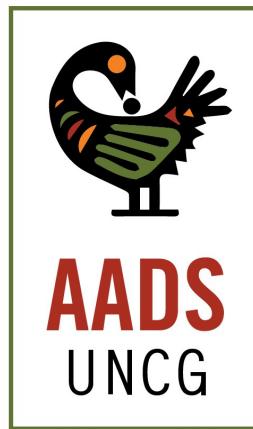


The African American and African
Diaspora Studies Program

presents

CACE 2020

Conference on African-American & African
Diasporic Cultures and Experience



Connections and Collaborations Across
Disciplines and Communities

The African American and African Diaspora Studies Program (AADS)

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CACE 2020 Schedule and Welcome:

February 18, 2020: 6:00pm
February 19, 2020: 10:00am - 6:30pm

Registration tables for CACE will be open during the following dates and times:

WELCOME TO CACE 2020

The African American and African Diaspora Studies Program at the University of North Carolina at Greensboro (UNCG) welcomes you to the 2020 Conference on African-American & African Diasporic Cultures & Experience (CACE). The theme for this year's conference is “Connections and Collaborations Across Disciplines and Communities.”

Tuesday, February 18

[6:00pm]

Literary Café

Location: Alumni House, Virginia Dare Room

*Come listen to spoken word performances about creating paths to a resilient, creative, and limitless future.
Facilitated by D. Noble.*



Wednesday, February 19

[10:00 am – 10:50 am]

Welcome & Opening Dialogue

EUC: Alexander

Welcome Remarks

*AADS Program Director, Dr. Cerise Glenn Manigault, and College of Arts & Sciences Associate Dean,
Dr. Chuck C. Bolton*

Opening Dialogue

*The Afro-Latin American/Latinx Studies Project at University of North Carolina at Greensboro
and the North Carolina Consortium*

Moderator: Dr. Omar H. Ali

Panelists: Dr. Omar H. Ali, Dr. Ana Paula Höfling, Dr. Ana Hontanilla, Nodia Mena, Dr. Nicole F. Scalissi, University of North Carolina at Greensboro, Dr. Hayden Carron, High Point University, Dr. Oscar de la Torre, University of North Carolina at Charlotte

This dialogue offers the opportunity to bring greater visibility to Afro-Latin American and Afro-Latinx Studies in the U.S. through a discussion of research interests by various faculty members in North Carolina. Professor Alejandro de la Fuente, Director of the Afro-Latin American Research Institute, Hutchins Center for African and African American Research at Harvard University, will support the plenary session with a videotaped introduction. *Light breakfast will be served.*

[11:00 am – 11:50 am]

Session 2A

EUC: Alexander

Title: Introducing the Ethiopia and East Africa Studies Project (EEASP)

Moderator: Dr. David Aarons

Panelists: Dr. David Aarons, Dr. Omar Ali, Dr. Hewan Girma, University of North Carolina at Greensboro

The Ethiopia and East Africa Studies Project (EEASP) is intended to create an intellectual space to explore the histories, cultures and significance of Ethiopia and East Africa as part of the Indian Ocean world and within the global African Diaspora. It was launched in the Fall 2019 by faculty from different disciplinary backgrounds, such as Arts, Classics, English, Ethnomusicology, History, Sociology and Religion, brought together by their interest in the region. EEASP aims to bring together faculty and students to engage through research, coursework and public lectures. This panel will feature the research of Dr. David Aarons on Rastafarian root migration to Ethiopia, Dr. Omar Ali on Afro South Asia and Dr. Hewan Girma on contemporary return migration in Ethiopia.

Session 2B

EUC: Claxton

Title: Alcohol and Escape in the African Diaspora in the Caribbean, Brazil, and Latin America

Presenter: Dr. Frederick H. Smith, North Carolina A&T State University

Anthropologists and historians have explored alcohol drinking in a variety of cultural and historical contexts highlighting the social, political, economic, epidemiological, and spiritual uses of alcohol in society. Drawing on historical and archaeological evidence from a village site for logwood cutters in the rural Yucatan, a Spanish mission site in Peru, and sugar plantations in Brazil and Barbados, this paper uses the lens of alcohol to identify common themes in Afro-Caribbean and Afro-Latin American Studies that articulate with broader cross-cultural research on alcohol. The social and spiritual uses of alcohol at these sites indicate the transfer and modification of traditional West African drinking practices to the New World. Alcohol use at these sites also offers insights into the ways that alcohol drinking provided a temporary means of escape from the coercive structures of slavery and insidious constraints of racism.

