

Center  
for  
Africana  
Studies



EVENT

**Wednesday, September 3<sup>rd</sup> from 12 noon to 1:30pm.**

**Open House for New Students**

*The Greenhouse, Room 113 (Refreshments served.)*

**Thursday, September 4<sup>th</sup> from 4:30-6:00pm.**

**Reception for New Members of the Center for Africana Studies Family:  
Nora Ali, Mindelyn Buford II, Nathan Connelly, Frankie Gamber, Kelly  
Baker Josephs, Shani Mott**

*The Greenhouse, Room 113 (Refreshments served.)*

**Wednesday, September 17, 6:30-8:00pm**

**Location to be announced**

*Facilitator: Ms. Jennifer Claiborne, JHU Center for Liberal Arts*

*Coordinator: Ms. Mindelyn Buford II, PhD candidate in Sociology at  
Johns Hopkins*

*Rap Session: "Urban Education Reform: Re-Inventing the Black Intellectual through Language, Literacy, and the Liberal Arts"*

In the fall-out of the infamous, *No Child Left Behind Act*, education reform has been in the forefront of the national scene. African-American students from low income families and high crime neighborhoods, labeled as "at risk students" are one of the targeted groups of school improvement. With high school dropout rates at record highs for African-American males and poor testing in critical areas of reading and writing, educators are searching for a mechanism that can bring results in the midst of a public education crisis. What is needed to revitalize African-American student interest in education? Urban education, post Brown vs. the Board of Education, is lacking the necessary tools for empowering students and preparing them for post-secondary education. A thorough revamping of curriculum, teacher and administrative leadership, and community focus in language, literacy, and liberal arts is fundamental to re-creating the African-American educational experience. To discuss urban education reform, please attend the September 17<sup>th</sup> Rap Session. *(Refreshments served.)*

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EVENT

Thursday, September 18, 4:15-6:00pm;

Welcome reception at 4:15pm (Refreshments); Lecture to begin at 4:30pm.

The President's Board Room, 228 Garland Hall

*Claire Nelson, PhD, Development Specialty Specialist, the Inter-American Investment Corporation; Founder & President of the Institute of Caribbean Studies (a community think tank).*

*"Inequality in the Latin America: A Dialogue on Race, Poverty and Development Realities"*

Given the historic social and economic exclusion in Latin America, a key question in the policy debate on promoting development effectiveness is — can sustainable development be achieved or advanced in the absence of policies that aim at reducing deep socio-economic inequalities? Further, can such inequalities be eliminated or reduced without targeted policies and programs that attempt to redress and repair the historic exclusion of African-descendants in Latin America? Dr. Nelson will address the looming concerns of race and inequality and the development agenda.

Refreshments served at 4:15pm.

Wednesday, September 25<sup>th</sup>

5-6:30 PM, Greenhouse 113

*The Africana Studies Critical Thought Collective (ASCTC) Meeting  
Facilitator: Kelly Baker Josephs, PhD, Postdoctoral Fellow at the Center for Africana Studies*

Kevin Meehan, " 'To Shake This Nation as Nothing before Has Shaken It': C.L.R. James, Radical Fieldwork, and African American Popular Culture," in Lizabeth Paravisini-Gerbert and Ivette Romero-Cesareo, Eds., *DISPLACEMENTS AND TRANSFORMATIONS IN CARIBBEAN CULTURES* (Gainesville: University Press of Florida, 2008): 77-99.

Please read the text in advance of the meeting.

The Johns Hopkins University Africana Studies Critical Thought Collective (ASCTC) is an initiative launched by the Center for Africana Studies in the Spring of 2007. The purpose of this collective is to gather together scholars in Baltimore, the greater Maryland region, and the Washington, D.C. metropolitan area in order to discuss works that are currently groundbreaking in the field of Africana Studies. Each meeting centers on a discussion of either a single article or chapter selections from a major book. Through this intellectual exchange, participants offer perspectives on how the texts impact pedagogy in Africana Studies as well as build a growing network among colleagues in the area contributing their own ideas to theorizing the intricacies of the field.

