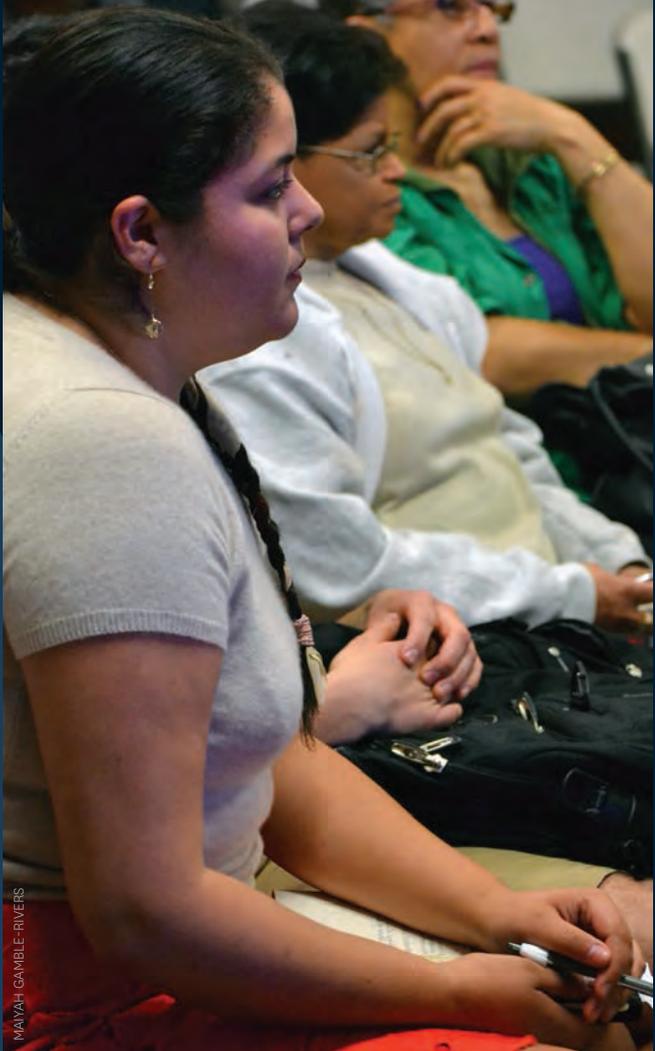




Center for the Study of

SLAVERY
& **JUSTICE**

ANNUAL REPORT 2017



MAYAH GAMBLE-RIVERS

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FRONT COVER IMAGE: "A SHARED HISTORY" CONFERENCE. TROPENMUSEUM OF WORLD CULTURES (AMSTERDAM), FEBRUARY 2017. PHOTO COURTESY OF KIRSTEN VAN SANTEN.

DIRECTOR’S NOTE

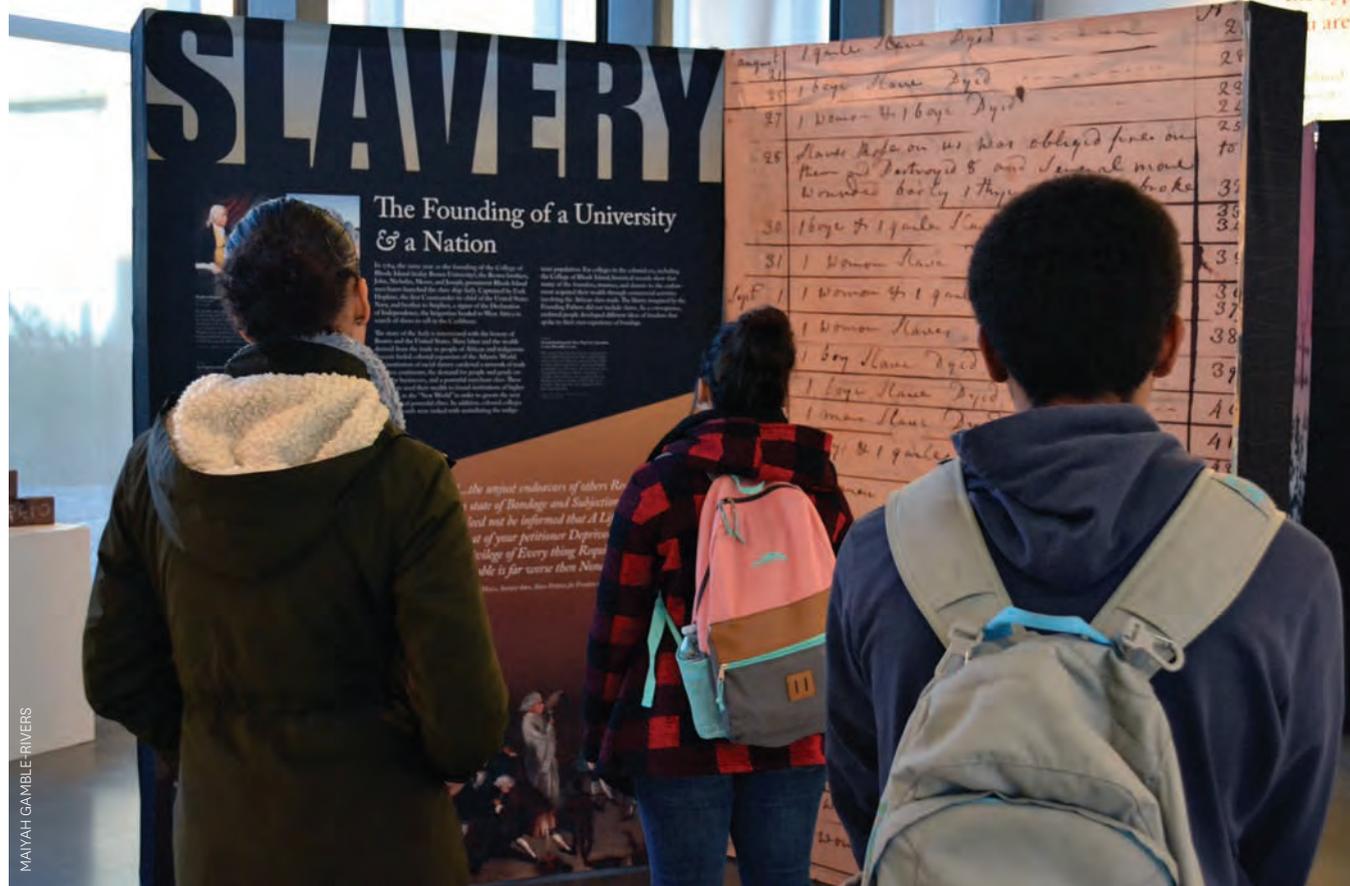
When the Center for the Study of Slavery and Justice (CSSJ) was inaugurated in 2012, we had two immediate aims. The first was to begin the process of establishing the Center on Brown's campus in order to institutionalize the recommendations of the 2006 "Slavery & Justice Report." Secondly, it was clear to us that nationally we were not in a post-racial moment; that the legacies of racial slavery continued to haunt America and that there was the need to develop major public history programs around these legacies. Now, as we begin our fifth year, it is even clearer to us that the legacies do not only haunt, they are not spectral. Rather, they are the stuff of the everyday. We knew that as the legacies haunted that they were embedded within social and economic structures, which shaped the life chances of African Americans, making a mockery of rhetorical claims about equality. We knew this when we examined the rates of unemployment or incarceration within the African American community or watched the high-profile deaths of black men in their contact with the police. These were all instances of forms of racial domination which exposed a then-growing narrative that the history of anti-black racism was over and America was now on the cusp of a new dawn. In this regard issues of rates of incarceration, unemployment and racial profiling were now things to be dealt with, as blots on the path of progress towards the new dawn.

But those who believed that were in for a rude awakening as the events of Charlottesville, Virginia made clear. That the anti-racist and anti-fascist groups assembled in their numbers and protested the racist and neo-Nazis was an important step. But there is something more. That the rallying cause for the racist and neo-Nazis was a confederate monument should make us think about history and memory, and the politics of history and memory whenever it touches on issues of race and slavery.

The past is not a neutral subject. Neither can it be wished away. Human beings make the past and in that making we create memories and ideas of what we are. We then carry that past with us in a set of "structures of feelings" which shape the ground on which we stand. The ways in which the past structures our feelings and understandings of the present are oftentimes taken for granted. These understandings become what one thinker called "common sense" and then, under given conditions, flare up and become the yeast for public discourse. So let's put this plainly and simply: White nationalism is not just about whiteness, it is about whiteness as power; it is about white supremacy. It is not only about anti-black racism, it is about forms of governing and of politics that are authoritarian. We should not forget that racial slavery was

The past is not a neutral subject. Neither can it be wished away. Human beings make the past and in that making we create memories and ideas of what we are.

a violent authoritarian social system. It required inaugural violence at its emergence and rested for its continuation upon violence and terror. The utterings of white nationalism should not be reduced to hate speech. One needs to ask what politics produces such speech, and how is this politics embedded within the history of our country?



MAYAH GAMBLE RIVERS

As we face the next five years at the CSSJ, we do so with the confidence that history itself is open-ended. That we can make a new history; that the research, teaching and public humanities programing that we do will make some small difference. However, we realize that this difference rests upon an important ground—the recognition that this country was founded upon the conquest of the indigenous population and racial slavery. It means we should now recognize that the liberty we proclaim is a narrow one founded on these two unfreedoms and that such a “liberty” does not constitute freedom. Perhaps

now more than ever we need to have hard conversations about these matters and then act upon those conversations. One requirement for doing this is a new common public history of the complex history of racial slavery. Working to create that common public history is a task we are firmly committed to. The old “common sense” never just evaporates; it requires work to build a new one. It’s time we begin.



