issue of reparations in the United States. Its vision, mission, approach, and values are aligned with the initiative. Its slogan, “Taking America Beyond the Legacy of Enslavement (TABLE),” implies such action. Deeply rooted in history and communities across the color line, Coming to the Table is bringing people together for both communion and collaboration in racial healing and building a better future.

In 2014, Coming to the Table recognized it had a role to play in the movement and convened a conference call with interested members to discuss “Reparations.” During the call, European and African American members of CTTT shared ideas and made plans to establish a CTTT Reparations Working Group. The Working Group's purpose was to develop a document that would inspire and provide guidance for European Americans desiring to initiate personal, community, societal and national reparations. Over a period of three years, the Reparations Working Group solicited and received comments. Input was received from both African and European American CTTT members in December 2014 and January 2015, at the 2016 CTTT

National Gathering during two breakout sessions, and most recently, in the June-July 2017 CTTT Newsletter in response to a solicitation.

This resulting guide to possible reparations for slavery and its legacies was created to inspire European Americans to action. But we suggest that before acting, European Americans should take their cues from African Americans as to when and how to approach and implement reparations. African Americans may wish to engage in some of these activities so as to ensure that trust, healing, and true reparations of the harms are achieved. The guide includes both short-term and long-term actions for individuals as well as communities and society as a whole. The recommendations are inspired by the spirit and principle of abundance—that there is enough for everyone.

The Reparations Working Group would like to acknowledge that there are many groups currently working on reparations. A list of some of these groups and some of the books that detail the history of the reparations movement are included at the end of this document under a section entitled “Some Reparations Resources and Sources.” We also offer some resources (books, articles, and websites) on racism and the history of racism and on white privilege for your use in developing your reparations plans.

I. Personal Reparations

A. Acknowledging (facing, uncovering) our History

1. Conduct personal historical research that connects you to US slavery by collecting family genealogical data, family stories, and other information, etc., using [Our Black Ancestry](#), [Ancestry.com](#), and other websites and historical societies, libraries, and local, state and national archives.
2. Acknowledge to yourself, your family and others the injustice, pain and suffering of generations of African American people and the racial prejudice perpetrated directly and indirectly by your ancestors.
3. Acknowledge the spiritual and emotional pain and denial you have lived with as a result of your personal and family historical connection to slavery to yourself and others and its legacy for yourself and others.
4. Own your personal transgressions that perpetuate racism and work to correct them.
5. Educate yourself and others in your family and community about the true history and global context of the brutal nature and impact of American slavery and racism on African Americans in the past and present. A good start is this [list of books provided by The Huffington Post](#).
6. Recognize and educate yourselves and others about the amoral and destructive system of white supremacy and privilege in the US.
7. Recognize that systemic racism and legacies of slavery are still operating in our culture today.

B. Making Connections

1. Search out and establish meaningful connections and friendships across racial lines.
2. Be sure to connect with and involve people of all ages and across racial lines in formulating and implementing plans for reparations.
3. Search out linked descendants (African Americans and European Americans linked through slavery) and establish connections and friendships when possible. See the [CTTT Linked Descendants Working Group](#).

4. Help others who suffer from the historical pain of slavery to acknowledge and face their own family legacy.
5. Reach out to others who you discover are investigating their family connection to slavery.
6. Join [Coming to the Table](#) and work with us to repair the harms of slavery and its legacies. Join a [local CTTT affiliate group](#) or establish one in your community.
7. Join and donate to organizations like Coming to the Table, the [NAACP](#), SURJ (Showing up for Racial Justice), Black Lives Matter, etc. that are working to correct inequalities via legal and educational efforts.
8. Participate in public race dialogues in order to make connections across racial lines.
9. Research and acknowledge current and past attempts at reparations in your local community.
10. Seek inspiration for reparations work through other sources of ideas, such as the NAACP, the National Coalition of Blacks for Reparations in America (N'COBRA), the Urban League and the National American Reparations Commission and [Artist Natasha Marin's Reparations initiative and website](#).