Session 2C

EUC: Kirkland

Title: The Role of the Mulata in the Articulation of a Racial Democracy Discourse in Early 20th Century Caribbean Poetry

Moderator: Dr. Ximena Gonzalez Parada

Panelists: Dr. Ximena Gonzalez Parada, Cristal Cabrera, Fabian Hernandez, University of North Carolina at Greensboro

Our presentation will examine how Black Hispanic authors dialogue with specific Latin American, Caribbean and U.S ethno-racial discourses, particularly in relation to the figure of the “mujer mulata” or mixed woman. The female mulata appears in poetry written in the 1930s and 1940s as part of the negrista and Négritude movements. While the depictions of the image of the “mujer mulata” differ from poet to poet, their representation can be traced to distinct views on the idea of racial democracy. This joined panel seeks to outline the role of the female mulata in articulating notions of nation, race and Caribbean identity in poetry written by Luis Pales Matos (Puerto Rico), Nicolas Guillén (Cuba) and Jorge Artel (Colombia).

[12:00 pm – 12:50 pm]

CACE Luncheon for Registered Participants and Guests

Location: EUC Dail Room

We invite conference attendees, presenters, and community guests to mix and mingle at our CACE 2020 luncheon. Meet other conference attendees, presenters, faculty, and staff. Mingle with current AADS majors and minors. Food and beverages will be provided.

[1:00 pm - 1:50 pm]

Session 3A

EUC: Alexander

Title: Wiki-Edits, African Art History Classroom Innovation

Moderator: Dr. Elizabeth Perrill

Presenters: Dr. Elizabeth Perrill, Maggie Murphy, Vaughn Stewart, Alexandra Gaal, Christina Kelly, Maya Simmons, University of North Carolina at Greensboro

Students in the Fall 2019 300-level course African Art: Modern and Contemporary completed a multi-step, scaffolded research project that resulted in the editing of twenty-four artists' Wikipedia pages. While tackling this familiar platform, class members engaged in scholarly research, developed skills for engaging with the public sphere, and extended the products of their research into the realm of digital humanities. Students reflected on the nuances of producing 'neutral' writing, as well as its constraints. In addition to engaging with standard course content on histories of modern and contemporary African art, students honed their information literacy and digital know-how. As part of this presentation Perrill, Murphy, and Stewart will discuss key pedagogical innovations and collaborations employed in developing this course, a recipient of a Transforming the Humanities at a Minority Serving Institution Course Development Grant generously funded through Andrew W. Mellon Foundation. They will also discuss potential refinements for the course as it moves forward into a second iteration and research developing from this experience. Students will present their Wikipedia changes and highlight moments they experienced as particularly transformative, engaging, or challenging components of the project.

Session 3B

EUC: Claxton

Session Title: Historical Frames of Resistance and Agency

Moderator: Dr. Noelle Morrissette

Title: Resisting Negative Perceptions of Blackness Through Respectability in the Civil Rights and Modern Eras

Presenter: Janie Raghunandan, University of North Carolina at Greensboro

This paper analyzes Rosa Parks' autobiography, *Rosa Parks: My Story*, alongside Nic Stone's *Dear Martin* in order to illustrate how King's and Parks' legacies of respectability from the Civil Rights Era "haunts" contemporary Black embodiments. Specifically this paper focuses on how the main character in *Dear Martin*, Justyce, experiences dissonance in his lived experience, his education in school, and King's legacy, which is reflected in the dilemma that Parks exhibits in her public and private embodiment, and how these figures chose to navigate societal perceptions of blackness and double consciousness. This paper also incorporates scholarship from Michael Eric Dyson to emphasize the impact of Black Death on contemporary Black embodiment, specifically in regard to mental health, and Karla F.C. Holloway to illustrate the ways in which Black female writers utilize voice to craft distinct Black characters and narratives.

Title: Historical Feeling: Black People Have Existential Crisis Too

Presenter: Tunde Peters, University of North Carolina at Greensboro

What does it mean to be in love during the Great Migration, to find your sexual power while an immigrant, what does it look like to be bored in the 80s? Stories are the playground of the social sciences and humanities. In stories, we are often given the complexities that schools of social sciences deny us and are given the context of the historical moment often left out of the humanities. The emerging framework of historical feeling relies on the anthropological perspectives of agency theory and the metaphysical existential questions of “what does it mean to be me” all located in their historical moment. In this paper, I will examine Jamaica Kinkaid’s *Lucy* and other post-colonial women writers’ works as examples that show how historical feeling gives us a framework to bridge the concrete way who people are within the social constructs and institutions and the mysticism of who people are at the moment of ego-death.