Anthony Bogues
Director of the Center for the Study of Slavery and Justice, Brown University
Asa Messer Professor of Humanities and Critical Theory,
Professor of Africana Studies and affiliated professor of History of Art and Architecture

REFLECTIONS FROM THE FACULTY ADVISORY BOARD

I have spent the past five years serving on the CSSJ’s Faculty Advisory Committee and, throughout, have marveled at the Center’s energetic development into an internationally recognized institution. Tony Bogues and the CSSJ staff have provided the leadership and vision to make the CSSJ an academic and public leader in the study of slavery and justice. It has connected with a host of different audiences in the U.S. and across the Atlantic, and it is upholding its mission to promote both academic and public initiatives.

The Academic Advisory Board is composed of Brown faculty members from various departments in the humanities and social sciences whose scholarship and teaching intersect with the Center’s mission. This year, we met several times with Tony Bogues and Roquinaldo Ferreira, the associate director, to discuss the Center’s immediate and long-term goals. These areas include academic programs, faculty fellow positions, postdoctoral fellowship applications, conferences and the CSSJ’s relation with other important centers and departments at Brown.

These initiatives are intellectually rich, diverse and important to Brown. The Center has already evolved into an important national—indeed global—site to deliver lectures, hold seminars and share research in other informal ways. The Center has ambitious plans for future conferences and seminars, and our role on the board is to help Tony and the staff develop ideas for

particular events and help drive the intellectual direction of the Center. Our role, then, is in keeping with the collaborative spirit of Brown, especially in its current strategic plan, “Building on Distinction,” which encourages faculty, departments, and centers to work across traditional disciplinary and intellectual boundaries.

The Advisory Board also participates in the process of vetting and selecting the CSSJ postdoctoral fellow. I have been struck by the increasing size and accomplishments of the applicant pool for this position, which has become increasingly competitive each year. The work itself is emblematic of our relation with the CSSJ leadership. We read applications, discuss them carefully, help to prune the applicant pool to a more manageable short list and then allow Tony to interview those finalists.

I enjoy working with my colleagues in other departments and with Tony and Roque in particular, because I learn a great deal about academic trends and ideas coming from other disciplines, and, most of all, because I appreciate the professional time spent in meaningful ways outside my own department.

I continue to see this service as a privilege, really, and have great faith in the future of the Center.

Philip Gould
Israel J. Kapstein Professor of English

ABOUT THE CENTER

The Center for the Study of Slavery and Justice is a scholarly research center with a public humanities mission. Recognizing that racial and chattel slavery were central to the historical formation of the Americas and the modern world, the CSSJ creates a space for the interdisciplinary study of the historical forms of slavery while also examining how these legacies shape our contemporary world.

For the 2016–17 academic year, the Center’s work was organized around the following research clusters:

- **Human Trafficking**
This project explores contemporary forms of human bondage and engages in public programming around this issue.
- **A Comparative History of Slavery**
This is a collaborative project between CSSJ and Harvard University, focused on creating a network of scholars from a variety of national and international institutions focused on the history of slavery.
- **Investigating the American Criminal Justice System**
This project focuses on prisons and relations between the police and communities of color.
- **Freedom Archive**
This project creates an inventory of materials in Brown University Library’s Special Collections related to slavery and abolition to help scholars more easily access these items.
- **Global Curatorial Project**
This exhibition and curatorial project presents both the global interconnectedness of Atlantic slavery and the slave trade, as well as illuminates an alternative view about the history of our global modernity.
- **Race, Health, Social Justice and Medicine**
This cluster explores the history and persistence of structural racism in biomedicine as it intersects with economic and social conditions. We focus on reimagining the knowledge we produce about race and health from a social justice perspective.
- **Education and Race**
This project focuses on questions that explore the implications for policy and pedagogy when we deepen our knowledge about the intersections between race, racism, schools and other forms of social inequality.

STAFF AND ADMINISTRATION

Anthony Bogues
Director
Asa Messer Professor of Humanities and Critical Theory,
Professor of Africana Studies,
Affiliated Professor of History of Art and Architecture

Roquinaldo Ferreira
Associate Director,
Vasco da Gama Associate Professor of Early Modern Portuguese History and Portuguese and Brazilian Studies

Shana Weinberg
Assistant Director

Maiyah Gamble-Rivers
Manager of Programs and Outreach

Diane Straker
Administrative Assistant

Thoralf Island,
Class of 2019
Student Researcher/
Administrative Support

Sophie Kupetz,
Class of 2019
Student Researcher/
Administrative Support

Querube Suarez-Werlein,
Class of 2019
Student Researcher/
Communications

FACULTY ADVISORY BOARD

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Matthew Pratt Guterl
Professor of Africana and American Studies,
Chair of American Studies

Françoise N. Hamlin
Associate Professor of Africana Studies and History

Marion Orr
Frederick Lippitt Professor of Public Policy,
Professor of Political Science and Urban Studies

Seth Rockman
Associate Professor of History

EXTERNAL ADVISORY BOARD

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Co-chair

Debra L. Lee ’76,
Co-chair

James T. Campbell

Katherine Chon ’02

Spencer Crew ’71

Libby Heimark
’76, P’11 ’14 ’17

CSSJ AFFILIATED FACULTY

Emily Owens
Assistant Professor of History,
CSSJ Faculty Fellow, 2016–19

Matthew Reilly
Visiting Assistant Professor of Slavery and Justice, 2016–17

CSSJ RESEARCH CLUSTER FELLOWS

Lundy Braun
Professor of Medical Science and Africana Studies,
Race, Medicine and Social Justice: Research Cluster Faculty Fellow, 2016–18

Elena Shih
Assistant Professor of American Studies and Ethnic Studies,
Human Trafficking Research Cluster Faculty Fellow, 2015–18

POSTDOCTORAL FELLOWS

Amelia Hintzen
Ruth J. Simmons Postdoctoral Fellow in Slavery and Justice, 2016–17

Zach Sell
Ruth J. Simmons Postdoctoral Fellow in Slavery and Justice, 2017–18

Nic John Ramos
Mellon Postdoctoral Fellowship on Race in Science and Medicine, 2017–19

VISITING SCHOLAR

Claire Andrade-Watkins
CSSJ Visiting Scholar 2016–17

GRADUATE FELLOWS

Ricarda Hammer
Dissertation Fellow

Daniel Platt
Affiliated Graduate Fellow

PUBLIC HUMANITIES GRADUATE FELLOWS

Johanna Obenda
Graduate Fellow for the Study of the Public History of Slavery

Sandra Arnold
Graduate Fellow for the Study of the Public History of Slavery



THE YEAR IN REVIEW

As we begin our fifth year, The Center's impact on the campus and wider community continues to grow. While we remain focused on our mission of supporting and sharing scholarly work, as well as public humanities educational programming, 2016-17 was a year full of new initiatives and collaborations. These new efforts allow us to explore the histories and legacies of slavery in a deeper, more nuanced way while presenting it as a global story which shaped our modern world.

GLOBAL PUBLIC HISTORY OF SLAVERY: NEW CHALLENGES CONFERENCE

For the first three days of December 2016, the CSSJ, along with the Gilder Lehrman Center at Yale University and the National Museum of African American History and Culture hosted a wide ranging and provocative set of conversations and interventions through a joint conference at Brown entitled “Slavery and Global Public History: New Challenges.”

Designed to “examine the proliferation of slavery-related museums, exhibitions, and public intellectual challenges around the world” 10 years after Brown publicly issued its “Slavery and Justice” report and during the inaugural year of the National Museum of African American History and Culture, the conference returned to these two events as touchstones, set apart by a decade, as ways not just to understand the past, but in the words of conference keynote speaker, Ruth Simmons, president emerita of Brown, to make the past meaningful through our work in the present.

Convening curators, scholars, public historians, archaeologists, and university officials from four continents to discuss the complexities of a wide range of projects that engage with the history, memory and afterlives of slavery in national museums, historic and tourist sites, university campuses, new media and digital humanities projects, landscape and memorial design, literature and popular culture, the conference crafted a space for a new global conversation about slavery from very different perspectives, disciplines and regions.

What resulted was a rich telling of stories of local and global engagements that provided complex comparisons between the resonance of slavery in Senegal to Mozambique and South Africa, to Brazil, the Netherlands, Guadeloupe, Jamaica and Louisiana, just to name a few. More than just illuminating various sites of memory around the globe, however, at its best moments the conference pushed through and past comparative histories and politics to engage with a set of questions about history, memory, ethics, language and work that undergird and inform all of these projects.

If universities from Brown to Yale to Georgetown and national museums from the Smithsonian to Iziko Museums of South Africa are built by and upon a past structured by slavery and colonialism, what are their moral and ethical duties to make that past visible but also to repair or deconstruct that past in the present? When collecting, interpreting and crafting narratives of this past in an attempt to tell more complete truths, who is empowered to speak with authority and what narratives and voices are elided in the process? What challenges of imagination are we still faced with as historians, curators, designers, educators and artists when representing history that has been hidden, is difficult to consume or is cloaked in shame, anger, fear or violence?