C. Healing Wounds

1. Encourage mental health providers in your community to recognize the stresses and mental health issues that some African Americans have experienced due to the legacies of slavery and to help African Americans reduce the adverse impacts of these stresses on their lives.
2. Identify and accept your personal responsibility for righting historical wrongs.
3. Be willing to discuss difficult racial matters in your community. Watch this [TED Talk](#) for guidance on how to do this.
4. Monitor, clarify and analyze words and phrases of good intention, such as “white ally,” to ensure they best describe right relationship and appropriate meaning.
5. Listen deeply to African American perspectives on racism, reparations and reforms.
6. Engage with others in the practice of racial reconciliation and healing in communities like [Coming to the Table](#). Participate in CTTT's local affiliate groups, conference calls, and National Gatherings. Check out [Coming to the Table's resource page](#) on its website for guidance on reconciliation and healing practices.

7. Write about, and possibly publish, your connection to slavery or your family's specific racial crimes and acts of oppression.
8. Educate and immerse yourself in the variety and breadth of African American experiences (culture, art, organizations, publications, history, etc.), particularly the historical harms of slavery in order to understand how the past continues to inform the present.
9. Read authors like [Ta-Nehisi Coates](#) and [Randall Robinson](#) to better understand the issues of national reparations. Coates' articles can be found [here](#) and [here](#).
10. Take responsibility for healing yourself of the guilt and shame of your connection to slavery through workshops on healing ([EMU STAR training](#)), meditation and guided reflection.

D. Taking Action

1. Support and participate in events, such as the [Slave Dwelling Project](#), that preserve and publicize different aspects of the realities of the life of the enslaved.
2. Speak out and support initiatives, programs and laws that correct racial injustices (i.e. affirmative action).
3. Help create a media relations committee at Coming to the Table (European American and African American) to publicize CTTT's existence and comment on the issues of the day.
4. Document personal stories and experiences of racial discrimination and share in appropriate supportive communities.
5. Recruit new members for CTTT and continue to establish CTTT local/regional affiliates. Encourage local affiliates to connect with other local groups seeking to acknowledge and heal wounds from racism that is rooted in the United States' history of slavery.
6. Share family genealogical data, stories, and other information, etc. on [Our Black Ancestry](#), [Ancestry.com](#) and other websites as well as with historical societies, libraries and local, state and national archives.
7. Encourage descendants of enslavers and slave traders to join CTTT.
8. Acknowledge and take action to level the "playing field" in personal and professional situations.

9. When you hear or see racism, speak up using whatever tactics work best for you from direct confrontations to humor. Make clear that you do not share racist views. Turn the event into a teaching moment for others who may be present. Seek training on how best to do this.
10. Find ways to “give back” to the African American community through public service (i.e. volunteering for after-school programs, one-on-one homework support, African American events and festivals, etc.)
11. In your personal or professional life, fight for full rights and privileges of equal citizenship for African Americans.
12. Offer personal or family foundation college scholarships, or make contributions to a scholarship program like the [United Negro College Fund](#).
13. Work with educators individually and/or school boards and state boards of education to reform curricula that will recognize that slavery was the foundation of our country’s achievements and wealth.
14. For teachers, teach beyond specific African American heroes and “firsts” and include the full spectrum of the impact of African Americans on history, literature and poetry etc. in your high school and university classes; host those who write and speak on the impact of slavery and its aftermath on current conditions and concerns of African Americans.
15. Encourage families, but European Americans especially, to donate historical materials about their families’ connection to slavery to local, state and national libraries, historical societies and archives.
16. Advocate for the hiring of African Americans in your personal and professional life.
17. Patronize African-American owned businesses and support non-profits led by African Americans and/or benefitting African Americans, e.g. Coming to the Table.
18. Support African Americans for public office and for leadership positions in other governmental and non-governmental positions.
19. Seek out African American doctors and medical professionals, attorneys, accountants, and sales and service professionals.
20. Work with your local community to reform how police officers act in the line of duty with the African American community, e.g. civilian review boards.

