



MUNAAKAL'23

SPECPOL

Agenda Item: Impacts of colonial policies in the 21st century



Security Council
United Nations

UNDER-SECRETARY-GENERAL
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LETTER FROM THE SECRETARY GENERAL

Most esteemed participants,

It is my utmost pleasure to welcome everybody to MUNAAKAL'23, the exact organization that will give you a hand for you to Witness The Quality.

As it is known very well, MUNAAKAL is the legacy of contributive vision, diligent efforts, testing the limits and actualizing the quality. Under this phrase, as your secretary-general, I invite every attendee of ours to understand the nature of MUNs, develop yourselves in various fields, study in accordance with the goal of your committee, execute your task, socialize, meet new people, and lastly, enjoy our conference.

Keeping my statements short, I thank to every each person who has positively affected to MUNAAKAL'23, the great legacy, without mattering how much they contribute or when they did.

Hope to see everybody present and having a good process of 4 great days.

With my regards,
Eren EROĞULLARI
Secretary-General of MUNAAKAL'23

LETTER FROM THE DEPUTY SECRETARY GENERAL

Most Distinguished Participants,

It is my absolute honor and pleasure to be serving as the Deputy-Secretary-General of MUNAAKAL'23 and I welcome you all to our conference.

One of our biggest goals is to provide an awesome experience to the Antalya MUN society by holding the conference in the best possible way and giving you the chance to Witness The Quality.

As your Deputy-Secretary-General, I highly encourage each of you to read your committee's study guide advertently, do extra research, and try to do your best. But at the same time do not forget to meet new people, socialize and enjoy the conference.

In addition, I want to express my gratitude towards my most distinguished Secretary-General Eren Eroğulları for giving me this marvelous chance to attend as a Deputy-Secretary-General of this conference and guiding me tirelessly on everything I need to know about the executive process. I would also like to thank my academic and organizational team for all of their efforts and every person who has contributed to the conference.



If you have any questions regarding the conference or the committees please do not hesitate to contact us.

Kindest Regards,
Gülşah Dirlik

LETTER FROM THE UNDER-SECRETARY GENERAL

Dear delegates,

I welcome you all to MUNAAL23 and the Special Political and Decolonization committee (SPECPOL)! My name is Mete Eroglu. I am a 12th grade student, as well as a co-president of the Model United Nations club at Konyaaltı Anatolian High School. I took on a wide variety of positions during my Model United Nations career, but this time, I am extra excited to take on my current position for MUNAAL23 as the Under-Secretary General of SPECPOL.

If you're asking me why, the one and only reason is that my first MUN experience was in SPECPOL at MUNAAL19, exactly four years prior to our current gathering. I still remember how excited and nervous I felt, and the way the breeze of January brushed over me. Time flies indeed! Thinking back to those days, I once again remember how much Model United Nations means to me. A chance to pursue an extracurricular with impact and social awareness, as well as opportunities for academic improvement and socializing with one's peers is always a delight, and that is what Model United Nations is all about. So hang in there, and take your chance!

The committee of SPECPOL has been of choice for our team at MUNAAL23 for the very consideration that it will make it possible for our delegates to engage in essential political debate. With dearest Ada Nalbantoğlu, we have put great effort in this committee. Now, it is up to you to make this session of SPECPOL fruitful and active. For that, please carefully read our study guide, and answer all questions to be addressed at the end. That will make a non-stop course of debate possible for 4 days. Please recognize that your attendance, activeness and attentiveness will be what makes our conference possible on the whole. I have gathered more information on what you should do exactly, so please keep reading the guide.

I cannot wait to see you at the conference! Until then, take care and prepare well.

Kindly,
Mete Eroglu, Under-Secretary General of SPECPOL



INTRODUCTION TO SPECPOL

SPECPOL (Special Political and Decolonization Committee, Fourth Committee) is a main body of the United Nations General Assembly (GA) that mostly focuses on the goal of decolonization, as well as outer space affairs and the maintenance of peace. As announced by the United Nations (UN), the committee has currently adopted five main agenda items, which are:

1. Information from Non-Self-Governing Territories transmitted under Article 73 e of the Charter of the United Nations;
2. Economic and other activities which affect the interests of the peoples of the Non-Self-Governing Territories;
3. Implementation of the Declaration on the Granting of Independence to Colonial Countries and Peoples by the specialized agencies and the international institutions associated with the United Nations;
4. Offers by Member States of study and training facilities for inhabitants of Non-Self-Governing Territories; and
5. Implementation of the Declaration on the Granting of Independence to Colonial Countries and Peoples.