How do we make sense of a world that, on the one hand, has witnessed a sea change in practices of truth-telling around slavery and the past in our public spaces, yet, on the other, has experienced a recent resurgence of narratives of white supremacy and nativism that shroud the complexity of the past and continuing injustice of the present in the service of racism? In our age of “anxious politics,” a palpable phrase coined by participant Wayne Modest of the Tropenmuseum in Amsterdam, how do we shape our work with and in our various communities around the globe? A single conference may raise but can never hope to answer these sets of deep and abiding questions.

The convergence of ideas, discussion and work for these three days around the topic of slavery and its constitutive role in making the world we still live in today from Lagos to Liverpool to Los Angeles, can, though, powerfully recognize and affirm the necessity of connecting global conversations around slavery and its legacies developing from the grassroots to university and public institutions.

That act in and of itself creates the possibilities of seeing history not just as a retelling of the past, but as a force that shapes our present on small and large scales. And it is the labor we do in engaging with these shared histories, across nations and in concert with one another, sometimes in critique and heated debate, sometimes painful and sometimes joyful, but always in the spirit of life, struggle, freedom and equality, that matters. Infused with that spirit, our institutions, works and lives become spaces with the potential to fashion hope and to be spaces for truth-telling, for healing, for reckoning and for transformation.

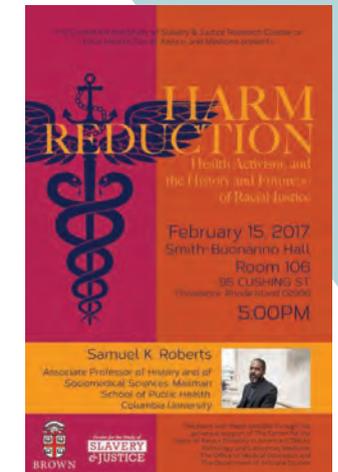
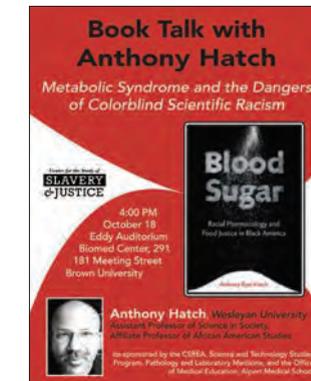
Paul Gardullo

Museum Curator, National Museum of African American History and Culture
Smithsonian Institution
Director, Center for the Study of Global Slavery

CSSJ RESEARCH CLUSTERS

Race, Medicine and Social Justice

Over the past 20 years in the U.S., there has been increasing recognition of the serious health consequences of racial inequality. While segregation in housing, employment and education has long been known to cause poor health, most scientific research examines race and health from the perspective of biological difference among races. What continues to be ignored in the scientific discussion is how racism produces poor health. This year the Center for the Study of Slavery and Justice organized the Race, Medicine and Social Justice research cluster to explore the history of racism in science and medicine, the legacy of slavery and how this history affects contemporary medical practice and research. Drawing on faculty from campus-based units, including biomed, history, American studies, science and technology studies and the Warren Alpert Medical School, the Working Group has discussed the history of racial classification and science; genomics and race; and the history of health activism in black communities. Given growing concern over the revitalization of biological notions of racial differences, the group’s discussions have paid particular attention to the current research focus on genetics as a cause of racial inequality in health.



In conjunction with our meetings, the research cluster has sponsored two public talks on race and racism in medicine. In October, Anthony Hatch, assistant professor of science in society at Wesleyan University presented his research on metabolic syndrome and the dangers of colorblind scientific racism to a large interdisciplinary audience. In February, Samuel Roberts, associate professor of history and sociomedical sciences at Columbia University’s Mailman School of Public Health and former director of the Institute for Research in African American Studies, attracted a large audience to his talk on the history of harm reduction, health activism and racial justice. Next year the Working Group will continue to discuss questions related to race and racism in science and medicine, sponsor public talks and work with faculty, staff and students in various units across campus to further understand this complex topic.

Lundy Braun

Professor of Medical Science and Africana Studies
Race, Medicine and Social Justice: Research Cluster Faculty Fellow, 2016–18





MAYAH GAMBLE-RIVERS

On the Carceral State in America

On October 14, 2016, the Center for the Study of Slavery and Justice hosted a symposium on the book I co-edited (with Christina Heatherton, American studies, Trinity College) entitled, “Policing the Planet: Why the Policing Crisis Led to Black Lives Matter” (New York: Verso, 2016) in the Department of Africana Studies/Rites and Reason Theatre.

Motivated by nationwide and international scholarly and public debates about police violence, this event put scholars in dialogue with organizers and journalists, all of whom had contributed to the volume “Policing the Planet.” It featured two sessions and the screening of a new film on the Baltimore uprising. In the first session, Christina Heatherton moderated a discussion between scholars and activists Ruth Wilson Gilmore (director of the Center for Place, Culture and Politics, the Graduate Center, City University of New York), Craig Gilmore (California Prison Moratorium Project) and Pete White (Los Angeles Community Action Network). Focusing on a range of issues brought to light by recent protests, the panelists explored the ways in which policing has become one of the critical public issues of our time.

The first panel was followed by the screening of journalist Anjali Kamat’s Emmy-nominated film “Baltimore Rising” (Al Jazeera, 2016). In the film, Kamat interviews residents and community leaders in Baltimore, finding sources of both outrage and hope. The screening was followed by an in-depth question and answer session with Kamat about the film and its lessons. In the second panel, I moderated a discussion with Kamat and scholar-activists

Christina Hanhardt (American studies, University of Maryland) and Marisol Lebrón (Latina/o studies, Duke University). This panel explored the origins and spread of broken-windows policing and the social protest in cities that have arisen in response. Overall, the event made an important contribution to the CSSJ’s public humanities mission and its particular focus on the American criminal justice system. The event would not have been possible without the work of all the units involved in co-sponsoring the event and, particularly, the generous funding of the Charles K. Colver Lectureship.



MAYAH GAMBLE-RIVERS

The Prison in Twelve Landscapes

“Prisons,” according to geographer and filmmaker Brett Story, “are spaces of disappearance.” This geographic proposition is at the heart of Story’s award-winning new film, “The Prison in Twelve Landscapes.” On April 5, 2017, the CSSJ hosted a screening of the film, followed by a conversation I moderated between Story and fellow filmmaker and Brown professor of practice, RaMell Ross. The event centered questions of racism, representation and the crisis of mass incarceration in the United States.

“The Prison in Twelve Landscapes” depicts carceral landscapes well beyond the walls of the prison. Through a series of 12 vignettes, Story’s film presents a range of scenes, depicting, for example, formerly incarcerated people playing chess in the park for pay and families and friends riding a bus to visit their incarcerated loved ones. As an intervention in political cinema, Story’s film offers a distinct way of seeing the everyday and routine ways that policing and prisons have transformed life under racial capitalism.

Story’s film also interrogates how the logics of mass criminalization are rooted in material conditions. She demonstrates how these logics operate through spaces of racist social control in cities and rural areas. One scene features the policing of the crisis in Detroit during the late 1960s while another examines the policing and gentrification of downtown Detroit today. Another vignette represents the historic rebellions in Ferguson and Baltimore in 2014 and 2015, while still another traces the relationship between prison expansion and the abandonment of coal mines in Eastern Kentucky. In doing so, “The Prison in Twelve Landscapes” dramatizes the connections between the urban origins of prison populations and the unprecedented construction of prisons in rural areas. As such, the film makes a vital contribution to struggles in culture over the meaning and memory of mass incarceration.

In the panel that followed the screening, Story explained the film’s efforts to upend dominant narratives that have rationalized the expansion of the carceral state. She noted the film’s aesthetic and political interventions, as well as the stakes in its representation of how racism takes place through criminalization. The event presented audiences with some ethical challenges: How can we confront the taken-for-granted representations of mass incarceration? How can we better understand the ways in which carceral geographies have transformed our world? The work of Brett Story demands that we engage in the urgent work of rethinking the crisis of mass incarceration both inside and outside of prison walls.

Jordan Camp

*Postdoctoral Fellow in Race and Ethnicity in America and International and Public Affairs
Center for the Study of Slavery and Justice
Investigating the American Criminal Justice System Research Cluster*

A Comparative History of Slavery

Over the past year, I have developed several activities at Brown as the associate director of the CSSJ. I have either chaired or sat on several committees (fellowship committee and associate faculty grant committee) and contributed to academic programming at the CSSJ. In March, I organized a roundtable entitled “Black Atlantic Crosscurrents.” In May, in partnership with the Université de Nantes, I was the convener of a workshop on the global history of the Iberian slave

trade that brought to Brown 10 scholars from the United States, England and France. Currently I am working with Tatiana Seijas, associate professor of history at Penn State, on a special issue of the *Journal of Global Slavery* based on papers delivered during the workshop.

As the co-convenor of the Working Group on the Comparative History of Slavery, I organized a workshop on October 28–29,



2016 entitled “Slaves and Law” hosted by the Center for the Study of Slavery and Justice. This network of scholars is sponsored by Harvard University’s Afro-Latin American Research Institute and the CSSJ. The workshop brought to Brown some 20 scholars from the United States, Cuba and Brazil. By taking a global approach to the issue of racial slavery, the workshop analyzed connections between the institution of slavery and systems of law in Africa, the U.S. and Latin America. The Working Group on Comparative Slavery will organize meetings on a regular basis at universities in the United States and abroad.