Website: <http://www.jhu.edu/africana/initiatives/ctc.html>

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# Center for Africana Studies



## EVENT

Wednesday, October 22, at 6:30-8pm,

**Location to be announced**

*Rap Session Facilitator: Jacqueline B. Jones, JHU School of Education, ProMAT Program*

*Coordinator: Ms. Mindelyn Buford II, PhD candidate in Sociology at Johns Hopkins*

*"Are Failing Schools a 21<sup>st</sup> Century Civil Rights Issue?"*

When did the street culture become the school culture? When did it become cool to perform poorly academically? When did it become acceptable to have a dropout rate of 60 percent in urban schools? When did it become acceptable to accept school violence as a part of the school culture? When did it become cool to assault a teacher? When did it become defensible for a Governor of the State of Maryland to declare that multicultural education is bunk? Things have changed since Brown vs. the Board of Education made race school segregation based on separate but equal justification illegal, but have schools changed for the better? Civil Rights advocates clearly thought that school integration would better serve all Americans, especially Black Americans in that although we thrived in the hand-me-down educational system, we could achieve even more progress. The question today about mandated school integration is at what cost to the Black Community? Where exactly is the benefit? Please come out to discuss this issue and these questions on October 22<sup>nd</sup>. (Refreshments served.)

Thursday, October 23<sup>rd</sup>

**5-6:30 PM, Greenhouse 113**

*The Africana Studies Critical Thought Collective (ASCTC) Meeting*

*Facilitator: Kelly Baker Josephs, PhD Postdoctoral Fellow at the Center for Africana Studies*

Paul R. Mullins, "Excavating America's Metaphor: Race, Diaspora, and Vindictionist Archaeologies" *HISTORICAL ARCHAEOLOGY* 42.2 (2008): pp.104-122.

[Please read the text in advance of the meeting.](#)

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# Center for Africana Studies



## EVENT

**Thursday – Saturday, November 13-15, 2008**

**The Walters Museum/ The Maryland Institute College of Art (MICA)**

**3<sup>rd</sup> Annual African American Art Conference**

***TRANSFORMATIONS: New Directions In Black Art***

The theme of the 3rd Annual African American Art conference references “Transformers,” a popular toy product and subsequent film that captivated the general public with the possibilities and the challenges that the state of transforming implies. That such images are germane to African American visual arts is indicated by images created by California artist David Huffman and a self-proclaimed group of Afro-Futurists who look beyond the present and revel in the promise of the future that we expected from advances in technology.

The Transformations conference seeks to use this opportunity to pay critical attention to the role of the art maker in society and institutions committed to the education, exhibition, research and preservation of the cultural heritage and aesthetic agency in the first decade of the twenty-first century. The catharsis of shifts and changes that have always been the hallmark of a society’s creativity and contribution to history—past, present and future—will be explored in the dynamics of this conference through interactions with artists, scholars, critics, community activists, educators and gallery entrepreneurs. The intent of the conference is to create and stimulate dialogue by examining the nature, range and the myriad of “black” identities that have emerged and been redefined as a result of the urgencies of globalism, the environment, politics, the economy and technology. It is hoped that this will encourage and foster new relationships, partnerships and collaborations for future initiatives in the arts across cultures, breaking down or dissolving old boundaries to make way for a world where the artist and the arts are strategic to not just image and object making but crucial to problem solving for the future of our world and our communities.

Transformations will be supported by a collaborating partnership of arts and cultural institutions in the city of Baltimore that include the Reginald F. Lewis Museum of Maryland African American History and Culture, the James E. Lewis Museum at Morgan State University, **the Center for Africana Studies at Johns Hopkins University**, the Joshua Johnson Foundation at the Baltimore Museum of Art, the Walters Art Museum, Maryland Art Place, The Creative Alliance, C. Grimaldis Gallery, Goya Contemporary and Galeria Myrtis. Shuttles will be provided to showcase these institutions and the exhibitions that have been created to compliment the theme and mission of the Transformations conference. For more information, contact below:

**Conference Coordinator:**

**Dr. Leslie King-Hammond**  
Graduate Dean Emeritus  
Founding Director  
Center for Race and Culture  
410-225-2534  
[lkingha@mica.edu](mailto:lkingha@mica.edu)

**Conference Manager:**

**Rene Trevino**  
Project Manager  
Center for Race and Culture  
410-225-2255  
[rtrevino@mica.edu](mailto:rtrevino@mica.edu)

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EVENT

Wednesday, November 19<sup>th</sup> at 6:30pm

Location to be announced

*Rap Session Facilitator: Jeremy Pope, PhD candidate in Near Eastern History*

*Coordinator: Ms. Mindelyn Buford II, PhD candidate in Sociology at Johns Hopkins*

*“Where Does Africa Fit in Black History?”*

The concept of Black History has been defined in very different ways, both throughout the Diaspora and across the past few centuries, and one of the main points of divergence is the relative importance given to the African past. For Arthur Schomburg and Carter G. Woodson, known respectively as the “Father of Black History” and the founder of Negro History Week, the history of Africans *in Africa* was considered an important component of both the academic study and public commemoration of Black History. A similar emphasis upon Africa is often still reflected in celebrations of Black History Month throughout the African Diaspora in Britain, France, the Caribbean, and some parts of South America and the United States; however, in recent years it may be contrasted with another perspective, in which Black History is regarded as synonymous with African-American history specifically and Africa is given much less emphasis. What are the reasons which account for this change? And what are its philosophical implications and practical effects for Americans of African descent? Do you consider Africa to be part of Black History? To discuss these issues with fellow students at Johns Hopkins, please attend the November 19<sup>th</sup> Rap Session. (*Refreshments served.*)