For the next meeting, SPECPOL at MUNAAKAL'23 adopts a broader model of the agenda items listed above. There are many aspects that need to be discussed, as our agenda item, *Impacts of colonial policies in the 21st century*, is a broad item that makes essential debating possible. You are expected to study and prepare carefully for the conference to be able to debate upon most of them without missing anything. By doing so, a productive meeting can be held. Otherwise, it is possible that delegates run out of topics to discuss and underline in a short while. Preparing for the conference may appear to be exhausting, but it is easier when you know where to start.

PREPARING FOR THE CONFERENCE

This section mainly addresses delegates without prior Model United Nations experience, however there is advice for delegates of every experience level.

1. Assess your Allocation

After you have received your allocation, please take your time to research the policies of the country you represent and the stance of it on the situation handled by your committee's agenda item. Looking up previous resolutions signed by your country, and speeches delivered by previous delegates on United Nations sources may be a remarkable place to start. Most of the time, certain countries of importance to the agenda item will be mentioned in the study guide. This tradition also applies to our study guide, and all countries of importance are expected to read their respective sections of the guide



2. Read the Study Guide

Of course, as well as reading more about certain countries, reading the whole study guide is of uttermost importance because it introduces you to your committee, and your agenda item and the history behind the situation, the current events, and emphasizes those of concern while enabling your easier comprehension of how to proceed during the official meeting. Even if the delegate has priorly studied upon the topic, not reading the study guide renders the delegate completely unaware of what is expected by the Under-Secretary General, and ultimately the Secretariat who supervises the process of each committee and how this team has approached the topic, which can potentially prevent successful delivery, presence, and performance. It is possible for this to lead to a lack of active speech, which could result in the failure of the committee to run debate, and ultimately failure to provide a resolution paper.

3. Learn More about the Procedure

To prevent any confusion with the procedure, prior procedural reading may also be of help. As your Under-Secretary General, I have observed various cases of promising delegates underperforming due to insufficient comprehension of the procedure. Your time at Model United Nations should focus on the actual debate and solutions rather than being stuck on the many details of procedure, so grasping them without trouble could help a lot. Doing procedural reading, noting down certain details and points you may need some time to familiarize with will help you easily decide the course of action you will take during the conference, and understand what you are doing in the very likely case that you decide to proceed in a different direction than you may have estimated. Please keep in mind that small mistakes can always be made and the committee directors will always inform you about your mistakes so that you can correct them. There is also a ground for delegates to inform the committee directors about any procedural mistakes that they have observed, the *Point of Order*.

a. Points and Motions

During moderated procedures, there are two ways to address the chairboard, and one way to address the committee (as well as the chairboard): through points, motions, and by recognition by the chairboard. Delegates raise points to address the board to inform them about their personal needs, observations and requests; and motions for their intentions regarding debate and document creation, the latter of which sets the direction of the committee.

Once it is time to accept points and motions, the board states that they are open for points and motions, and initially asks if there are any points, and then motions. If a delegate has a point or a motion, they raise their placard, acclaim “Point” or “Motion”, and state their point or motion if recognized by the board.

There are various possible motions, the most essential of which are:



1. Motion for a Moderated Caucus

This motion is used to enable debate on a certain topic with a certain total and individual time limit decided by the proposer.

2. Motion for an Unmoderated Caucus

This motion is used to enable working on a document with a certain total time limit decided by the proposer.

More information about points, motions, can be found in the respective documents released by the Secretariat (Refer to **4. Read Other Documents and Announcements**).

b. Resolutions

A resolution is the main document that concludes committees of the General Assembly, including SPECPOL, the Fourth Committee. The document has two sets of clauses: Preambulatory, and Operative clauses. Clauses, rather than sentences, are used so that the document's contents are made into one sentence. These clauses are connected using commas and appropriate linking verb forms. Preambulatory clauses address main concerns that have been discussed, mentioned and emphasized, whereas Operative clauses notify the general public of future actions that have been discussed, then decided by the signatories and how they will be made possible.

There are two other documents that precede the resolution, namely the working paper and draft resolution. The working paper does not have a standard format, and is used to determine what or what not to include in the resolution. After the working paper, the draft resolution takes place. Proposed draft resolutions are voted upon, and the one that passes is adopted by the committee as a resolution.

4. Read Other Documents and Announcements

Standardized rules regarding the procedure of the meeting are often needed for a professional environment. However, while there are many widely accepted standards, they may differ based on a wide variety of concerns and assessments, and certain points may need clarification. To prevent any action out of the appropriate Model United Nations procedure, the Secretariat of each conference prepares a document on the *Rules of Procedure (ROP)*. This document enables the chairboard to direct the committee entirely in order.