Roquinaldo Ferreira

*Associate Director, Center for the Study of Slavery and Justice
Vasco da Gama Associate Professor of Early Modern Portuguese History
Portuguese and Brazilian Studies*



JULIE LYNN WEBER

GLOBAL CURATORIAL PROJECT

The World We Made Together: A Global Curatorial Public History Project

The histories of slavery and colonialism have been foundational to the making of the modern world. Their legacies continue to shape the structures of many societies. At the level of ideology and how we think about each other, one of the consequences of slavery and colonialism has been anti-black racism, a live feature that continues to determine how black bodies are viewed today. Of course, there are the exceptional blacks but in the main, the ordinary black body is often looked upon as one that is often considered less than. James Baldwin once said that history was in our bones. We carry the past with us and when that past is a historically catastrophic one then memory, history and the present often mingle and needs to be confronted. The Global Curatorial Project seeks to confront our slavery past through a series of public history engagements, workshops and an international exhibition around questions of how to represent slavery, colonialism and their afterlives. Working with our partners, the Smithsonian's National Museum of African American History

and Culture, the International Museum of Slavery in Liverpool, the Iziko Slave Lodge in South Africa and others, we have undertaken a series of workshops that discuss the following: new archives and the representation of slavery; public engagement and memory about slavery; the possible representation of the afterlives of slavery and the shape of an international exhibition. The partnership network we have established continues to grow and gain strength, and this year we were joined by the British Legacies of Slave Ownership project, based at the University of London. In February the Global Curatorial Project held a meeting in Amsterdam at the Tropenmuseum of World Cultures. At that meeting the partners reaffirmed their commitment to the project and the decision was taken to launch the project publicly. The project is a timely one given the geopolitics of the period and ways in which foundational questions of history are being tackled.

Anthony Bogues

Co-Convener, Global Curatorial Project

Human Trafficking

The Human Trafficking Research Cluster continued its mission to support undergraduate and graduate research on human trafficking, while prioritizing community partnerships. In April 2017, research cluster participants Jordan Rubin-McGregor (Class of 2018), Christine Lim (Class of 2019), Imani Herring (Class of 2018), and Mia Rodriguez-Quamina (Class of 2019) co-presented an academic paper at the American Association of Geographers annual meeting in Boston. Accepted under the daylong focus on “(De)Stigmatising Sexscapes: Politics, Policy and Performance,” this was the only undergraduate presentation accepted in the section’s events. The paper explored the role that academic expertise played in reshaping the 2009 recriminalization of indoor prostitution and the crackdown on human trafficking in Rhode Island, forged through research that students conducted through the research cluster.

The research cluster also convened a spring research symposia entitled “Trafficking Redemption; Trafficking Terror,” which featured talks by Elizabeth Bernstein, professor of sociology and women’s and gender studies at Barnard College, Columbia University, and Wendy Hesford, professor of English at the Ohio State University. Other events throughout the day included a film screening of “Scarlet Road” followed by a discussion with the film’s subject, Rachel Wotton, and an activist workshop with Alex Andrews, co-founder of the Sex Worker Outreach Project Behind Bars.

In recognition of January 11, the U.S.’s annual National Human Trafficking Awareness Day, professors Elena Shih and Joel Quirk of University of Witwatersrand in South Africa, co-convened a global policy debate on the question of human trafficking awareness. Ten scholars, practitioners, activists and human trafficking survivors weighed in on the question: “Campaigns to raise public awareness of human trafficking may have flaws, but their overall impact is positive. Yes or no?” Published on Open Democracy’s Beyond Trafficking and Slavery op-ed platform and supported by the CSSJ, the debate included a contribution by Katherine Chon ‘02, executive director of the U.S. Office on Trafficking in Persons and member of the CSSJ External Advisory Board.

For the next academic year, under the support of a grant re-submission award for a National Endowment of the Humanities



Collaboration Grant, the research cluster welcomes student and faculty participation towards convening a series of events on the theme of “Race and Modern Day Abolition.” This program questions the common equation of human trafficking as modern day slavery, and asks what blind spots such elision generates.

Elena Shih

*Assistant Professor of American Studies
CSSJ Faculty Fellow*

BROWN BAG LUNCH SERIES

Our popular lunch talk series allows scholars, practitioners, and activists to speak about their work to a small group of students, faculty, staff and community members. This year we enjoyed talks from Haitian writer Évelyne Trouillot, who spoke about the importance of considering the lives of the enslaved, not only on an abstract level, but also in very concrete and physical terms. She proposed fiction writing as a means to contribute to the “rehabilitation” of the enslaved women and men, by portraying them as full-fledged human beings. Jordan Brewington, a 2017 graduate of Columbia University and 2016 summer intern for the CSSJ, shared her research project on King’s College and Columbia students. Brewington spent the year examining submitted runaway slave advertisements from the Class of 1760 to the Class of 1805 to highlight the University’s connection to the slave trade. Scholar Matthew Wyman-McCarthy’s talk, “Constructing the Colonial “Other”: British Depictions of West Indian Slave Owners,” examined how debates about slavery and abolition intersected with efforts by the British state to consolidate authority over its increasingly global empire. By placing slavery at the heart of the conflict between metropolitan sovereignty and colonial rights, his research showed how reforming the institution was part of a wider reimagining of the British Empire during the age of revolutions.

Emerging Scholar Series

Our Emerging Scholars Series seeks to bring new doctorates to campus to share their work. This year these scholars spoke



on a variety of topics, including the cultural and literary history of the women’s prison as in early 20th-century United States and the effect of slave emancipation on ideas of race, political authority and communal belonging in the British Caribbean and United States.

Supporting Innovative Scholarship through Partnerships

CSSJ provides an important venue that allows scholars to share their innovative work. This past year CSSJ continued its partnership with Brown’s John Carter Brown Library and with the Lapidus Center for the Historical Analysis of trans-Atlantic Slavery. This past academic year the Center invited several scholars to come to the CSSJ to present and speak about their innovative work around the history and legacy of the trans-Atlantic slave trade.



Black Power and Critical Oral History

The Critical Oral History Sessions on Black Power took place July 9 through 11, 2016, in Durham, North Carolina. I attended as a student research assistant to Visiting Associate Professor of Africana Studies Geri Augusto as the political, economic, cultural and educational roots of Black Power were reflected upon by a room of SNCC (Student Non-Violent Coordinating Committee) veterans. Co-sponsored by the SNCC Legacy Project and the Duke/SLP Digital Gateway, the conversations were recorded for the creation of a public digital archive of oral history. Since the original “call for Black Power” was made in 1966, the Critical Oral History Sessions aptly occurred on the 50th anniversary of Black Power.

Although not a public convening, I was fortunate enough to hear former activists of SNCC describe what black self-determination and independent black institutions—foundational aspects of Black Power—meant to them as individuals and a collective. Furthermore, the Critical Oral History Sessions provided the opportunity for me to learn more about the history of the black Southern Freedom Movement from a perspective that highlighted the revolutionary potential of everyday people. SNCC members embodied a revolutionary style of grassroots organizing that promoted and centered people most systems-impacted by anti-black racism in the rural south.

Pioneering Black Power, SNCC’s activism in the late 1960s marked a shift in thinking from national civil rights to a



global black liberation struggle. SNCC championed black transnationalism by emphasizing connections with the African diaspora and other peoples of Third World/Global South and taking an explicitly anti-Vietnam War stance. From encouraging Afrocentric cultural aesthetics that emphasized the beauty of blackness to consciousness raising political education projects, SNCC served as a dynamic and invaluable example of black radical activism.

Maya Finoh ‘17

*Brown University,
Africana Studies*

HEIMARK ARTIST-IN-RESIDENCE: BLACK SPATIAL RELICS

Black Spatial Relics: A New Performance Residency About Slavery, Justice And Freedom

With generous support from the Heimark Artist-in-Residence Program, the 2016–17 Black Spatial Relics (BSR) Residency supported the development of two new performance works that address and incorporate the public history of slavery and contemporary issues of justice. The geographic mapping of this residency is based on the research of the Middle Passage Ceremonies and Port Markers Project, a project that commemorates the ports of entry for slaving voyages in the trans-Atlantic slave trade. BSR artists-in-residence paid particular attention to the history of the slave trade and its legacies on the Eastern seaboard of the United States through performances that include dance, theatre or performance art, and spoken word. The residency enabled artists to develop works that engage the public history of slavery and bridge or incorporate systemic and inherited connections with contemporary issues of injustice.

After a national request for proposals and panel review process, the CSSJ selected artists, ChE (New Orleans, Louisiana) and Jaymes Jorsling (New York, New York) as BSR artists-in-residence. In the 2016–17 year, Jaymes Jorsling and ChE convened at the CSSJ, the Rites and Reason Theatre and the John Nicholas Brown Center for Public Humanities and Cultural Heritage. In October 2016 and again in March and April of 2017, Jorsling and ChE came to Brown to develop their respective works through workshops, staged readings, community engagement events, meetings with scholars and studio development. During Brown's Commencement week (May 21 through 27, 2017), Jorsling and ChE's works were presented.

ChE presented workshops and performances within their work in Afro-Indigenous Liberatory Practice through the project #DignityinProcess throughout May 2017. Jorsling worked with the Rites and Reason Theatre as it produced his play "Tripping Over Roots."