Session 3C

EUC: Kirkland

Session Title: Feminism: Blackness, Gender, Race, and Socioeconomics

Moderator: Dr. Torren Gatson

Title: Portrayals of Blackness and Femininity

Presenter: Aran Garnett-Deakin, University of North Carolina at Greensboro

During the early 20th century, society was shifting to incorporate emancipated Black Americans into spaces that were previously reserved solely for White Americans. Popular literature has been a place where we can see the changes in societal ideals, specifically surrounding race and gender. One author, Pauline Hopkins, wrote with the purpose of changing mainstream perceptions of blackness and femininity through portrayals of Black and Mulatto characters, specifically women, in her literature. Racism and the concept of racial essence were two race-based theories that gained popularity during this time. Racism is the idea that there are heritable characteristics that members of some races possess that others do not, and that all members of a certain race are connected through a racial essence. Using racialist theory, I will examine how Hopkins uplifts while also contributing to pre-existing negative stereotypes surrounding newly emancipated Black Americans in her work *Contending Forces*.

Title: Black Marxist Feminism

Presenter: Carlyn Carty, University of North Carolina at Greensboro

The liberation of black people will not only have to be inclusive but also it must come from outside the realm of capitalism. Jones and other Black Marxist women who show us the path that must be taken for true liberation. Using a Black Marxist Womanist approach, I will discuss in what ways oppression can truly be upended. When typically discussing feminism, white women are usually at the forefront of most discussions. I would like to challenge that long held notion with the presentation of Angela Davis, Claudia. In a time where black capitalism is heralded as salvation and some believe feminism to be an attack on the black family, we must work to end both of these myths. In a combination of political theory, Black and gender studies, I hope to provide all with a true breakdown of how these typically segregated academic fields become more powerful when intertwined.

[2:00 pm – 3:15 pm]

Session 4A:

EUC: Claxton

Session Title: Connections Across Cultures and Traditions

Moderator: Dr. Shelly Brown-Jeffy

Title: The Syncretism and Preservation of Yoruba Candomblé and its Orixas

Presenter: Shykira Farmer, University of North Carolina at Greensboro

Yoruba Candomblé is a colorful religion that is made up of Catholicism and spiritual beliefs from the Yoruba tribe of Nigeria and Benin. In Candomblé there exist gods or deities called Orixás that mimic Catholic Saints. African traditions that are found in the heart of Candomblé were passed down by enslaved Africans who were forced to convert to their captors' religious culture. It was thought that the enslaved people of the Yoruba assimilated to Catholicism but parts of their culture were kept by the blending and mixing of two vastly different spiritualities, forming into one unique religion that is still practiced today in modern Bahia, Brazil.

Title: Creating Public Health Without the Public: The Importance of Understanding Social Determinants in Relation to Health

Presenter: Nnenne Miennaya E. Asi, University of North Carolina at Greensboro

Women and Gender Studies offers a perspective that creates nuanced policies because of the emphasis on marginalized and underrepresented groups of people. Because the importance of social determinants were reinforced throughout my undergraduate career, I had a better understanding of how immensely societal factors determined health. Imagine walking into a labor and delivery room and feeling extremely anxious, not because you are excited to finally meet this new creation, but because you might not make it out alive-- due to being Black. This is the current reality of Black Women in America and this is just one example of how social determinants affect health. Unstable housing, food insecurity, and unreliable transportation are all factors that determine health outcomes. I hope to emphasize the different approaches to social determinants in relation to health. By highlighting how racism has been built into everyday policy, structure and institutions, causing health inequities. Race, gender, and socioeconomic status affect health in very different ways. In order to eliminate health inequities, one has to address racism, sexism, and capitalism in correlation to Public Health.

Session 4B:

EUC: Kirkland

Moderator: Dr. Hewan Girma

Title: Africans in the Greco-Roman World

Panelists: Dr. Omar Ali, Dr. Cerise Glenn-Manigault, Dr. Rebecca Muich, Grace George, Tyree Myers, University of North Carolina at Greensboro

In line with this year's CACE 2020 theme centering connections and collaborations across disciplines and communities, this panel will showcase a cross-disciplinary humanities collaboration between faculty members and students in History, African American & African Diaspora Studies, Classics, and Religious Studies from the University of North Carolina at Greensboro. Panelists will discuss their multifaceted work as part of better understanding Africans in the Greco-Roman world. This included the development of a course, bringing in guest speakers in Classics and Archeology, two museum trips--to the North Carolina Museum of Art in Raleigh and the Metropolitan Museum of Art in New York City--creating a documentary source book, moving student-written biographical articles for reference publication, and laying the groundwork for a campus-wide project called 'Minerva's Wisdom'). Panelists will also discuss successful ways of working in cross-disciplinary teams and the dynamics of student-faculty collaborations.