21. Support and participate in organizations promoting racial justice such as Coming to the Table, [Black Lives Matter](#), SURJ (Showing up for Racial Justice) and others.
22. Encourage local government entities to make records related to slavery and its legacy available to the public online.
23. Work for the renaming/removing or reinterpreting of Confederate monuments and markers in local communities.

II. Community and Societal Reparations

While the following section describes reparations mostly at the national level, all can be started at the community level. Communities can make meaningful change and can inspire national transformation.

A. Acknowledging our History

1. Seek a national apology from the U.S. government regarding the brutal institution of African American slavery and its continuing impact on African Americans:
 - a. Seek a national acknowledgement that African American slavery was first and foremost an economic system, based on racism, to gain wealth for a small group of Europeans from the free labor of African Americans.
 - b. Seek national acknowledgement that even after emancipation, racism and unfair laws, practices and attitudes negatively impacted the education and economic stability of African Americans and continue to do so in the present.
 - c. Support local, state, national and international efforts for Truth and Reconciliation Commissions acknowledging the history and legacies of slavery in the U.S. (Example: [The Kellogg Foundation's new initiative, the Truth, Racial Healing and Transformation project.](#))
 - d. Seek apology from countries in Europe that participated in importing African slaves to the Americas during colonization.
2. Establish a national government sponsored Day of Healing to honor those Africans whose lives were sacrificed to slavery in the founding and building of this country. Let this be a day when the wounds of racial prejudice that have divided us are acknowledged and we rededicate ourselves to healing those wounds.
3. Revise the curricula of US and World history classes to accept the impact of slavery on the US and of the role slavery played in the development, even survival, of the United States and other countries, including slavery's role in the industrial revolution and in the

development of banking/finance as well as the contributions of people of color to the Americas and Europe.

4. Encourage the National Park Service, the National Register of Historic Places, the National Trust and State Historical Societies and State Historic Preservation Officers to proactively identify, preserve and make available to the public historic sites that will tell the *entire* history of the country (i.e. the Fort Monroe, VA Contraband Camp) through historic preservation and interpretative programs such as establishing markers, roadside plaques, museums, monuments and publications documenting historic events related to slavery and achievements of African Americans
5. Actively pursue with broad public input regarding the renaming, relocation, removal, reinterpretation, and/or contextualization of Confederate monuments throughout the U.S.
6. Work with local governments to digitize, publish on line or otherwise make more accessible public documents that would assist in historical and ancestral research, such as wills, court cases, and slave bills of sale.
7. Provide greater media exposure of the stories of African Americans, their struggles and triumphs through the Corporation for Public Broadcasting, [PBS](#), [National Public Radio \(Story Corps\)](#), and other media outlets.
8. Create a national society/commission to locate, honor, memorialize and support the preservation of the marked and unmarked graves in slave cemeteries in honor of the lives of people buried there with appropriate public and private memorials.
9. Ask lineage societies like the General Society of Mayflower Descendants (<https://www.themayflowersociety.org/>) and Daughters of the American Revolution (<http://www.dar.org/>) about reparations, finding out whether or not they have addressed the issue.

B. Making Connections

1. Establish Coming to the Table local affiliate groups in communities throughout the US.
2. Create collaborations between Coming to the Table and such organizations as SURJ, Everyday Democracy, and White Privilege Conference to promote a better understanding of our common humanity and break down barriers that divide us.
3. Encourage European Americans to listen authentically to African Americans' ideas about societal reparations and develop a joint recommendation regarding what reparations might be pursued together on the societal level.