QUERUBE SUAREZ-WERLEIN



QUERUBE SUAREZ-WERLEIN

Curatorial Values: Black Spatial Relics

As the 2015–17 graduate fellow with the CSSJ, I was so honored and empowered as a curator of performance to be able to design and curate the 2016–17 Black Spatial Relics residency. This project taught me about my capacity, values and commitment to curating, producing and creating Black performance work that commands imaginative and material space for social transformation. In working to commission multiple works of site responsive performance around spaces that are specific to the trans-Atlantic slave trade, Black Spatial Relics engendered transhistorical solidarity to the end of disrupting emergent repertoires of systemic and inherited legacies of injustice. In supporting emergent artists and emergent creative thought, Black Spatial Relics mapped the connection between anti-Black violence and the fight for cultural equity in and among cultural institutions and the artists/publics they serve. In championing these emerging artists and the partner institutions with whom they work, Black Spatial Relics held a development space for collaborative imagining about freedom.



Arielle Julia Brown '17 A.M.

*Black Spatial Relics Curator
CSSJ Graduate Fellow for the Study of the
Public History of Slavery*



EXHIBITIONS



Black Mechanics: The Making of an American University and a Nation

“Black Mechanics: The Making of an American University and a Nation” examined the ways in which slavery shaped the founding of our country and its universities. Furthermore, the exhibition spoke to tensions between the ideas of freedom and liberty in the nation’s founding documents, the ways in which these have been denied throughout American history and how people have fought to reclaim them.



A Dream Deferred

Curated by high school students in Providence’s public school system, “A Dream Deferred” explored the systems of structural racism, the school-to-prison pipeline and how it impacts students of color in the state of Rhode Island today.



Liquid Knowledges

“Liquid Knowledges” examined the contributions of Africans to the ethnobotany of the new world as well as the ideas of the enslaved populations of the Americas. It presented the “garden” in history as a focus on the legacies of continental Africa and how ways of knowing, thinking and of living were adapted and reformulated in the creation of the complex world of Caribbean cultures and those of the continental Americas.



Hidden in Plain Sight: American Slavery and the University

Housed in University Hall, the oldest building on Brown University’s campus, “Hidden in Plain Sight: American Slavery and the University” examines the founding of the College of Rhode Island (today Brown University); the Brown brothers, John, Nicholas, Moses and Joseph; the state of Rhode Island and their ties to the trans-Atlantic slave trade.



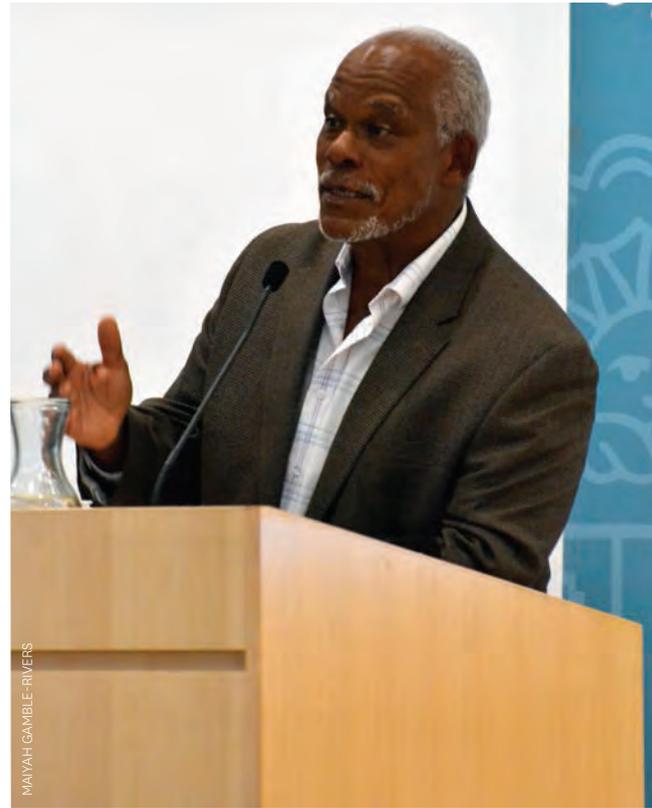
Maker Unknown? Material Objects and The Enslaved

“Makers Unknown: Material Objects and the Enslaved” examines material culture to understand the ways in which the institution of racial slavery shaped the daily lives of all Rhode Islanders. “Makers Unknown” represents the work of artisans of color whose contributions to their craft remain unrecognized. The material culture produced by enslaved and free people of color for themselves or in their capacity as an unending source of coerced labor gives us a lens into their agency, humanity and the many ways they negotiated freedom.



2017 Debra Lee Lecture

Renowned filmmaker and producer Stanley Nelson Jr. is best known for his documentary films examining the history and experience of African Americans. Prominent works include; “Freedom Riders,” “Freedom Summer” and, most recently, “Black Panthers: Vanguard of the Revolution.” After screening his most recent film, Nelson shared a clip of his upcoming documentary “Tell Them We Are Rising: The Story of Historically Black Colleges and Universities” which places historically black institutions as the incubator for some of the Civil Rights Movement’s most prolific leaders and as sites that played a pivotal role in the ascent of African Americans, American history, culture and national identity. Nelson also brought the audience on a journey, sharing small clips from his collection of works. Infusing personal stories into his lecture, Nelson gave the audience a behind-the-scenes look at his films and the inspiration that led him to produce them.



The Debra Lee Lecture Series is an annual event that invites the most distinguished scholars and activists to Brown to discuss historic and contemporary issues related to the legacy of slavery in the Americas and the world. This annual series is made possible through the generous donation of Debra L. Lee '76, chairman and CEO of BET Networks and co-chair of CSSJ's External Advisory Board.



COMMUNITY OUTREACH

Rhode Island Middle Passage Ceremonies and Port Markers Project

In 1969, I graduated from James Solomon Russell High School, part of an all-black school system in a small town in one of the poorest counties in Virginia. The school was named after J.S. Russell, a black scholar, writer, political and social activist, and founder of Saint Paul's College, a member of the historically black colleges and universities consortiums throughout the South. Virginia was not the Deep South, but the South nonetheless, in a time of intense racial segregation and discrimination, political and social turmoil, and a civil upheaval just on the horizon that would change America forever. I was very aware of those changes happening around me, aware of the how I might frame the next few years of my life to be a part of those changes. That year marked the last all-black graduating class from James Russell High and the beginning of school integration throughout Virginia.

At this point I left home to attend the Rhode Island School of Design and quickly learned that although I had left the South, I had not left the attitudes that held segregation in place for so many generations. In fact, I found myself in a place that was not only segregated by race, but also by class and privilege. I wondered about the differences/similarities of the stark, unapologetic segregation of the South and the de facto segregation of this new place. Both enforcing race as a way to classify and identify "the other," both finding new and unique ways to discriminate against "the other," but one holding



elements of immunity from any of the negative consequences such classifications or identities inflicted upon the discriminated. This new situation in the North was indeed a strange place to occupy, and I needed a way to make sense of it through my art.

My large mixed-media paintings on canvas tackle issues of race, culture, ethnicity, family, heritage, and ancestry through narrative, often intersecting hidden and deeper meanings of my life's narrative. They aim to explore experiences, encounters and emotions that define relationships with family and friends. Working with voice and video narratives, "memory" is the central theme of my work, revealing much in the way of history, culture, heritage, folktales and religious beliefs that have direct bearing and influence on my upbringing, present views and outlook. The paintings display distinct layering of multiple images extracted from household designs, prints and patterns found on kitchen walls, living room carpets, curtains, blankets, quilts, tablecloths, throw covers, furniture, tile and wooden floors, and other items that are subsequently transferred in various ways to canvas, paper and fabric.



As an artist and coordinator of the Main Art Gallery at the University of Rhode Island, I wanted to bring to the Middle Passage Ceremonies and Port Markers Project (MPCMP) a series of exhibitions by local artists and scholars that dealt with the kind of issues I faced as a young artist and to the growing knowledge of slavery and its racial legacies in the North. To that end, in January and February 2017, the collaborative efforts of members of RIMPCMP and URI mounted an exhibition titled "Invisible Bodies, Disposable Cloth: Rhode Island and Slavery, 1783-1850s" that explored Rhode Island's textile industry and its connections to slavery, the slave trade and other related institutions during the stated period. In 1703, Rhode Island recognized and legalized enslavement. Just over 100 years later, the United States Congress passed a federal law banning the international slave trade, which curiously heralded a boom in the domestic slave trade. Slavery was not outlawed in Rhode Island until 34 years later. With particular emphasis on Rhode Island's economy from 1783-1850s, this exhibition used text, images, artifacts and multimedia installation to explore the interdependence of our country's economy and its intrinsic links with the institution of slavery and how two sets of "invisible bodies" made possible the rise of Rhode Island as an antebellum industrial power. There were accompanying lectures and performances as well throughout the month long duration of the show.

Through these and other visual arts efforts, the Rhode Island Middle Passage Ceremonies and Port Markers Project have given me yet another opportunity to realize that early dream I had, when I left my hometown in the midst of social change, of framing those future years of my life to be a part of something big, something important, something that will benefit all people and bring significant change to the world.