INTRODUCTION TO THE AGENDA ITEM

1. Defining Colonialism

Colonialism can be briefly defined as a policy in which a non-native power takes over a territory and exercises control over its resources, economy, population, politics, and many other affairs. While its definition can be quite comprehensive, the concept of colonialism itself is extremely complicated and sensitive. However, the methods of Ronald J. Horvath, a scholar who has long contributed to the study of colonialism can guide one in better understanding such a concept.

Horvath (1972) states that colonialism was deprived of a widely accepted, comprehensive definition at the time of his currently cited work, given many obstacles, including "lack of cross-cultural and theoretical perspective, flexibility in definitions, and an ultra-conservative approach toward words (45-46)." In the light of these observations, in his work, he gradually developed a definition of colonialism by classifying it as "a form of intergroup domination", one that is divided from its counterpart, imperialism, with the distinction of the involvement of permanent settlers in territory subjected to it (47). This approach appears to have stripped colonialism of its potentially more emotional definitions, often oriented at one perpetrator's colonial history rather than a comprehensive summary of the history and occurrence of the phenomenon.

Please take note that a perspective that handles the situation professionally, completely and realistically is also expected of the delegates in the conference.

With such an approach, in his article, *A Definition of Colonialism*, Horvath defines colonialism in a more sophisticated sense as "a form of intergroup domination in which settlers in significant numbers migrate permanently to the colony from the colonizing power."

THE HISTORY OF COLONIALISM

1. A Brief Overview

Colonialism has been observed throughout history, including in ancient and medieval times. While every event in human history is of great impact, modern colonialism is of the most relevance to the affairs surrounding the dominance of certain entities in the present century.

Modern colonialism is considered to have started around the end of the 15th century, mainly associated with two main events in the early modern period, also dubbed the Age of Discovery; the European explorations of the Cape of Good Hope, and the Americas. Of these, the Cape of Good Hope was first rounded by Bartholomew Dias, a Portuguese navigator, in 1488 and soon became widely known to be the most effective southward route until the opening of the Suez Canal in 1869.

4 years after the exploration of the Cape of Good Hope, four voyages to the Americas were made by Christopher Columbus, an Italian navigator who sailed for modern-day Spain, from



1492 to 1502. Amerigo Vespucci, a Florentine explorer, was credited for the discovery of what he called “the New World” as a separate continent new to European knowledge, which ultimately resulted in the continent being named after him.

Following these proceedings of European exploration, centuries of colonization and various other forms of domination and oppression were established over many indigenous peoples, nations and various cultural communities of the world. While Portugal and Spain prospered economically as a result of their rapid gains of territory overseas, it can be said that it would be inevitable for the closeby England, France, and the Netherlands to get involved as long as an ethical or legal obstacle prevented it, which appears it hasn't. With the involvement of these multiple empires in the process of colonialism's spread across the globe, an era of European colonialism became prevalent.

2. European Colonial Empires

These empires were the largest, the most spread, and influential colonial empires in world history. Each of them had significant impacts on the cultures and economies of the territories they controlled. They also played a major role in the spread of their respective languages, religions, legal systems, etc. Most notable of those include the British, French, Spanish, and Portuguese empires.

a. British Empire

The British Empire was established in the 16th century and reached its peak in the 19th century, when it controlled territories on every continent. Major British colonies included India, Canada, Australia, and parts of Africa and the Caribbean.

This empire was characterized by its strong naval power and its economic dominance. It was also known for its use of indirect rule, in which local rulers were allowed to maintain power as long as they accepted British authority. The empire was of such widespread influence that English has become a world language ever since, regardless of its dissolution.

Years of colonization by the British Empire have secured English; a dominant language in past colonies such as Canada, the United States of America, Australia, New Zealand, and India, the position of being a world language. This widespread influence, along with various other factors, made English become a global lingua franca.

b. French Empire

Just like its British counterpart, the French Empire was established in the 16th century and reached its peak in the 19th century. It also controlled territories on every continent. Major French colonies included Algeria, Indochina, and parts of Africa and the Americas.



This empire was characterized by its strong military and its focus on cultural assimilation. It was known for its emphasis on the spread of French language and culture, and it often sought to impose French laws and customs on the territories it controlled.

c. Spanish Empire

The Spanish Empire was established in the 15th century and reached its peak in the 16th and 17th centuries, when it controlled territories in the Americas, Africa, and Asia. Major Spanish colonies included Mexico, Peru, and the Philippines.