4. Be sure to connect with and involve people of all ages in formulating and implementing plans for reparations.

C. Healing Wounds

1. Acknowledge the psychological impacts of slavery and its legacies.
 - a) Encourage mental health providers to recognize the stresses and mental health issues that some African Americans have experienced due to the legacies of slavery and to help African Americans reduce the adverse impacts of these stresses on their lives.
 - b) Update the Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition (DSM- 5), which is the standard classification of mental disorders used by mental health professionals in the United States as appropriate after thorough research of the psychological impacts of the legacies of slavery that may affect some African Americans.
 - c) Expose the fallacy of white supremacy and superiority that was based on the power of life and death that enslavers and traders held over the human beings they called slaves and treated as chattel. Explore how that fallacy continues to impact thinking and behavior.
2. Increase understanding by all of the impact of the legacies of slavery and systemic racism on African Americans.
3. Create national efforts to organize the national discussion on race.
4. Provide support to writers, filmmakers and other artists to address the subject of racial justice, healing, and reconciliation.
5. Support academic research on conflict resolution, dialogue and reconciliation.

D. Taking Action

Section 1: Acknowledgement-related ideas

1. Support [HR40](#) in the U.S. Congress to compile existing and new studies/surveys for repairing the harms of slavery. (The number of the bill, 40, was chosen to symbolize the forty acres and a mule that the United States initially promised freed slaves.) The bill focuses on recognizing the consequences of enslaving African Americans for generations. Specifically, the bill:
 - a. Acknowledges the fundamental injustice and inhumanity of slavery;
 - b. Establishes a commission to study slavery and the racial and economic discrimination against African American individuals once they were freed;
 - c. Studies the impact of the residual forces on today's living African Americans;
 - d. Instructs the commission to make recommendations to Congress on appropriate remedies to redress the harm experienced by living African Americans.
2. Lobby for and support legislation for a National Truth and Reconciliation Commission.
3. Promote wider access to museums, lectures and cultural events that represent African American culture and concerns by enhanced publicity and marketing and by creating programs that ensure free admission to school children.
4. Encourage students attending colleges that participated in slavery to document and publish the history of their schools' connection to slavery. Work with administrations to create a plan for providing reparations to the people whose ancestors were enslaved at the school.
5. Include the story of slavery and African American experience in all museum exhibits about the history and culture of the US.
6. Maintain support of the [National Museum of African American History and Culture](#) in Washington, DC.
7. Re-create a "Green Book" for local communities to promote African American owned businesses. The original Green Book was a listing of services and places friendly to African Americans and was used to travel more safely during the Jim Crow era. See: https://en.wikipedia.org/wiki/The_Negro_Motorist_Green_Book

Section 2: Education related ideas

1. Support national, state and local efforts to revise how the history of slavery, segregation and civil rights is taught in U.S. school systems.
2. As part of a national reparations program, provide scholarships for African American students for education and job training.
3. Ensure that all students can afford to attend public universities and have the financial support they need to succeed.
4. Promote the re-establishment of national funding for the [Upward Bound](#) college support programs for low income students of all races.
5. Forgive student loans for all low and middle income African Americans, including loans taken out by parents of students.
6. Create a national program that encourages European Americans who are descended from enslavers to create scholarship funds for descendants of the people who were enslaved on their plantations and other property.
7. Continue the [Pell Grants](#) program and annually increase the grant amount.
8. Establish mentorship [programs](#) for African American students to enable them to thrive in new professional and vocational environments.

Section 3: Economic related ideas

1. Create a mechanism for “reclaiming” land that was misappropriated by legal maneuvers to deprive African Americans of their inheritance/ownership. (Implementation of this reparative action could conflict with efforts of Native Americans to reclaim land taken from them and so must be approached with sensitivity and fairness.)
2. Create more opportunities for jobs and businesses for African Americans.
3. Support the Southern Reparations Loan Fund (SRLF), a project of the Southern Grassroots Economies Project (SGEP). SGEP makes business loans to cooperatively owned businesses anchored in the most marginalized Southern communities. They focus their lending toward start-ups and expansions of democratically governed enterprises that meet the needs and elevate the quality of life of African Americans,

immigrants, and poor whites. <http://sgeproject.org/about/southern-reparations-loan-fund/>