Bob Dilworth

*Professor of Painting, Drawing, Design and African American Art History
Department of Art and Art History
University of Rhode Island*





MAVAH GAMBLE-RIVERS

Rhode Island Middle Passage Ceremonies and Port Markers Project (RIMPCMP) Speaker Series

The Providence Research Committee of the Rhode Island Middle Passage Ceremonies and Port Markers Project organized a lecture series for the 2016–17 academic year that explored the history of Rhode Island’s involvement in the trans-Atlantic slave trade. Through the generous support of Brown University’s John Carter Brown Library, the CSSJ, the History Department and the Swearer Center, in addition to the University of Rhode Island, events featured Prof. Margaret Ellen Newell, Prof. Christy Clark-Pujara, Robert Geake and Loren Spears, Prof. Sowande’ Mustakeem, and Prof. Wendy Warren, each of whom has recently produced groundbreaking research in the field of history related to the middle passage and slavery in the New England region. Unlike many previous university-sponsored lecture series that are often limited to the university community, these events successfully attracted a diverse audience to public spaces like the John Carter Brown Library and the Southside Cultural Center; lecture attendees included community members with limited background in New England slavery and local experts in the field, elders in the community and young students, the descendants of the enslaved African and indigenous peoples and the descendants of Rhode Islanders directly involved in the slave trade. In organizing this series, the Research Committee sought to spark public conversation about the historical realities that are so fundamental to our understanding of the localized experience of the middle passage. Well-attended and lively events demonstrated the eagerness of the Rhode Island public to engage with dark histories that have been silenced for far too long. With the foundational historical context provided through these events, and the public enthusiasm that they generated, the Rhode Island Middle Passage Ceremonies and Port Markers Project plans to move forward in its mission to acknowledge and commemorate the lives of those who suffered the middle passage through Rhode Island’s involvement in the slave trade.



MAVAH GAMBLE-RIVERS



MAVAH GAMBLE-RIVERS

Books included as part of the series:

- “A Native Indian of New England Born and a Free Man” with Margaret Ellen Newell
- “Dark Work: The Business of Rhode Island Slavery” with Christy Clark Pujara
- “From Slaves to Soldiers: The 1st Rhode Island Regiment in the American Revolution” with Loren Spears and Robert Geake
- “Slavery at Sea: Terror, Sex, and Sickness in the Middle Passage” with Sowande’ Mustakeem
- “New England Bound: Slavery and Colonization in Early America” with Wendy Warren

YOUTH PROGRAMMING

During the 2016–17 academic year, CSSJ continued its programming engaging K–12 students from the city of Providence in learning about the history and legacy of slavery. As we have expanded our opportunities to engage young people in the city, our youth outreach has expanded beyond the 150 youth we served in the previous academic year. The “Civil Rights Movement Initiative” (CRMI) will go into its third year during the 2017–18 academic year in which a new cohort of students from Hope High School will learn about different aspects of the Civil Rights Movement through a series of workshops before accompanying students from Baltimore, Maryland, on a week-long Civil Rights trip throughout the South. Students from this year’s cohort returned and presented at Brown as a part of the annual “Civil Rights Movement Initiative” Youth Lunch Talk and were also invited to speak again at Brown as a part of the Education Department’s “Resistance & Reclamation Education Conference.”

“The knowledge I gained while participating in CRMI was life changing—so life changing that it motivated me to use my experience to help expose others to the history that they might not be so fortunate enough to engage with ... the history that plays such a vital role in their lives today.”

Hafzat Akanni

Hope High and CRMI alumna
Boston University Class of 2020



The Center is also excited to announce that Hafzat Akanni, now a sophomore at Boston University and one of the CRMI students from the first cohort (2015–16), will begin leading CRMI workshops for high school students in Boston this fall through the support of the Howard Thurman Center for Common Ground in conjunction with the dean of students at Boston University. Akanni and her group of students plan to join students from Hope High and Baltimore on the annual Civil Rights Trip in January 2018.

This spring, students who participated in the Center’s inauguration of the program “Uncovering the Institution” spent the past fall semester working with Manager of Programs and Outreach Maiyah Gamble-Rivers to curate their own youth exhibition on the school-to-prison pipeline. On March 9 students hosted the Brown and greater Providence community at their exhibition opening of “A Dream Deferred.” The youth exhibition examined the state’s public education system through four lenses: the built environment of the school, discipline and control, education censored and stereotypes. By paralleling these four lenses with the nation’s prison system students were able to clearly see how they are groomed to fill prison beds. The community responses was overwhelmingly supportive. Students, residents and even current educators engaged with the exhibit through what Youth In Action youth call the “Social Location Identity Room.” Visitors were encouraged to participate in the exhibition by using sticky notes to respond to what they were reading and seeing and even responding to others’ comments on the wall. Educators scheduled class trips to the Center’s gallery to reinforce their classroom lectures on the school-to-prison pipeline, while others were inspired to use some of the research students conducted to teach statistics in their math courses.

This academic year was an extremely successful one for the Centers’ youth programming with visits from Teach for America Rhode Island, Breakthrough Providence and the STEAM Team Program from the Museum of Fine Arts, Boston, a pre-college and pre-professional experience for Boston Public High School students interested in careers in cultural institutions. Moving forward we hope to expand our after-school programs into other neighboring cities in the state and to increase our outreach by providing onsite after school programs at public schools.





CIVIL RIGHTS MOVEMENT INITIATIVE

I have been teaching in Providence for 27 years and I have seen few programs with the impact of “Civil Rights Movement Initiative.” First, the program changes how students think about their school. One of my students said, “People think we don’t have anything at our school but they don’t realize that other schools have much less.” She said her visit to a school in Mississippi made her appreciate what she has here at Hope.

Students usually only get a very superficial study of race and history, i.e., slavery and the “I Have a Dream” speech. But, this

program presented them with a completely different understanding of race and civil rights. The program also changes how the participants think about their own identity. One student talked about how she used to only identify as Dominican but now she sees herself as also identifying with being black, partly due to the history of intermarriage on the island and partly because American society still tends to view individuals as either white or a person of color. Some days this student now wears a “black genius” T-shirt.

“Today was my breaking point. I broke down crying in the middle of the National Civil Rights Museum at the Lorraine Motel, where Martin Luther King Jr. was assassinated. Everything that I saw and heard on this trip from museums, exhibits and activists finally got to me. Today, I also better understood my identity. In the National Civil Rights Museum I saw that there were also enslaved Africans in the Caribbean. Since I’m also from the Dominican Republic, I realized that I am black too, my ancestors are black! I am very appreciative of this trip and I am going to take this experience with me for the rest of my life. Thank you.”

Blog posts from Deyreni Ferreras
Rising Senior, Hope High School,
and student of Jonathan Goodman

In addition, the program changes participants’ intellectual focus. I recently read a paper that a college freshman wrote that systematically explores resistance to black female erasure through a comparison of Serena Williams and Zora Neale Hurston’s *Janie*. I recall another student carrying around a copy of “The New Jim Crow” after she completed the program. I can’t finish without remarking on the impact of the end of program presentations. In each year I have been so moved by the practiced, crisp, informative and mature words from the participants. The first year I felt so emotional watching the panel talk—so mature and articulate. I was so impressed. The second year my “emotional” part was holding hands for “We Shall Overcome.” I think the song... the unity in the moment... that my students and I are presented with this history is an essential gift.

Jonathan Goodman
AP English and Literature, Hope High School
Adjunct Lecturer in Education, Brown University



MAYAH GAMBLE-RIVERS

UNCOVERING THE INSTITUTION

A Dream Deferred

During our week at Brown we lived like college students. We were given assignments and we were expected to get that work done on our own time. We also participated in different activities where we learned how to work better as a group and more importantly, learn more about each other, bringing us closer. We discussed different topics such as the Black Lives Matter movement and were able to connect it to the police presence in public schools, prisons, protests and more. At the end of the week, we discussed topics for our very own youth exhibition. We landed on the topic of the school-to-prison pipeline and how the interactions between police officers and youth affect our lives and our futures. Having a better understanding of structural systems of oppression and how they impact communities of color we could see more clearly the ways in which our education system fails us and how. Being able to visualize what we learned, our exhibit, "A Dream Deferred," highlighted our experiences in the Providence public education system and the obstacles we face in our everyday lives. There were so many memorable aspects to this experience and it is one that none of us will ever forget!

Kimberly Cuellar

Classical High School (Class of 2019)
Youth In Action Member

Federico Martinez

Classical High School (Class of 2019)
Youth In Action Member



MAYAH GAMBLE-RIVERS



MAYAH GAMBLE-RIVERS

OUR FELLOWS

FACULTY FELLOWS

Teaching Slavery, Race and Racism

I joined the CSSJ as a faculty fellow in the fall of 2016. My research centers on the history of sexual labor and sexual violence under slavery, with particular attention to the ways that the law structured the experiences of enslaved and free women of color in Louisiana. In my role as faculty fellow, I enjoyed the rich camaraderie of the CSSJ's research community, building collaborations with faculty fellows Matthew Reilly (on the Middle Passage Ceremonies and Port Markers Project) and Elena Shih (on a forthcoming project on sexual labor across time).

The hallmark of my faculty fellowship is its teaching component: Through the Center and with support and guidance from CSSJ director Tony Bogues, I taught the first-year seminar "Slavery, Race and Racism," a course that introduced incoming students to the history of slavery in the Atlantic World and antebellum United States. In addition to mapping the history of slavery from its origins to the Civil War, this course culminated with students' engagement with the legacies of slavery and resistance that impact the present day, including in the form of the prison-industrial complex, Black Lives Matter and Brown's "Slavery and Justice Report." In 2017-18, I will teach two new courses out of the Center: the first-year seminar "Narratives of Slavery" in the fall and the lecture course "American Slavery" in the spring.