This empire was characterized by its strong military and its focus on resource extraction. It was known for its exploitation of gold and silver deposits in the Americas, as well as its enslavement of indigenous and African peoples.

d. Portuguese Empire

The Portuguese Empire was established in the 15th century and reached its peak in the 16th and 17th centuries, when it controlled territories in Africa, Asia, and the Americas. Major Portuguese colonies included Brazil, Angola, and parts of India and China.

This empire was characterized by its strong naval power and its focus on trade. It was known for its establishment of a global trade network and its control of key trade routes, such as the spice trade.

e. Dutch Empire

The Dutch Empire was established in the early 16th century as a trading company and expanded its control as a major colonial power in the 17th and 18th centuries when it controlled territories in Africa, Asia, and the Americas, including present-day Indonesia, Suriname, and parts of South Africa and the Caribbean.

This empire was characterized by its strong naval power and its focus on trade, just like its Portuguese counterpart, and began to decline in the 18th century, gradually losing much of its territory and influence during the Napoleonic Wars.

3. The age of imperialism and the scramble for Africa

The age of imperialism refers to the period of intense colonial expansion and competition that occurred in the late 19th and early 20th centuries. During this time, European powers and the United States engaged in a "scramble" for control of territories in Africa and Asia. This scramble for Africa was intense, as European powers rushed to claim territory in Africa and establish colonies on the continent. By the end of the 19th century, almost the entire continent had been divided up among European powers, with the exception of Liberia and Ethiopia.



The age of imperialism was characterized by the belief in the superiority of European culture and the justification of colonial expansion as a means of spreading civilization, western values, and Christianity. It was also driven by economic and strategic interests, as European powers sought to secure access to natural resources and markets.

The impact of imperialism on Africa was significant. European colonization led to the suppression of indigenous cultures, the exploitation of natural resources, and the disruption of traditional societies. It also contributed to ongoing conflicts and instability in many African countries.

4. Decolonization after World War II

Decolonization is the process of a territory gaining independence from a colonizing power and establishing self-governance. The process of decolonization began in the 20th century and still continues to this day.

After World War II, the process of decolonization accelerated as many colonized peoples around the world began to demand independence and resist colonial rule. This was fueled by a number of factors, including the weakened state of many European powers after the war, the emergence of national liberation movements, and the growing international support for decolonization and self-determination.

The process of decolonization has not always been peaceful, and many post-colonial societies faced ongoing conflicts and instability as they struggled to establish new governments and economies. However, the process of decolonization also led to the emergence of many new independent nations, and it played a significant role in shaping the global political landscape in the 20th and 21st centuries.

MODERN-DAY REFLECTIONS OF COLONIALISM

Events surrounding the legacy of colonialism and the constant imposition of imperialism in the modern times by making use of economic, political, cultural and military pressure can be called neocolonialism. These events and concepts are rooted in what can be called the legacy of colonialism, which continues to impact post-colonial societies in various ways, including ongoing economic and political inequalities, cultural conflicts, and a legacy of human rights crises.

Some concrete legacies of colonialism that past colonies struggle with are:

- Territorial disputes, conflicts, and military occupations that remain unresolved since the colonial times such as that in Kashmir, Palestine and Western Sahara
- Intergenerational trauma, a form of “grief passed from generation to generation due to forced relocation, land dispossession, and loss of spiritual practices, language and culture,” as explained on APA



- Political and economic instability due to “colonialism’s political heritage of weak states with limited control over territory and regimes that relied on (...) systems inherited from colonial rule”
- Certain obsolete colonial laws that have been repealed in colonizer states but still remain in past colonies, such as laws against homosexuality that result in various human rights violations and struggles by activists around the globe

Simply put, the struggles between certain countries and groups as that of Pakistan and India, Palestine and Israel, Morocco and Sahrawi Arab Republic, a heritage of mental health problems, many cases of political and economic instability in the world, and the violations of the basic human rights of various people because of obsolete colonial laws can all be said to be legacies of colonialism.

Some other present-day events and concepts that can be perhaps said to be more open to interpretation and discussion, have also been associated with neocolonialism by various groups, individuals, government officials and scholars. Three of those are:

1. Globalization

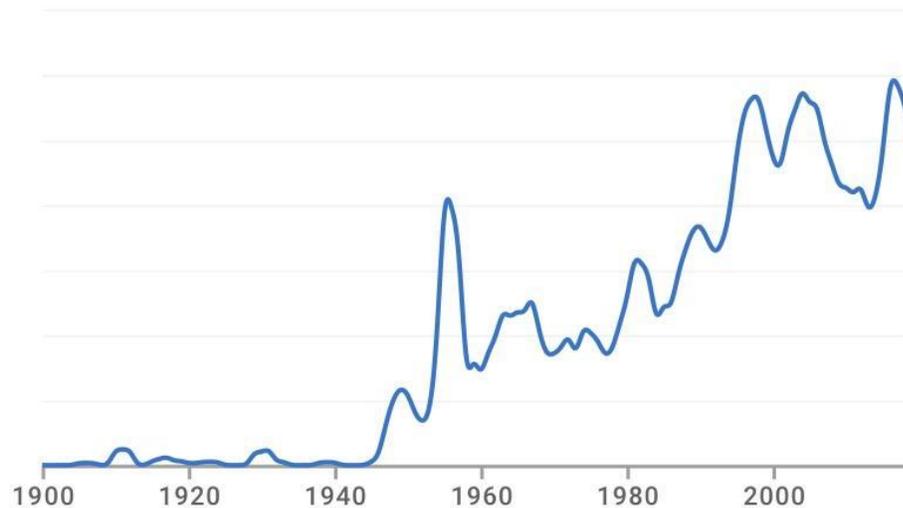
Globalization explains a phenomenon in which countries and cultures around the world get connected across borders by various means including trade and technological exchanges. These countries and cultures can be observed to be achieving a degree of economic, social, cultural and political integration with the help of their globalization process. While there are well-observed benefits to this approach such as cultural exchange and economic cooperation, certain groups have criticized it for replicating the dynamics of colonialism, which can be listed as a main element of neocolonialism.

2. Western Values

“The promotion of Western values” as a phrase has often been used to refer to the idea that values, beliefs, and customs of Western societies are needed to be adopted by other cultures. This perspective has been used to justify colonialism and imperialism in the past, and a trace of this mindset can still be seen in modern times.

According to Peter Harrison of the University of Queensland, Australia, the phrase "Western values" emerged in the late 1940s as a result of the significant soul-searching that occurred in the wake of World War II. This soul-searching was a result of the realization that the moral superiority of Europe could no longer be assumed or taken for granted, following the devastating impacts of the two World Wars.

The chart below, provided by Google Books Ngram Viewer, shows the frequency of the expression in English books from 1900 to 2000:



Harrison then proceeds to note that concepts similar to "Western values," such as "Western virtues," have a longer history dating back to the classical period. This suggests that the idea of "Western values" has evolved over time, and has been shaped by historical events and cultural developments. Regardless as to whether it has evolved over time or not, it is a significantly remarkable concept constantly mentioned by various government officials of the Western world, including former president of the United States, Donald Trump, and one that certainly influences world media, as well as educational curricula around the globe.

3. Underrepresentation: an Example in the IMF

The International Monetary Fund (IMF), an organization that provides loans in order to support world trade and the financial stability of developing economies, has been criticized of partially fueling neocolonialism due to the underrepresentation of developing nations, which is in favor of the interests of developed countries who once were colonizers. Past colonies face the threat of being underrepresented in many platforms, and the IMF is only one of those platforms.

Joyce Chen, at Harvard Political Review, criticizes IMF for failing to secure the equal representation of member countries due to its adoption of a system that bases the main criteria for a country's representation on its monetary quota size. A country's monetary quota size in the IMF is decided based on its economic performance in the international market, and this has resulted in the underrepresentation of certain countries.

Even though the IMF lists "a shifting of more than 6% of quota shares to dynamic emerging market and developing countries and also from over-represented to under-represented IMF members" as a main outcome of its 2010 reforms in the light of the 14th General Quota Review, the scholar emphasizes that "the United States, Japan, and China remain the most influential



members in the IMF,” which clearly indicates that their interests shape the direction of global economics. The scholar additionally notes that the IMF is still a global organization that aims to fix economic crises and its reputation should not be compromised by the repercussions of those crises.

THE IMPACTS OF COLONIALISM ON INDIGENOUS PEOPLES

The era of European colonialism can be said to have come to a halt in the second half of the 20th century, when two world wars happened with devastating effects, World War II being the deadliest conflict of all times, and various attempts of colonial powers to reassert their dominance and political influence failed during the Cold War, the most notorious of which is the Suez Crisis of 1956. A chain reaction of decolonization occurred in many communities after the first half of the 20th century, and most colonies of the world have been freed of colonial rule.

Regardless of that as a fact, in many cases, the legacy of colonialism can still be seen in the political systems, economic development, and social dynamics of these countries. The lasting impacts of colonial policies on the political, economic, and social structures of former colonies are numerous and varied. These impacts have had significant consequences for indigenous people, from the disruption of their traditions to limited access to resources; from the aforementioned intergenerational trauma to poverty and never-ending conflict over land and resources.