4. Promote the provision of a Federal income tax credit for descendants of persons enslaved in the U.S.
5. Hold corporations accountable for their profits accrued through association with slavery and develop ways to provide reparations.
6. Promote the establishment of a decent living minimum wage/minimum income for all.
7. Create a reparations philanthropic fund under the umbrella of a large national community foundation that will use skillful media and publicity to encourage gifts and bequests. Seed the fund with prearranged commitments of funding. Invite high profile European American descendants of slaveholders to make contributions, and high profile African American descendants of slaves, especially those with philanthropic expertise, to serve on an advisory board for grant-making.
8. Issue cash reparations to adult descendants of those who were enslaved. For those recipients in the lower third of income and wealth, provide for debt forgiveness so that reparations are not taken to repay debts.
9. Develop an educational program on money management to be offered to recipients of reparations, especially if cash is part of the program. (The purpose of this education is to enhance the possibility that recipients can realize an improved financial situation throughout their lifetime because knowledge increases the odds of achieving defined financial goals.)
10. Provide opportunities for all people to thrive economically through good money management, job training and training in entrepreneurship.
11. Create a government or non-profit program to provide one-time mortgage down payment assistance to enable African Americans to purchase a home at a low interest rate. Provide education, home loans and other G.I. bill-like programs to descendants of enslaved people.
12. Increase funding for Federal programs dedicated to the eradication of poverty.
13. Promote the provision of a federal income tax credit for descendants of persons enslaved in the U.S. and consider other forms of tax abatement.
14. Hold corporations accountable for their profits accrued through association with slavery and its aftermath and develop ways to provide reparations.

Section 4: Justice related ideas

1. Transform the legal and criminal justice system to end mass incarceration.
2. Establish a system for “[restorative justice](#),” especially in schools to help dismantle the [school-to-prison pipeline](#), also known as the “womb-to-prison pipeline.”
3. Address systemic problems of injustice for African Americans in housing, education, employment, health care and the legal system.
4. Seek the repeal of the death penalty throughout the country since African Americans, people of color and the poor are more likely to be executed. Equalize sentencing rules that currently target African Americans.
5. Ensure that formerly incarcerated individuals are eligible for reparations.
6. Research organizations that provide assistance to families of incarcerated persons and support those efforts through donations and volunteer work. If organizations focused specifically on providing assistance to families of the incarcerated do not exist in your community, research other community organizations, including churches and other faith-based organizations, that serve members of the community whose families have been affected by mass incarceration and might welcome your support.
7. Seek reinstatement of the full voting rights protection under the [Voting Rights Act](#) to protect African Americans, poor Americans and formerly incarcerated individuals from voting disenfranchisement.
8. Promote greatly increased U.S. aid to African countries from which people were stolen and enslaved.
9. Push for legislation that will repeal the law that bans felons from returning to live with their families and children in subsidized and public housing.
10. Support food justice. Empower African Americans in obtaining food security through such efforts as education in sustainable agriculture, support for commercial sustainable agriculture operations, and establishment of sustainable community and home gardens.

11. Promote structural change to hold police departments accountable to the community and to end the following:
 - a. Automatic assumptions of the guilt of African Americans
 - b. Provocative actions by the police
 - c. Practices that unfairly single out African Americans for harassment, harsh treatment, lethal force and arrest.

12. Strengthen police training. Include the following:
 - a. Training and tactics that emphasize de-escalation and peaceful resolution of conflict without force or with the least amount of force necessary.
 - b. Training on the legacies of slavery and the traumas related to oppression, discrimination and injustice.
 - c. Training on working with compassion and understanding in poor communities where many feel without hope.
 - d. Training in skillful and compassionate treatment of people with mental illness.
 - e. Understanding of the impacts of systemic racism on African Americans.

13. Seek laws to provide reparations to survivors of law enforcement brutality and torture and to their families. A 2015 law passed in Chicago provides an example.