My faculty fellowship also made possible my mentoring of two undergraduate students over the summer. Over Summer 2017, I supported the research of two undergraduates, including one who acted as the CSSJ's 2016 student researcher, in the history of women and slavery in the U.S. and in the Caribbean. The CSSJ's generous support of these student researchers made these summer projects possible.

Emily Owens

*Assistant Professor of History
CSSJ Faculty Fellow
2016-19*

VISITING FACULTY

How We Think About the City's Past and Present

In my role as a visiting assistant professor at the CSSJ, I taught "Whiteness, Privilege and Power: The Invention and Persistence of the White Race" in the fall of 2016. At a crucial and tense political moment, students engaged in substantive conversations about the role that whiteness and structural racism play in our daily lives, pushing us to think about how to work towards the Center's mission of social justice. I have also served as a member of the Providence Working Group for the Rhode Island Middle Passage Ceremonies and Port Markers Project. Through a collaborative grant awarded by the John Carter Brown Library, our group organized events that brought energy and enthusiasm to community conversations about slavery. My role at the CSSJ put me in dialogue with passionate and talented scholars and community members who are working to implement changes in how we think about the city's past and present. Inspired by these efforts, I designed a course, taught in the spring of 2017, entitled "Slavery, Materiality and Memorialization." Students were tasked with thinking critically about the silences associated with the history of slavery in this country in addition to how we might remedy these historical and contemporary injustices. Highlights from the course, sponsored by a grant from the Swearer Center, included tours of local sites related to slavery and a trip to New York City to visit the African Burial Ground and the United Nations' slavery memorial. My own archaeological research on race and modernity throughout the Atlantic world continued this summer with trips to the Caribbean and West Africa.

Matthew Reilly

*Visiting Assistant Professor of Slavery and Justice
2016-17*

FACULTY ASSOCIATES

The Legal and Social History of Civil Disobedience

My experience as a CSSJ faculty associate was wonderful. I had two research assistants, Aaron Jacobs and Carla Yumatle, who helped me investigate the legal and social history of civil disobedience. Jacobs scoured the archives for material related to injunctions used against civil rights marchers. An injunction is a court order to stop or not embark on a course of action. Injunctions were regularly used in the South to prevent civil rights organizations from protesting segregation. For many decades, they were also used to render strikes illegal. He did excellent work unearthing archival evidence of the various injunctions used in the early 1960s against the NAACP, SNCC and SCLC, as well as activists' responses to these injunctions. Yumatle researched how the philosophical literature on civil disobedience has understood or misunderstood the decision of civil rights activists, especially King, to violate injunctions. Put together, my assistants' research help me show that these injunctions raised concerns not just about the justice of a particular law but of the authority of legal institutions. I have been able to show that political philosophers have tended to misinterpret what made civil disobedience so radical. It did not just violate some laws, it challenged the authority of the entire legal order. I have been able to put this research together with what I know about labor history to point out that this kind of disobedience to injunctions has origins in the radical disobedience of strikers and the Left. There were many twists and turns to this research. Throughout, the CSSJ was patient and supportive. I am very grateful for its support.

Alex Gourevitch

*Assistant Professor of Political Science
2017 CSSJ Faculty Associate*



MAYAH GAMBLE-RIVERS

Identity, Power and Transformational Change

Through the support of the CSSJ Faculty Associate Grant my team's work with youth leaders and adult staff at both Providence's Youth In Action (YIA) and Pittsfield Youth Voice in it Together (PYViIT, Pittsfield, New Hampshire) to explore the creation of dynamic interactive spaces to facilitate learning and dialogue about social location, identity, power, structural oppression and transformational change has blossomed. Youth leaders have innovated the original design of the identity room/social location space (SLS) that was first installed at the Nellie Mae Education Foundation Youth Leadership Institute in 2015 to create various SLS installations in a variety of new contexts. The SLS is an interactive space that synthesizes the knowledge and experiences of people's social location through the posting of images, statistics and quotes reflecting social structures that influence access to education and social opportunity. The space is designed to encourage both information and loosely facilitated engagements to support critical thinking, consciousness building and discussion between people of diverse backgrounds and experiences. We continue to explore the pedagogy of the SLS by experimenting with different venues, contexts, and methodologies for installation. Across 2016–2017, iterations of the SLS have been installed at various school sites, education conferences, pop-up art spaces and community organizations. Hundreds of youth and professional educators

have interacted with the space in some capacity. To deepen our learning together with YIA and PYViIT, we recently secured an American Educational Research Association Education Research Service Project grant with Leigh Patel of Boston College to support a participatory evaluation of SLS installations in both Providence and Pittsfield.

Keith Catone

*Adjunct Assistant Professor of Education
Annenberg Institute
2016–18 CSSJ Education and Race Research Cluster Fellow*

Indian and African Enslavement in New England

In the spring of 2016 I was awarded a CSSJ faculty associate grant. With these funds I was able to take two important research trips related to my current book project. Tentatively titled "Land of the Unfree: Indians, Africans, and the World of Colonial Slavery" (under contract with Oxford University Press), this book seeks to comparatively explore Indian and African enslavement in New England and the wider Atlantic. I am interested in an emerging spectrum of unfreedom in these locales, and how the enslavement of Natives and Africans differed and were similar over time. Additionally, my book will open up a world of forced movement and migration on the part of Native Americans as they were enslaved and sent to various parts of the Atlantic World. New England (and eastern North America more broadly) was intimately tied to a broader Atlantic world of trade and slavery.



MAYAH GAMBLE-RIVERS

One of the exciting and yet daunting aspects of my current book project is that it requires repeated trips to archives spread throughout the Caribbean and North Atlantic. The funds from the CSSJ helped to finance a trip to Barbados in January 2016 and Jamaica in March 2016. I spent a week in the Barbados Archives, where I was able to access plantation records, deeds of sale, census records, church records and manuscript versions of legislative acts. In Jamaica, I was able to go to the Jamaica Archives, where I could take a sustained look at parish records, wills, estate inventories, plantation records, freedom registries and court records.

Linford Fisher

*Associate Professor of History
2017 CSSJ Faculty Associate*

Evictions and Convictions: The Gendered Racial Violence of Black Dispossession in New York City

This research represents a segment of my ongoing comparative project on violent processes of black dispossession in the Americas. This work began with my first book, "Black Women against the Land Grab: The Fight for Racial Justice in Brazil" (University of Minnesota Press, 2013), in which I focus on land loss, territorial rights, mass evictions, housing demolitions and forced displacement as forms of anti-black violence and key dimensions of the afterlife of settler colonialism, slavery and racialized apartheid. I also examine how black dispossession has become central to black activism from North America to the Southern Cone. Furthermore, I interrogate how and why black women are key protagonists mobilizing at the grassroots level.

"Evictions and Convictions: The Gendered Racial Violence of Black Dispossession in New York City" forms the basis for one of two chapters focused on the United States in the book tentatively entitled "The Historical Paradox of Citizenship: Black Land Ownership and Loss in the Americas." The CSSJ grant provided me the resources to expand my reading on urban renewal and gentrification in New York City, specifically the emergence of grassroots organizations fighting against mass foreclosures and evictions. I found that evictions by landlords and banks function to police poor black and brown people and to displace them from urban areas undergoing

rapid redevelopment. Additionally, there are numerous cases of black families that lose their homes after violent police encounters even when they are able to prove their innocence. These narratives show precisely how housing evictions operate in tandem with militarized policing that result in trauma (physical and psychological), homelessness, incarceration and death.

For this project, I also continued to analyze census, police, and prison data, to examine eviction maps and to compile a list of anti-eviction and anti-gentrification organizations and activists in New York currently mobilizing around these issues. My analytic focus on issues such as gentrification, evictions, foreclosures, public housing demolitions, public school closings and charter school movements reduces the exceptionalism of policing as only on-the-street encounters.

This past year, I delivered several invited lectures at universities and conferences around the world that highlighted this research. My most impactful presentations were at the annual City Debates conference at American University (March 2017) and the Contested Cities conference at Autonomous University of Madrid (July 2016) that positioned this work in comparison to the scholarship on cities elsewhere. This research project and responses from these presentations have convinced me of the need to write a complete book, "Evictions and Convictions." This book will provide a more expansive narrative on how women experience the concrete intersections of these processes of black dispossession and their participation and leadership in urban social movements to combat the violence. This third book will complete my trilogy of ethnographic research on the relationship between gentrification, black displacement, militarized policing and mass incarceration in cities throughout the Americas.

Keisha-Khan Y. Perry

*Associate Professor of Africana Studies
2017 CSSJ Faculty Associate*

POSTDOCTORAL FELLOWS

Amelia Hintzen

Ruth J. Simmons Postdoctoral Fellow, 2016–17



My year at the Center for the Study of Slavery and Justice has been invaluable both intellectually and professionally. I got the chance to complete important revisions on my manuscript. In March several scholars came to Brown to provide feedback on my book project.

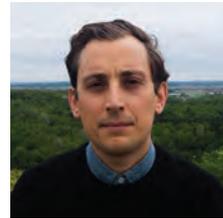
The workshop helped me focus the book and better identify its valuable contributions. In addition, I was able to share my research in other forums at Brown including at the Cogut Center for the Humanities seminar and the Brown Legal History Workshop. During the year I completed drafts of two other articles that have been accepted for publication. I was able to develop my digital skills as a fellow as well. In the fall I audited a geographic information system (GIS) course and continued mapping historical information about human trafficking of Haitian workers by the Dominican military.

