
**STOCKTON UNIVERSITY
ANNUAL REPORT FOR
2020 INITIATIVES PROJECT**

PROJECT LEADER(S):	Dr. Elisa von Joeden-Forgey and Dr. Raz Segal
PROJECT TITLE:	The Matter of Black Lives: Black Experiences in the United States and the Question of Genocide
DATE:	The first workshop took place on 4-6 March 2017; second workshop planned for spring 2018
CC:	

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Data Analyst & Assistant to the Chief Planning Officer at: jessica.kay@stockton.edu*

Please provide a summary of the project and your experience.

One of the present goals of the Holocaust and Genocide Program at Stockton University is to reach out to new audiences in order to diversify both the curriculum and the undergraduate and graduate cohorts in the program. To this end, the aim of this workshop is to interrogate the relationship between the experiences of Black Americans in the United States and the crime of genocide, thereby addressing an important current question in Genocide Studies that is not well-represented in Stockton's Holocaust and Genocide program. There is a growing scholarship investigating the borderland between slavery, the slave trade, segregation, Jim Crow, the prison-industrial complex and the historical process of genocide. This borderland raises important conceptual questions for the fields of both Black History and Genocide Studies, particularly in light of an ongoing debate among scholars on the definition and meaning of the concept of genocide.

The first workshop of this project began with an opening evening on the main campus on Saturday, March 4, including student performances and a keynote lecture. A full day of panels and performances followed the next day at the Carnegie Building in Atlantic City. A concluding session, again on the main campus, took place on the morning of the third day, where participants also discussed a number of possible future activities. The issues discussed throughout the workshop included conceptualizations of genocide and the meanings of this kind of mass crime; mass incarceration in the United States; Black Americans and the making of the U.S; and reproductive violence, social destruction, and reproductive justice. See the attached workshop program.

Please attach a copy of your original proposal or list your stated objectives and expected outcomes.

The goals of the first workshop were to create a new shared language to discuss genocide and black history in the United States; create new and lasting links between the MAHG Program and other Stockton programs as well as between Stockton and communities in Atlantic City; and offer opportunities for Stockton students to be part of emerging scholarship.

Specifically, we aimed to:

- (1) Offer an opportunity for scholars of Black history and cultures in the US, scholars of genocide and mass violence, and human rights activists to come into conversation around a set of pressing contemporary questions: What does it mean to be Black in America? How should we characterize the atrocities committed against Black Americans in the past and in the present? Why has the term genocide been largely eschewed in scholarly discussions of Black American experiences? What are the consequences of marginalizing a 'genocidal framework' on historical memory and on deeply entrenched social institutions of inequality? These are some of the more cutting-edge questions in the fields of Genocide Studies and African-American History and they respond to questions being posed in public with increasing frequency.
- (2) Extend the partners of the MAHG Program by reaching out to colleagues within and outside of Stockton in order to form an organizing committee that would, we hope, facilitate cooperation in future projects as well. As part of this goal we plan to invite community members from Atlantic City and its area, especially the new Black Lives Matter chapter, to the workshop both as panel members and as audience guests in order to include their experiences and perspectives of a subject with relevance well beyond university halls. Furthermore, we plan to hold most of the workshop in Atlantic City, contributing to the growing presence of Stockton there and its role in creating meaningful interface between academia and the public sphere. This workshop would thus strengthen "Stockton's comprehensive diversity and inclusion efforts," as stipulated by the mission of the Office of Institutional Diversity and Equity, which would contribute directly to Stockton's 2020 Strategic Initiatives, particularly with regard to Engagement.
- (3) Enrich the experiences of Stockton students. Graduate and undergraduate students from across the university, especially in student clubs like STAND, the History Club, the Model UN, and the MAHG Society, will be brought in to help organize the workshop, coordinate it as it is happening, and, where possible and appropriate, present their own work.

Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.

- (1) The workshop produced thought-provoking discussions on the systematic and still very much ongoing discrimination, marginalization, persecution, and mass violence against Black people and communities in the United States. The sessions have undoubtedly set the stage for more in-depths and focused discussions that we plan in the second workshop in spring 2018.
- (2) As described above, the first workshop has connected Stockton faculty from a number of programs, who work on related issues and questions. That other scholars at Stockton have asked to take part in the second workshop demonstrates the success of the first.

Also, during discussion in the concluding session (6 March), an idea emerged to design a co-taught MA seminar, in cooperation with the American Studies program, on Black experiences and mass violence in US history.