Sources Referred to in this Document

Liebelson, Dana. "The Supreme Court Guttled the Voting Rights Act. What Happened Next in These 8 States Will Not Shock You." *Mother Jones*. April 8, 2014.

<http://www.motherjones.com/politics/2014/04/republican-voting-rights-supreme-court-id>

American Civil Liberties Union (ACLU) "School to Prison Pipeline Fact Sheet."

<https://www.aclu.org/issues/juvenile-justice/school-prison-pipeline?redirect=fact-sheet/what-school-prison-pipeline>.

Ancestry: <https://www.ancestry.com/>

Black Lives Matter: <http://blacklivesmatter.com/>

Blay, Zeba. "[16 Books About Race That Every White Person Should Read.](#)" HuffPost. December 3, 2015.

Coates, Ta-Nehisi. "The Case for Reparations." *The Atlantic*. June 2014.

<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>.

_____. "The Case for Considering Reparations." *The Atlantic*. January 27, 2016.

<https://www.theatlantic.com/politics/archive/2016/01/tanehisi-coates-reparations/427041/>.

For more reading from Coates, see: <https://www.theatlantic.com/author/ta-nehisi-coates/>.

Coming to the Table (CTTT): www.comingtothetable.org

CTTT Linked Descendants Working Group develops resources for people who are "linked" through their connections to historic enslavement. They call themselves "[linked descendants](#)" due to having a joint history in slavery – a pairing of a descendant of an enslaved person with a descendant of his or her slaveholder – who have found each other and who are in communication (see: <http://comingtothetable.org/groups/working-groups/linked-descendants/>).

CTTT Local Affiliate Groups: <http://comingtothetable.org/groups/local-regional-cttt-groups/cttt-local-affiliate-group/>.

Daughters of the American Revolution (DAR): <http://www.dar.org/>.

General Society of Mayflower Descendants: <https://www.themayflowersociety.org/>.

House Resolution 40 - Commission to Study Reparation Proposals for African-Americans Act: <https://www.govtrack.us/congress/bills/114/hr40> and <https://www.congress.gov/bill/113th-congress/house-bill/40/text>. In January of 1989, Congressmen John Conyers first introduced the bill H.R. 40, Commission to Study Reparation Proposals for African Americans Act. He has re-introduced HR 40 every Congress since 1989, and said he will continue to do so until it's passed into law.

Kunichoff, Yana and Sarah Macaraeg. "How Chicago Became the First City to Make Reparations to Victims of Police Violence." Yes Magazine. Mar 21, 2017.

http://www.yesmagazine.org/issues/science/how-chicago-became-the-first-city-to-make-reparations-to-victims-of-police-violence-20170321?utm_source=YTW&utm_medium=Email&utm_campaign=20170324

Mentoring Programs: <http://go.sdsu.edu/education/csp/aamp.aspx>.

NAACP: <http://www.naacp.org/>.

Our Black Ancestry: <http://www.ourblackancestry.com/>.

Pell Grants: <https://studentaid.ed.gov/sa/types/grants-scholarships/pell>.

Public Broadcasting: <http://www.pbs.org/>.

Robinson, Randall. *The Debt: What America Owes to Blacks*.

<http://www.randallrobinson.com/>.

Showing Up For Racial Justice (SURJ): <http://www.showingupforracialjustice.org/>.

Slave Dwelling Project: <http://slavedwellingproject.org/>.

Smithsonian National Museum of African American History and Culture:

<https://nmaahc.si.edu/>.

Southern Reparations Loan Fund (SRLF), a project of the Southern Grassroots Economies Project (SGEP). SGEP makes business loans to cooperatively owned businesses anchored in the most marginalized Southern communities. They focus their lending toward start-ups and expansions of democratically governed enterprises that meet the needs and elevate the quality of life of African Americans, immigrants, and poor whites (see:

<http://sgeproject.org/about/southern-reparations-loan-fund/>).