Main three of these impacts are explained as follows:

1. Loss of Land and Displacement

One of the most significant impacts of colonialism on indigenous peoples has been the loss of land and the displacement of indigenous communities. This has occurred through a variety of means, including the forced removal of indigenous peoples from their traditional territories, the creation of reservations or other restricted areas, and the expropriation of land for economic development.

2. Cultural Assimilation

Another impact of colonialism on indigenous peoples has been the process of cultural assimilation, in which indigenous cultures and ways of life have been suppressed or assimilated into the dominant culture of the colonizers. This has often involved the forced removal of indigenous children from their families and communities and the placement of them in residential schools or other institutions designed to "civilize" them and assimilate them into the dominant culture.



3. Economic Exploitation

Colonialism has also often involved the exploitation of the resources and labor of indigenous peoples for the benefit of the colonizing power. This has included the forced labor of indigenous peoples in the extractive industries, such as mining and logging, as well as the exploitation of natural resources, such as timber and minerals, without regard for the rights or interests of indigenous communities.

COUNTRIES OF IMPORTANCE

Throughout history, many countries around the world have been involved in the concept of colonialism, either as a foreign power that exerts control and influence over a territory and its people, or as the territory that has been subjected to it. This process often involved the exploitation of natural resources, the suppression of indigenous cultures, and the forced labor and exploitation of the colonized population. These colonial relationships have had a significant impact on the development of many countries, shaping their histories, cultures, and societies in profound ways.

Some countries, mostly in Africa and Asia, face challenges, such as economic inequality, cultural assimilation, and political unrest due to the effects of their colonial pasts on the current-day political, economic, and social landscape, whereas others have benefited greatly from their involvement in the era of colonialism. The impact of colonialism on past colonies also contributed to ongoing conflicts and inequalities in the United States, including the ongoing struggles of Indigenous peoples to assert their rights and protect their cultures.

1. Countries with territories subjected to colonialism

During their period of colonialism, these countries were subjected to various forms of economic exploitation and racial segregation. The impact of colonialism on their integrity was significant, with various injustices such as the suppression of indigenous cultures and introductions of new systems of government and economics in effect. Colonization also contributed to ongoing conflicts and inequalities in these countries, including the debate over the partition of the Indian Raj into India and Pakistan, and Apartheid in South Africa.

a. India

India was colonized by the British Empire in the 19th century and remained under British rule until 1947, when it gained independence.

b. South Africa

South Africa was colonized by the Dutch in the 17th century and later came under British control in the 19th century. It remained a colony until the end of the Apartheid era in 1994, when it became a democratic nation.



c. Canada

Canada was colonized by the French and British in the 17th and 18th centuries and remained a British colony until it gained independence in 1867.

d. Australia

Australia was colonized by the British in the late 18th century and remained a British colony until it gained independence in 1901.

e. United States

The United States was colonized by European powers, including the Spanish, French, and British, in the 16th through 18th centuries. It gained independence from British rule in the late 18th century and went on to expand its territory through the expansionist policies of the 19th and early 20th centuries.

f. Brazil

Brazil was colonized by the Portuguese in the 16th century and remained a Portuguese colony until it gained independence in 1822. During the period of colonialism, Brazil was subjected to various forms of economic exploitation, including the forced labor of enslaved Africans in the sugar and tobacco industries.

2. Countries engaged in colonialism

In the 21st century, the legacy of colonialism continues to shape many aspects of past colonizers' societies and politics, and these countries can be observed seeking to confront and address the legacies of their colonial past.

One of the most significant ways in which colonialism has affected them in the 21st century is in its economic development. During the colonial era, colonizers secured wealth and resources through its overseas territories. Today, most colonizers are smaller than in the era of their previous expansions yet economically more developed than their past colonies. They mostly still rely on their former colonies for access to many natural resources, including oil, and therefore are bonded by economic and political ties with these countries.

Colonialism has also had cultural impacts. Many past colonizers have diverse societies, and immigration and cultural exchange play a great role in their cultural identity. People's ancestries have been shaped by the world's colonial past, which mostly resulted in diversity. However, this was not always the case. Race, and ethnicity have been sensitive subjects for the dominant people of the past colonial countries, as they were made to believe they were superior and mixing together was against western values.



Some modern-day countries historically engaged in colonialism are:

- UK as successor of the British Empire
- France as successor of the French Empire
- Spain as successor of the Spanish Empire
- Portugal as successor of the Portuguese Empire
- Netherlands as successor of the Dutch Empire

Please refer to “*VI. The History of Colonialism / B. Early European colonial empires*” for more information.