Thursday, November 20<sup>th</sup>

5-6:30 PM, Greenhouse 113

*The Africana Studies Critical Thought Collective (ASCTC) Meeting  
Facilitator: Kelly Baker Josephs, PhD Postdoctoral Fellow at the Center for Africana Studies*

Silvio Torres-Saillant, *AN INTELLECTUAL HISTORY OF THE CARIBBEAN* (New York: Palgrave Macmillan, 2006).

Please read the text in advance of the meeting.

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Website: <http://www.jhu.edu/africana/initiatives/ctc.html>

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## EVENT

*Friday, November 21, 2008*

**The Burkshire Marriot Conference Hotel/Towson University**

***The Baltimore Immigration Summit***

***“Re-Generations: Communities, Opportunities and Challenges”***

The **Baltimore Immigration Summit** is a bi-annual one-day event at Towson University which brings together academics, service providers, activists, community leaders, and others working with and for immigrants in our region. Baltimore is an area with a growing and diverse immigrant population, as well as local government that views immigrants as an important part of the city’s resurgence. The theme of this year’s Summit is *Re-Generations: Communities, Opportunities and Challenges.* “Re-Generations” has a dual meaning. First, it means *about* generations – Boomers, Generation X, or Millennial, including first and second generation immigrants. Second, the concept of re-generation also refers to how immigrants help regenerate the city, region, state and country. An example, in the realm of health, there are health needs for specific generations of immigrants (children, seniors), and there is also the way in which immigrant health care providers help regenerate our hospitals and other health care institutions. **For additional information, see <http://www.jhu.edu/africana/calendar/immigration-summit.html> or contact Professor Elizabeth Clifford at [immigrationsummit@towson.edu](mailto:immigrationsummit@towson.edu) or (410) 704-5164.** *This event is co-sponsored by the JHU Center for Africana Studies, Office of the Mayor, Towson University, and PNC Bank.*

**Thursday, December 4<sup>th</sup> from 4:30-6:00pm (Refreshments served at 4:00)**

**203 Hodson Hall**

***Professor Carola Lentz, Fulbright Fellow at the W.E.B. DuBois Institute for African & African American Research at Harvard University; Professor of Anthropology and African Studies, the Johannes Gutenberg University, Mainz, Germany.***

***“National Aspirations and Local Commitments: the History of West African Elite”***

For over three decades, anthropologist and historian Dr. Carola Lentz has conducted research in South America and West Africa. She currently focuses on the re-emergence of the middle class in Western Africa (especially in Ghana), and how such will impact national development processes therein. The author of five books and editor of seven, Dr. Lentz has published over fifty papers in her rich career. Her talk will be of special interest to students of anthropology, sociology, history, economics and political science.

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EVENT

Friday-Saturday, February 6 & 7, 2009

**The Johns Hopkins University (See below for locations)**

*The Civil Rights Century: The NAACP at 100*

It has been *one hundred years* since an interracial group of activists met in New York City to form the National Association for the Advancement of Colored People (NAACP) in February 1909. For a nation that is less than 250 years old, the centennial of the NAACP is a major milestone. Using the NAACP as a lens, how much has changed in American race relations over the past 100 years? How far do we have to go? "The Civil Rights Century: The NAACP at 100" is a public history conference that commemorates the NAACP's long history and encourages dialogue on the nation's racial past, present, and future. *February 6:* Welcome Reception at the Levering Glass Pavilion, Opening Keynote Address Shriver Auditorium; *February 7:* in the Charles Commons

**For more information, contact:** [naacp100@jhu.edu](mailto:naacp100@jhu.edu)

Thursday, February 12<sup>th</sup> from 4:30-6:00pm

**The Shriver Hall Board Room**

*Jacqueline Scott, Associate Professor of Philosophy, Loyola University of Chicago*

*(Topic to be announced)*

Thursday, February 26<sup>th</sup> from 4:30-6:00pm

**The Shriver Hall Board Room**

*Gretchen Long, Assistant Professor of History, Williams College*

*(Topic to be announced)*

Wednesday, March 25<sup>th</sup> from 5:30-7:00pm

**Location to be announced**

*Dr. Stuart Tyson Smith, Professor of Anthropology at the University of California, Santa Barbara*