Strategies for Trauma Awareness and Resilience (STAR): <http://www.emu.edu/cjp/star/>.

Story Corps: <https://storycorps.org/>.

Tochluk, Shelly. Let's Talk About Race TEDxSanJuanIsland
<https://www.youtube.com/watch?v=6tUBJ-1MWG8>

United Negro College Fund: <https://www.uncf.org/>.

Upward Bound: <https://www2.ed.gov/programs/trioupbound/index.html>.

W. K. Kellogg Foundation. Truth, Racial Healing & Transformation (TRHT):
<https://www.wkkf.org/what-we-do/racial-equity/truth-racial-healing-transformation> and
<http://www.wkkf.org/news-and-media/article/2016/01/wkkf-leads-broad-coalition-to-launch-trht>.

Zehr Institute for Restorative Justice: <http://zehr-institute.org/>.

Some Reparations Resources and Sources

The following includes a list of some of the groups currently working on reparations and some articles and books that detail the history of the reparations movement.

Balfour, Lawrie. "Reparations after Identity Politics," *Political Theory* 33, no. 6 (Dec., 2005): 786-811. <http://www.jstor.org/stable/30038464>.

Black Land & Liberation Initiative has a reparations platform (see: <http://blacklandandliberation.org/uncategorized/land-based-reparations-models/>).

Black Lives Matter <http://blacklivesmatter.com/> has a website called Backing Black Business that aims to list every business in the country owned by a Black American (see: <https://www.backingblackbusiness.com/>). For more information, see: <http://fusion.net/story/377476/black-lives-matter-backing-black-business/>.

Coates, Ta-Nehisi. "The Case for Reparations." *The Atlantic*. June 2014.
<http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>.

_____. "The Case for Considering Reparations." *The Atlantic*. January 27, 2016.
<https://www.theatlantic.com/politics/archive/2016/01/tanehisi-coates-reparations/427041/>.
For more reading from Coates, see: <https://www.theatlantic.com/author/ta-nehisi-coates/>.

Darity, Dr. William. "The Economics of Reparations," Interview of Dr. Darity on The Brian Lehrer Show. <http://www.wnyc.org/story/economics-reparations/>

DeGruy, Joy. *Post Traumatic Slave Syndrome: America's Legacy of Enduring Injury and Healing*. Oregon: Joy DeGruy Publications, Inc., 2005.

House Resolution 40 - Commission to Study Reparation Proposals for African-Americans Act. <https://www.govtrack.us/congress/bills/114/hr40> and <https://www.congress.gov/bill/113th-congress/house-bill/40/text>.

In January of 1989, Congressmen John Conyers first introduced the bill H.R. 40, Commission to Study Reparation Proposals for African Americans Act. He has re-introduced HR 40 every Congress since 1989, and said he will continue to do so until its passed into law.

Marin, Natasha. <http://www.reparations.me/>. Reparations website allows white people to offer 'reparations' directly to people of color. There is also a Facebook page for this group entitled Reparations: Requests and Offerings (see: <https://www.facebook.com/groups/939299172870387/>).

The Movement for Black Lives <https://policy.m4bl.org/platform/> has a six part platform, one of which addresses reparations: <https://policy.m4bl.org/reparations/>.

The National Coalition of Blacks for Reparations in America (N'COBRA) is the premiere mass-based coalition of organizations and individuals organized for the sole purpose of obtaining reparations for African descendants in the United States. <http://www.ncobraonline.org/>.

Robinson, Randall. *The Debt: What America Owes to Blacks*. <http://www.randallrobinson.com/>.

Showing Up For Racial Justice. <http://www.showingupforracialjustice.org/>. SURJ describes itself as "a national network of groups and individuals organizing white people for racial justice. Through community organizing, mobilizing and education, SURJ moves white people to act as part of a multiracial majority for justice with passion and accountability." The Baltimore and Washington DC Chapters of SURJ are working on reparations in their respective chapters. (see: <https://www.facebook.com/SURJBaltimore/> and <https://www.facebook.com/surjdc/>.)