Session 4C:

EUC: Alexander

Title: The Race and Intelligence Debate: Fallacies, Paradoxes, and Transcendence

Presenter: Michael Cauthen, University of North Carolina at Greensboro

Nearly one hundred years of multidisciplinary, and interdisciplinary discourse and research on racial differences in intelligence, and/or IQ have brought 'us' to the brink of transcending the debate altogether. Psychologists, geneticists, statisticians, and political scientists—to mention a few—have weighed in on the subject. We can no longer talk about human races as a current biological reality, for instance. Although there remains no consensus on what intelligence is, nor a widely accepted theory of intelligence, it turns out that 'good old reading, writing, and arithmetic,' are the core components to achieving intergroup scholastic equality, not IQ. There are high achieving ethnic/racial groups, in the U.S. who register average IQ scores (i.e. Asian, and Jewish Americans). Moreover it appears that basic academic skills may not depend on IQ. Mean IQ scores have been 'skyrocketing' over the past half century, while standard reading, general knowledge, and math scores have not. This constitutes a paradox, as it is commonly asserted that each of these competencies are closely associated with IQ. We do know a great deal, however, about how to improve literacy, and numeracy, including how to close intergroup literacy and mathematical disparities. We also have significant data on how closing these 'gaps' can reduce socioeconomic inequality. This presentation will briefly explore key fallacies, and paradoxes in the race and intelligence debate; and discuss ways in which racial/ethnic scholastic, and socioeconomic differences can be bridged in order to create a more equitable society.

3:30 pm – 4:45 pm

Session 5A

EUC: Alexander

Moderator: Dr. Cerise Glenn-Manigault

Title: The Politics of “Acceptability”: Natural Hair and Social Identity

Presenters: Dr. Cerise Glenn-Manigault, Chris Jordan, Alexis Brown, University of North Carolina at Greensboro

This workshop explores recent events regarding politics of acceptability of natural hairstyles for Black people in the African American and the African Diaspora. We will engage contemporary events pertaining to professional identity, K-12 identity development, and portrayals in popular culture and media. In this highly interactive session, workshop facilitators and audience members will discuss current events including, California becoming the first state banning discrimination against natural hair, harassment at work because of natural hair-a case in North Carolina, teenage boys with natural hair being banned from sports and employment, and international Black beauty pageant winners. Audience members will share their opinions of these events, as well as have the opportunity to share their own experiences.

Session 5B

EUC: Claxton

Moderator: Dr. Ximena Gonzalez Parada

Title: Black Hispanic Identity in Early 20th Century Poetry: Trans-local and Transnational Perspectives

Panelists: Dr. Ximena Gonzalez Parada, Rakel LaFave, Tori Taylor, University of North Carolina at Greensboro

The panelists in this session will analyze early 20th Century Latin American poetry focusing on questions of history, language, nation, and identity within a transnational and trans-local perspective. This joined panel will analyze the articulation of a black Hispanic Caribbean identity in the poetry of Nicolas Guillen (Cuba), Luis Pales Matos (Puerto Rico), and Jorge Artel (Colombia). We will look at how these Black Hispanic authors dialogue with local, national and transnational diasporic communities in the Caribbean region as well as in the United States; particularly in relation to ethno-racial discourses present in Latin American, Caribbean and the U.S during the first half of the 20th Century.

5:00 pm

Closing Networking Reception

Featuring Student/Program Group Networking Tables

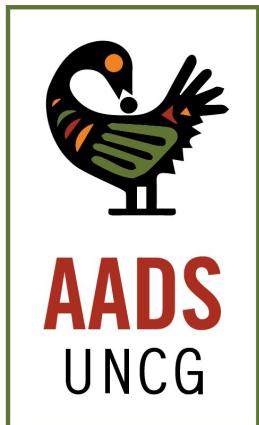
Location: EUC Maple

We invite conference attendees, presenters, and community guests to mix and mingle at our CACE 2020 networking event. Meet other conference attendees, presenters, as well as AADS students, faculty, and staff at this interactive event. This event will feature student group and program networking tables. Food and beverages will be provided.

The African American & African Diaspora Studies Program

A special thank you to the following:

- ◊ Provost Dana Dunn
- ◊ Dean John Z. Kiss and Associate Dean Chuck C. Bolton,
The College of Arts and Sciences
- ◊ Dr. Terri L. Shelton, Vice Chancellor for Research and Engagement
 - ◊ Our Staff and Volunteers



UNC GREENSBORO

African American
and African Diaspora
Studies Program

The African American & African Diaspora Studies Program welcomes donations and support of any size to continue to promote student excellence, provide our students with opportunities to further engage the African Experience, and build our scholarship fund to award upcoming, bright scholars. We hope that you will support our program by making a tax-deductible donation.

To send your gift to AADS, please send your donation to the following address:

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