While at the center I got the chance to teach a course in Africana studies entitled “Transnational Hispaniola: Haiti and the Dominican Republic.” It was a great opportunity to develop a new class on a topic important to me, and it was a joy to teach Brown students. Finally, I benefited immeasurably from the intellectual life at the CSSJ. The lunch talks and conferences hosted by the Center allowed me to meet both established and emerging scholars and learn about their work. I am deeply grateful for this postdoctoral fellowship and the time and resources it has provided me during a crucial period in my professional development.

INCOMING POSTDOCTORAL FELLOWS

Zachary Sell

Ruth J. Simmons Postdoctoral Fellow, 2017–18



Zach Sell completed his Ph.D. in history at the University of Illinois at Urbana-Champaign. His dissertation, “Slavery Beyond Slavery: The American South, British Imperialism and the Circuits of Capital, 1833–1873,” examines how U.S. settler slavery intensified

and transformed colonial, racial and labor relations across the British Empire. His writing has appeared in “Historical Reflections/Réflexions Historiques,” “International Labor and Working-Class History,” and “Salvage.”

Nic John Ramos

**Mellon Postdoctoral Fellowship,
Race and Medicine, 2017–19**



Nic John Ramos received his Ph.D. in American studies and ethnicity from the University of Southern California and his undergraduate degrees in Asian American studies and political science from the University of California at Irvine. His work brings together dis-

courses of feminist, queer and disability studies with political economy, black studies and Latino/a studies to investigate the history of King-Drew Medical Center, an iconic public hospital built in Los Angeles after the 1965 Watts riots. Originally conceived as a vehicle for black medical and economic inclusion, King-Drew piloted a slew of new health institutions—academic medical centers, comprehensive health clinics, community mental health centers, emergency rooms and medically underserved areas. Ramos demonstrates, however, that local city and medical authorities became complicit in building of new “nonmedical” institutions, such as a modern skid row, expanded prisons and enlarged police forces to accommodate Los Angeles’ changing global landscape.

GRADUATE FELLOW

Isadora Mota

CSSJ Dissertation Fellow, 2016–17



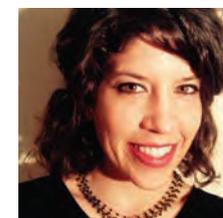
As a dissertation fellow at the CSSJ, I found a vibrant intellectual environment in which to complete my doctoral dissertation on the history of black emancipation politics in 19th-century Brazil. A yearly fellowship allowed me precious time to write while connecting

me to important debates regarding historic forms of slavery and their legacies all around the world. From the outset, the Center’s mission of promoting interdisciplinary research provided a valuable framework for my project. Its many events, especially the conferences “Slaves and the Law: Comparative Questions and Approaches” and “Slavery and Global Public Histories: New Challenges,” helped me to refine my topic of research and opened up opportunities for collaboration with scholars inside and outside my field. The opportunity to exchange ideas with historians of Latin America and the Caribbean proved especially fruitful at those events. My experience at the CSSJ has also sharpened my understanding of the importance of producing academic knowledge that is relevant to the social and political realities of our day. I am most grateful for the opportunity of enhancing my experience at Brown and look forward to remaining in touch with the Center in the years to come.

INCOMING GRADUATE FELLOWS

Ricarda Hammer

Dissertation Fellow, 2017–18



Ricarda Hammer is a Ph.D. candidate in sociology at Brown. A historical sociologist, she is interested in empire and racial formations and the colonial ventanglements of social and political theory. Her dissertation examines the formation of the politics of difference in

the British imperial state, from the racialization of rights to the production of colonial subjecthood and racialized conceptions

of welfare. Before coming to Brown, she studied at the University of Cambridge and the School of Oriental and African Studies in London.

Daniel Platt

Affiliated Graduate Fellow, 2017–18



Daniel Platt is a Ph.D. candidate in American studies at Brown, with interests in political economy, legal history, and cultural and intellectual history. His dissertation, entitled “Law, Race, and the Problem of Finance from the Age of Emancipation to the Keynesian Turn,”

considers how changing understandings of autonomy, the market, and natural difference influenced the legal architecture of personal credit relations in the United States between the Civil War and the Great Depression.

INCOMING PUBLIC HUMANITIES GRADUATE FELLOW

Johanna Obenda

**Graduate Fellow for the Study of the Public
History of Slavery, 2017–19**



Johanna Obenda is a recent graduate from the University of Alabama where she received a B.A. in history. She is interested in culturally responsive public programming and has worked with educational and public programs at the Smithsonian’s National Museum

of Natural History and the Metropolitan Museum of Art. At The Met, she crafted tours that highlight the presence of trans-Atlantic slavery in works of art.

Obenda is interested in exploring the many narratives of slavery and its legacies. Her research focuses on identity and representation, spanning from depictions of enslaved individuals in Colonial runaway advertisements to the portrayal of slavery in popular culture. Johanna has experience in multidisciplinary work, creating documentary films, photography and podcasts.

LOOKING FORWARD!

The CSSJ will be celebrating its fifth anniversary during the 2017–18 academic year! Please check our website for a full schedule of programs and events, and join our mailing list to stay up to date on the work of the Center.

ANN COLES '63 AND TOM BALE '63 INVITE YOU TO BECOME A FRIEND OF THE CENTER

As Brown undergraduates, we—Ann Coles and Tom Bale—participated actively in the struggle for social justice in the Civil Rights movement that defined that decade. Fifty years later we discovered the newly created Center for the Study of Slavery and Justice and realized that the ideals that meant so much to us are far from forgotten at Brown. The Center became a beacon for us, drawing us back in recognition of unfinished business on the Brown campus, in Providence and in the nation at large. The Center spells out how much there is to learn about slavery in the Americas, and how this legacy is connected to the racism that still bedevils our global society in present day life. We created the Friends in an attempt to reach out to alumni to encourage them to learn along with each of us from the many programs the Center has developed. For us, the Center has become a centerpiece of the new civil rights that help define our University. The Friends of the Center for the Study of Slavery and Justice raise critical funds that support the Center's scholarly and public humanities programs and think strategically about how to raise the Center's visibility among alumnae.

HOW TO GIVE

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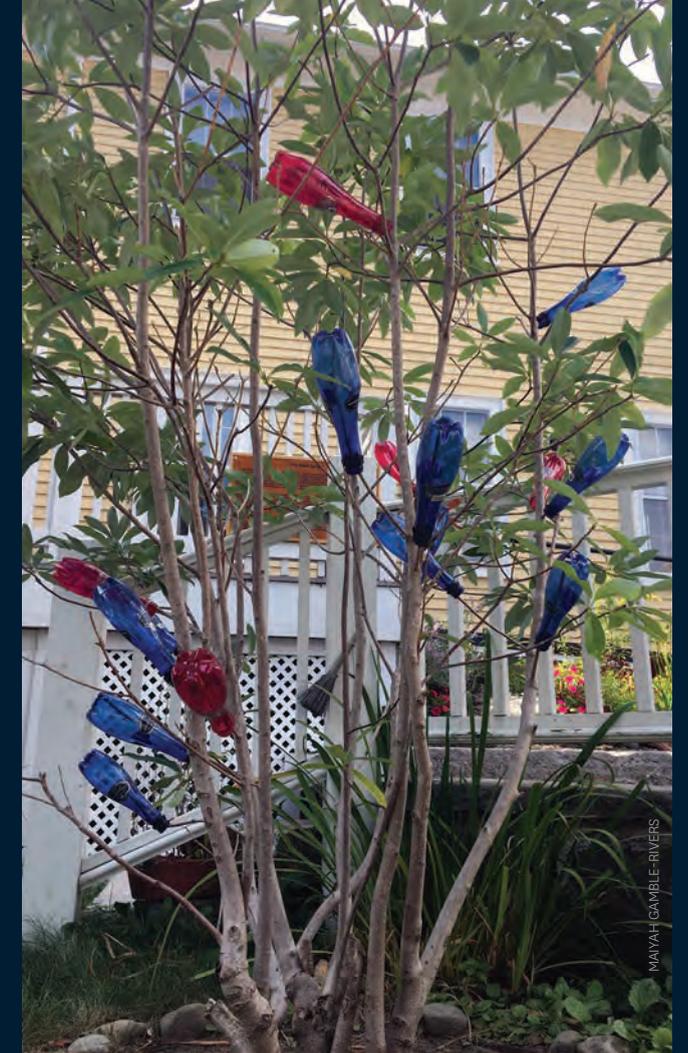
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ACKNOWLEDGEMENTS

The staff of the Center for the Study of Slavery & Justice sincerely thanks all the individuals who contributed their time, expertise, and energy in support of the Center. The work of the Center would not be possible without the support of the Office of the President, Office of the Provost, Dean of the College, Dean of the Faculty, Office of Institutional Equity and Diversity, and the Office of University Communications. Thank you to all the dedicated individuals on the faculty and external advisory boards. We thank as well the many guests from around the world who came to Brown to share their work. A sincere thanks also to the administrators and students on campus who facilitated public discussions, faculty and staff from centers and departments across campus, and all the students and other members of the Brown community who have given the Center their full support.

Visit our renovated 19th-century house, which includes a gallery exhibition space, the stunning glass wall art piece “Rising to Freedom” and a symbolic garden.



CONTACT US

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