Southern Reparations Loan Fund (SRLF), a project of the Southern Grassroots Economies Project (SGEP). SGEP makes business loans to cooperatively owned businesses anchored in the most marginalized Southern communities. They focus their lending toward start-ups and expansions of democratically governed enterprises that meet the needs and elevate the quality of life of African Americans, immigrants, and poor whites (see: <http://sgeproject.org/about/southern-reparations-loan-fund/>).

Winbush, Raymond. *Belinda's Petition: A Concise History of Reparations For The TransAtlantic Slave Trade* (2009). "In this book, Winbush compiles the most important cases of reparations made for the Transatlantic Slave Trade, highlighting Belinda's Petition (1782), the earliest attempt by an American African to seek payment for her 50 years of enslavement in the early

United States. Africans' 550-year struggle seeking to repair the long-term economic and mental damage of slavery is presented in this powerfully compelling book."

_____. *Should America Pay?: Slavery and the Raging Debate on Reparations* (2003). "Also featured are important documents, such as the First Congressional Reparations Bill of 1867 and the Dakar Declaration of 2001, as well as a new chapter on the current status and future direction of the movement."

Some Resources on Racism and the History of Racism

Alexander, Michelle. *The New Jim Crow: Mass Incarceration in the Age of Color-Blindness*. New York: The New Press, 2012.

Baptist, Edward E. *The Half has Never Been Told: Slavery and the Making of American Capitalism*. New York: Basic Books, 2014.

Blackmon, Douglas. *Slavery by Another Name*. New York: Anchor Books (Random House), 2008.

Bonilla-Silva, Eduardo. *Racism without Racists: Color-blind Racism and the Persistence of Racial Inequality in the United States*. Lanham, MD: Rowman and Littlefield Publishers, 2006.

Franklin, John Hope and Evelyn Higginbotham. *From Slavery to Freedom: A History of African Americans* (9th Edition). New York: McGraw-Hill, 2010.

Griffin, John Howard. *Black Like Me*. Boston: Houghton Mifflin Harcourt, 1961.

hooks, bell. *Rock My Soul: Black People and Self-Esteem*. New York: Atria Books, 2003.

Marsh, Jason, Rodolpho Mendoza-Denton, Jeremy Adam Smith, Editors. *Are We Born Racist?: New Insights from Neuroscience and Positive Psychology*. New York: Penguin Random House, 2010.

Rothstein, Richard. *The Color of Law: The Forgotten History of How Our Government Segregated America*. New York: Liveright Publishing, 2017.

Williams, Eric. *Capitalism & Slavery*. Chapel Hill, NC: University of North Carolina Press, 1944.

Some Resources on White Privilege

Anderson, Carol. *White Rage*. London: Bloomsbury Publishing, 2016.

DiAngelo, Robyn. *What Does it Mean to be White?: Developing White Racial Literacy*. New York: Peter Lang, Inc., 2012.

Dyson, Michael. *Tears We Cannot Stop: A Sermon to White America*. New York: St. Martin's Press, 2017.

Harriott, Michael. "Yes, You Can Measure White Privilege." *The Root*. April 14, 2017.
<http://www.theroot.com/yes-you-can-measure-white-privilege-1794303451>

Irving, Debbie. *Waking Up White*. Cambridge, MA: Debbie Irving, 2014.
<http://www.debbyriving.com/the-book/>

McIntosh, Peggy. "White Privilege: Unpacking the Invisible Knapsack." 1988.
<http://www.intergroupresources.com/rc/knapsack.pdf>

Smith, Lillian. *Killers of the Dream*. New York: W.W. Norton & Co., 1949.

Wise, Tim. *Colorblind: The Rise of Post-Racial Politics and Retreat from Racial Equity*. San Francisco, City Lights Books/Open Media Series, 2010

Wise, Tim. *White Like Me: Reflections on Race from a Privileged Son*. New York, Soft Skull Press, 2005.