- (3) A couple of MAHG students attended the workshop, and we worked with Dr. David Roessel to incorporate in the program performances of undergraduate students at Stockton that addressed the theme of the workshop. We will try to attract more students to the workshop in spring 2018.
- (4) The full day of panels at the Carnegie Building in Atlantic City on 5 March contributed to the growing presence of Stockton there and its role in creating meaningful interface between academia and the public sphere; indeed, an audience of around 60 people, mostly local community members, attended that day. This project thus contributes directly to Stockton's 2020 Strategic Initiatives, particularly with regard to Engagement.

In particular, Dr. Christina Jackson have managed to secure presentations by Reverend William Williams of the United Methodist Church in Atlantic City, who opened the workshop, and Reverend Willie Dwayne Francois of Mount Zion Baptist Church in Atlantic City, who gave the closing address of the workshop.

- (5) Thanks to the connections and efforts of Dr. Lissa Skitolsky from the University of Susquehanna, who participated in the workshop, we were able to host a panel and performance of five hip hop musicians on hip hop music and resistance to anti-Black racism. Also, Don Christian Jones, a mural artist and rapper, presented his work, painting large murals with inmates inside Rikers Island prison in New York City.
- (6) We had planned for K-12 teachers to attend the workshop and a follow-up afternoon discussion at the Holocaust Resource Center on how to bring this subject into their classes, but since the workshop took place over the weekend, it proved difficult for almost all the teachers to attend. We will make sure to plan this part well in advance of the second workshop in spring 2018, as we certainly aim for this discussion to become part of relevant middle-school and high-school lesson plans.

Please list any follow-up actions (publications, presentation venues, etc.)

- (1) We are planning the second workshop, as indicated in the project proposal. It will take place in spring 2018 and include scholars who participated in the first workshop together with several additional scholars from Stockton and other universities. We plan in-depth conversations based on pre-circulated papers and a dynamic format of non-traditional panels and roundtables. The workshop will be divided into one day of a closed workshop for scholars and a second day of discussions open to the public.
- (2) We will offer opportunities for Stockton faculty to incorporate the workshops into their courses by developing resources for in-class use through the Stockton MAHG Program website: Stocktonmahg.org.
- (3) As indicated above, we plan to conduct a K-12 teachers' workshop in conjunction with the second workshop and in coordination with the Holocaust Resource Center and the Dual Credit Program.

We also aim to supplement the Genocide/Slavery Curriculum Guide created in 2010 by the NJ Amistad Commission and the NJ Commission on Holocaust Education for K-12 teachers (<http://www.nj.gov/education/holocaust/curriculum/genslave.pdf>).

- (4) Finally, we plan to explore possibilities to produce an edited volume as a result of the two workshops. It would be a significant contribution, especially as it would bridge between scholarship on United States history and research on genocide and mass violence—fields that only recently have begun to develop conversations across boundaries. Dr. Chad Williams of Brandeis University, who delivered a captivating keynote lecture in the first workshop, addressed, from a certain perspective, the importance of studying and teaching genocide and mass violence as systemic in the history and contemporary society and politics of the United States.

Are you recommending the continuation of this project? If so:

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division to which the continuation proposal should be forwarded.**

[Note: continuation proposals must be approved and incorporated into the appropriate budget process.]

As explained above, we certainly plan to continue the project. We will draw on the approved 2020 Engagement budget for the 2018 workshop --- \$6,900 --- as well as on contributions from GENS (\$1500) and ARHU and SOBL (\$1500 each, pending approval by the deans early in fall 2017). Once we move forward with concrete planning for the second workshop, we will be able to fill in the second table below.

FINANCES: Based on your proposal, please outline below how the award has been spent.

	Amount	Notes/Comments
Beginning Budget Balance as of:	\$	
Salary Expenditures		
• Stipends	\$	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	
Total Salary and Fringe Expenditures	\$	
Non-Salary Expenditures (<i>supplies, travel, etc.</i>)		
• Seaview rooms	\$ 3292	
• Printing	\$ 111.5	
• Contracted services	\$ 3481.12	
• Reception and entertainment	\$ 4256.54	
• Stipend (S. Albertson)	\$ 150	
•	\$	
Total Non-Salary Expenditures	\$ 11291.16	
Total Salary + Non-Salary Expenditures	\$	
Ending Budget Balance as of:	\$	

If there are remaining expenditures required to complete the project, please itemize them with expected amounts and timing for payment.

IMPORTANT: *Unused funds will revert to the general 2020 Initiative Fund at the end of the fiscal year if not approved and encumbered for project costs.*

Item	Expected Amount	Expected Timing for Payment
Total		