3. The Ottoman Empire: An Exception

The Ottoman Empire, also called the Turkish Empire, was a multi-ethnic and multi-religious empire encompassing a vast territory spanning parts of Europe, Asia, and most of northern Africa. The empire, which included a diverse array of people and cultures, was known for its policy of hospitality and its tolerance towards diversity.

The Ottoman Empire’s policy of hospitality was reflected in its Millet system, which recognized the rights of non-Muslim communities and granted them a degree of autonomy in the administration of their own legal, political, and social affairs. The empire was also known for its diplomatic and trade relations with a wide range of countries, and it welcomed foreign diplomats, scholars, and traders to its capital city of Istanbul.

This policy of the Ottoman Empire was in contrast to the imperial policies of many other empires at the time. The policy, which can be interpreted as an important aspect of its culture and its relations with the outside world, secured the Ottoman Empire's long-standing reputation as a tolerant and cosmopolitan society.

With various influences emerging gradually throughout the 19th century, such as political instability due to the rise of nationalism and democracy, debt due to the capitulation system, as well as increasing Western involvement, the Ottoman Empire was in decline by the early 1900s due to. The empire was defeated in World War I and it eventually collapsed, resulting in the imposition of mandates over territories previously controlled by the Ottoman Empire.

The mandates over past Ottoman territories that were established following World War can be seen as a form of colonialism, as the mandate powers (principally Britain and France) exercised a great deal of control over the political, economic, and cultural affairs of the mandate territories, even drawing borders with the mere help of a ruler, and promising the mandate territory of Palestine to the Jewish people without bilateral assessment of the situation, which would then result in the establishment of the state of Israel in 1948, ultimately starting the long standing conflict between Palestine and Israel.

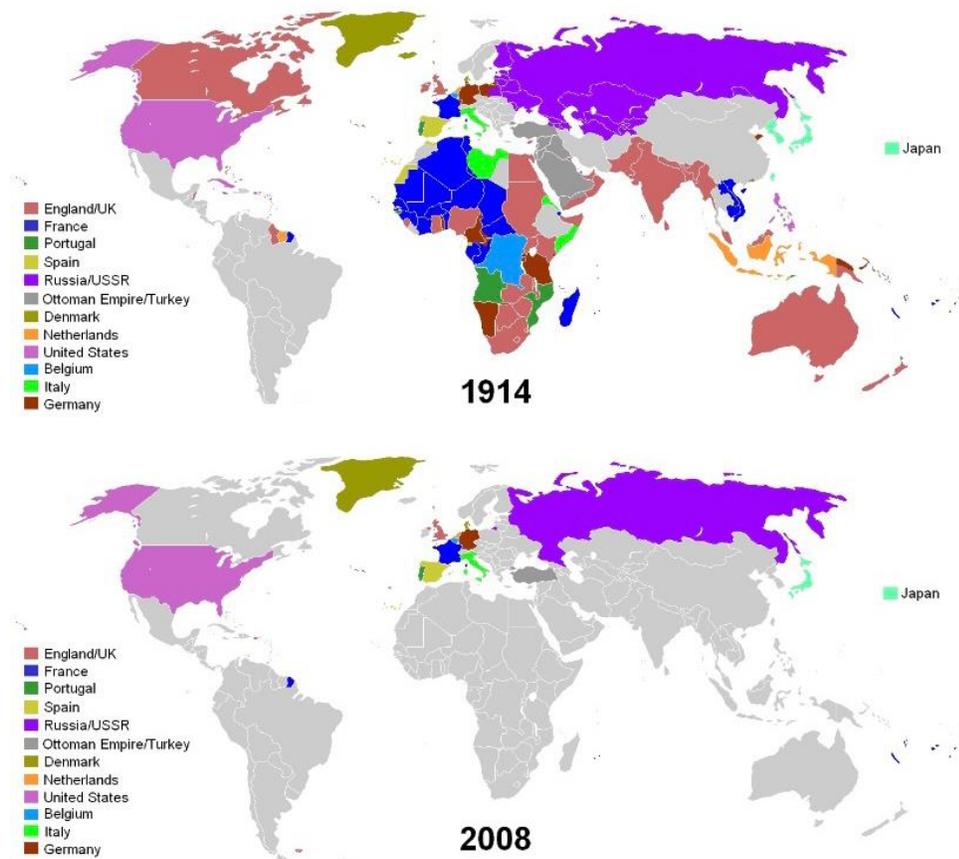


CONTRASTING THE MAPS OF COLONIZATION

The practice of decolonization, or the process of ending colonial rule and transferring power to the colonized people, has been heavily emphasized in modern times. However, as of 2022, there are still 17 non-self governing territories recognized by the United Nations. It is worth noting that these territories have a combined population of less than 2 million citizens. These territories that can be classified as non-self governing are:

American Samoa (United States), Anguilla (United Kingdom), Bermuda (UK), British Virgin Islands (UK), Cayman Islands (UK), Falkland Islands - Malvinas (disputed territory), French Polynesia (France), Gibraltar (UK), Guam (US), Montserrat (UK), New Caledonia (France), Pitcairn (UK), Saint Helena (UK), Tokelau (New Zealand), Turks and Caicos Islands (UK), United States Virgin Islands (US), and Western Sahara (disputed territory).