*Early African History Lecture (Topic to be announced)*

Thursday, April 02<sup>nd</sup> from 4:30-6:00pm

**The Shriver Hall Board Room**

*Cynthia Young, Director of the African and African Diaspora Studies Program; Associate Professor of English, Boston College*

*(Topic to be announced)*

Thursday, April 16<sup>th</sup> from 4:30-6:00pm

**The Shriver Hall Board Room**

*Herbert Klein, Professor of History, Stanford University*

*(Topic to be announced)*

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EVENT

Thursday, April 30<sup>th</sup> from 4:30-6:00pm

**The Shriver Hall Board Room**

*Rhonda Y. Williams, Associate Professor of History, Ethnic Studies and Women's Studies, Case Western Reserve University*

*"The Youth Narcotic Problem"*

In post-World War II America, street-level drug dramas and excitatory exhortations about the lure of marijuana and heroin for children and teenagers played out in cities, turning youth spaces – even those presumed safe and off limits – into embattled places. Over the next 20 years, illegal drugs infiltrated and altered youths' places of commingling and education, opening them up to surveillance, crime, and stigmatization. In particular, citizens' media, and police concerns about black neighborhoods and teenagers' drug use in increasingly black cities expanded. This talk, then, will focus on the "youth narcotic problem," primarily in Baltimore, and explore how early on – before the public frenzy over crack cocaine in the 1980s – race, gender, space, dope, and danger became popularly linked in the public imagination. Join us for a riveting presentation by Dr. Williams.

**July 6 – August 7, 2009 (5 weeks)**

**The Johns Hopkins University**

**(campus locations to be announced)**

**Summer Institute (funded by the National Endowment for the Humanities):**

**SLAVES, SOLDIERS, REBELS: CURRENT OF BLACK RESISTANCE IN THE TROPICAL ATLANTIC, 1760 – 1880**

[www.jhu.edu/africana/events/neh-summer-institute](http://www.jhu.edu/africana/events/neh-summer-institute)

The enslavement of people of African descent has for over a century been identified by scholars, politicians, and reformers as central to the social, political, cultural, and economic development of colonial America and the United States, and as the source of many of the nation's still unresolved problems, particularly those relating to race and racism. By the 1980s, studies of American slavery were largely centered on issues of "accommodation" and "resistance," with individual slaves, communities, and cultural formations being placed at particular points along this imagined continuum. This new paradigm within the historiography of American slavery had powerful consequences within and beyond the academy, largely replacing a story of degradation with one of resilience, and encouraging the reevaluation of many elements of slave life, from material culture to religion to family life. In recent years, however, new trends in historical study have emerged which offer intriguing new ways by which to investigate the "hidden histories" of slave resistance.

Increasingly, historians have been moving away from studies which take the nation-state as a point of origin, and which reify territorial boundaries in a way which may not accurately represent the experiences of individuals and groups of the past.  
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EVENT

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**(campus locations to be announced)**

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**SLAVES, SOLDIERS, REBELS: CURRENT OF BLACK RESISTANCE IN THE TROPICAL ATLANTIC, 1760 – 1880**

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Our goal in this Institute is to build upon the insights of the transnational and Atlantic approaches to history, and upon the pioneering work of Scott, Bolster, et al., in order to study a series of slave rebellions which occurred in what we have called the “tropical Atlantic,” and what other scholars have termed the “extended Caribbean”—in other words, the plantation-centered colonies of the American South, the Caribbean, and the eastern coast of the Central and South American mainland—in the era of revolutions throughout the Americas against imperial authority. Although slave rebellions have been the subject of much study over the past few decades, individual revolts have been examined largely in isolation from one another, or at most within the context of a single colony or empire. By focusing on examples which draw from the British, French, Spanish, and Dutch American colonies, and from the newly independent United States, we hope to encourage the participants to think about the experience of life in the Atlantic world, a world in which colonial and imperial boundaries were far from absolute, and in which people, goods, and information frequently crossed these boundaries.

*Institute Directors:*

Stewart King, Mt. Angel Seminary, Oregon

Ben Vinson III, Johns Hopkins University, Maryland

Natalie Zacek, University of Manchester, England

*Institute Presenters:*

Christopher L Brown (Columbia)

Trevor Burnard (University of Warwick)

Sherwin Bryant (Northwestern)

Laurent Dubois (Duke)

Douglas Egerton (LeMoyne College)

Sylvia Frey (Tulane)

John Garrigus (University of Texas at Arlington)

Marjoleine Kars (University of Maryland, Baltimore County)

Herbert S. Klein (Stanford)

Jane Landers (Vanderbilt)

Gary Nash (UCLA)

Marcus Rediker (University of Pittsburgh)

Stuart Schwartz (Yale)

James Sidbury (University of Texas at Austin)