The United Nations states that its establishment has played a significant role in the decolonization of the world. Contrasting the political landscape of the world of 1914 with the world of 2008, the latter of which is almost freed of active colonization and issues regarding territorial sovereignty, further proves this point. Most colonies of the past can be seen as independent countries in the map of our century.





In the light of basic statistics of colonization, we can say that a fair progress has been made in the decolonization of the world. Diving into more complex statistical areas, however, it is possible to observe some unpleasant trends. It is estimated that the indigenous people of the Americas were systemically massacred by 90% of their population. Mark Trahant, from Indian Country Today, highlights the situation with the reasoning that “considering Indigenous America was 10 percent of the world’s population before Columbus, there would be [around] 700 million in the Indigenous world if they were not massacred.” Furthermore, United Nations figures show that, at one point, the world had one-third of its population under the control of colonial powers.

The statistics and information presented in the study guide, in the end, highlight the fact that there is still much work to be done in order to fully achieve decolonization and empower all individuals and communities to have autonomy over their lives. It is important to note that reconciliation is a crucial aspect of this process, as colonialism has had a significant impact on the affected communities and addressing the harm caused by this history is necessary for true decolonization to occur. The United Nations plays a vital role in this ongoing process, through its various bodies including SPECPOL, which is responsible for overseeing the decolonization of non-self-governing territories and promoting self-determination for colonized peoples.



KEY TERMS

1. Colonialism: The policy of a non-native authority of occupying a region and exerting control over its resources, economics, population, politics, and a variety of other aspects while establishing colonies and comparable institutions that serve to rule over the region's indigenous peoples.
2. Cultural assimilation: The process by which certain native cultures embrace the traditions, ideals, and way of life of a dominant culture.
3. Decolonization: A process during the 20th century, through which a region or nation gained independence from a colonizing power and established self-government.
4. Economic exploitation: The practice of exploiting a territory's resources for the colonizing power's gain, mostly at the expense of the prosperity of indigenous populations.
5. Eurocentrism: The idea that European culture, history, and perspectives are central to human affairs and more important than other cultures.
6. Globalization: A phenomenon that describes the way countries and cultures interact, integrate and interdepend economically, socially, culturally, politically, as well as with respect to information and technology.
7. Imperialism: The practice of expanding a nation's power and influence through colonization, war, financial repression, politics, and other means.
8. Indigenous peoples: The native inhabitants of a territory who possess a unique culture and way of life that is distinct from that of the colonizers.
9. Neocolonialism: An imposition of colonialism/imperialism in the modern era by making use of opportunities to economically, politically, culturally and militarily pressure various countries.
10. Reparations: Compensation or restitution given by a government or other organization to people or groups who have been disadvantaged by their actions.
11. Self-determination: A people's right to decide their own political status and to work for their own economic, cultural, and societal progress

QUESTIONS TO BE ADDRESSED

1. How are indigenous peoples being impacted by ongoing legacies of colonialism surrounding the political and economic environments of post-colonial societies?
2. What are the impacts of the process of decolonization and the struggles for independence in post-colonial societies on global politics and international relations?
3. What measures can be taken regarding the ongoing impacts of colonialism on post-colonial societies to support self-determination and cultural preservation efforts, and how can these be supported by the international community?
4. How should the United Nations, and member states address past human rights abuses resulting from colonialism in order to promote a positive settlement on the issue?
5. What steps can be taken to promote reconciliation and healing of relations between former colonizers and colonized peoples in order to move forward societally, politically, and economically?



FURTHER READING

- Main page: “United Nations and Decolonization”
<https://www.un.org/dppa/decolonization/en>
- A timeline of the United Nations’ actions
<https://www.un.org/dppa/decolonization/en/about>
- Declaration on the Granting of Independence to Colonial Countries and Peoples: a key document in United Nations’ history on decolonization
<https://www.ohchr.org/en/instruments-mechanisms/instruments/declaration-granting-independence-colonial-countries-and-peoples>

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