

***Final Report***

**Information Technology and Black Studies:  
An eBlack Studies Workshop**

**Funded by a Ford Foundation grant to the National Council for Black Studies and  
by the University of Illinois Department of African American Studies, Community  
Informatics Initiative, Office of the Chancellor, and Center for Advanced Studies**

**Submitted by  
Abdul Alkalimat, University of Illinois  
September 22, 2008**

## Introduction

The eBlack Studies workshop held at University of Illinois at Urbana-Champaign on July 27-30, 2008 was based on a grant from the Ford Foundation to the National Council for Black Studies (NCBS). This report on the experience of the workshop is being presented to the national office of NCBS, with a documentary history in the form of appendices.

NCBS selected Professor Abdul Alkalimat to lead this work on information technology and Black studies based on his leadership of eBlack Studies, as represented in his website [REDACTED] his 11 years as moderator of H-Afro-Am, the largest Black studies listserv; and his active leadership in the profession of Black Studies.

Prior to this workshop, the Ford Foundation commissioned Dr. Alkalimat to produce a consultant's report on the future of Black Studies based on appropriating and applying the tools of information technology (appendix 1, Information Technology and Black Studies: A consultant's report to the Ford Foundation, November 2006).

## Plans and objectives

The Ford report (appendix 1) called for a pre-conference daylong workshop of IT training at the annual meeting of NCBS. This was incorporated into a proposal by NCBS to Ford. The proposal was approved to carry out two trainings/workshops over a two year period. Final decisions were not made in time to hold the pre-conference day in conjunction with the Spring 2008 NCBS annual meeting. As a result the decision was made to hold the workshop in summer 2008.

A time and place was set—July 27-30 in Urbana-Champaign—and four main objectives were set:

1. Organize a network of young Black studies scholars who are using or want to use digital technology in their research and teaching
2. Begin the process of upgrading the skill level of these scholars
3. Found a Cooperative Research Network
4. Plan panels on eBlack Studies for the next annual meeting of NCBS.

## Outreach

Outreach took four forms:

1. A website was developed ([REDACTED] see appendix 2 for screen capture of home page) which included the application instructions (see appendix 3).
2. A flyer (see appendix 4) was developed and distributed at the NCBS national conference in March 2008.
3. The workshop was announced via a post (see appendix 5) to the H-Afro-Am listserv.

4. Phone calls were made to departments and programs nationwide to recruit faculty and graduate students to apply.

## **Selection of participants**

Over 40 people made inquiries, sent in partial information, or completed the application process but had to withdraw before any decisions were made. A total of 15 people completed applications. Their complete applications were bound into a single volume and the volume was shipped to the NCBS national office.

An NCBS Ford Foundation grant committee decided to select 10 of the 15 that it would pay for, and to pay for one presenter. Dr. Alkalimat organized personal and institutional resources to cover the cost of the remaining five applicants and two presenters. An official photo of the participants is provided in appendix 6.

Nicole Anderson, Jacksonville U  
Jonathan Fenderson, U of Mass  
Dawn Fischer, San Francisco State U  
Kayla Hales, Penn State U  
Jill Humphries, Columbia U  
Dalena Hunter, UCLA  
Dereff Jamison, Savannah State U  
Carmen Mitchell, U of California Berkeley  
Jamilia Moore-Pewu, U of California Davis  
Angel Nieves, Hamilton College  
Charles Ransom, U of Michigan  
Michele Simms-Burton, Howard U  
Debra Smith, U of North Carolina Charlotte  
Allison Sutton, U of Illinois  
Marilyn Thomas-Houston, U of Florida

## **Workshop faculty**

In addition to the director of the workshop, there was a total of three presenters or workshop faculty:

1. Ronald Bailey, Northeastern University and Savannah State University,  
<http://www.afroscudies.neu.edu/daasfaculty.html>  
<http://www.savstate.edu/class/departments/socialandbehavioralscience/faculty&staff.htm>
2. Adam Banks, Syracuse University, <http://writing.syr.edu/~ajbanks/>
3. Ernie Allen, University of Massachusetts, <http://www.umass.edu/afroam/allen.html>

## **Pre-workshop activity**

After all participants were identified and committed to attend, workshop director Abdul Alkalimat began to communicate with the workshop participants. Seven workshop bulletins (appendix 7) were emailed to all participants and presenters.

As part of these communications, participants were asked to send in papers they would like everyone to read, of their work and/or work that influenced them. These materials were posted online at the University of Illinois ([https://netfiles.uiuc.edu/xythoswfs/webui/\\_xy-28993120\\_2-t\\_tkjrocPg](https://netfiles.uiuc.edu/xythoswfs/webui/_xy-28993120_2-t_tkjrocPg); see appendix 8 for list of documents).

Transportation to Urbana-Champaign was arranged by the NCBS national office with the 10 participants and one presenter.

## **Host institution**

The main local support was provided by the Department of African American Studies at the University of Illinois, under the leadership of Professors Jennifer Hamer and Sundiata Cha-Jua (see document 9, department website).

There was considerable discussion about budget obligations, resulting in reducing NCBS's budgetary commitment and increasing the voluntary financial commitment assumed by Dr. Alkalimat and the University of Illinois. Local units stepped up to assist in the funding of this important workshop:

1. The Community Informatics Initiative, <http://www.cii.uiuc.edu>, at GSLIS, <http://www.lis.uiuc.edu>, funded by I3, <http://www.informatics.uiuc.edu>
2. The Office of the Chancellor, <http://www.oc.uiuc.edu>
3. The Center for Advanced Study, <http://www.cas.uiuc.edu>

The facilities at the University of Illinois were excellent. The opening reception was held at Levis Faculty Center, <http://www.levis.uiuc.edu/facultycenter/index.cfm>, appendix 10. The workshop was held at the Siebel Center for Computer Science, <http://www.cs.uiuc.edu/about/siebelcenter.php>, appendix 11. The workshop participants were provided room and board at the Illinois Street Residence under the aegis of Conference Housing <http://www.housing.uiuc.edu/conference>, appendix 12.

## **The planned program**

Name tags (appendix 13) were prepared that included the name on the front a guest logon and password on the back, for network access in the Siebel Center computer lab where the workshop met .

The program schedule (appendix 14) was passed out to all participants and guests in a packet that included a variety of promotional materials, maps, and local info sheets.

The presentations that started the workshop (Alkalimat, Bailey, Banks, and Allen) were videotaped by U of I ATLAS and the results put online soon after the workshop at [REDACTED] (see the power point slides by alkalimat, appendix 15, and Bailey, appendix 16)

## **The actual program**

The first day and a half of the workshop went as planned. However it was such a high energy experience that it was natural and logical to open up the leadership of the workshop to the participants who spent the first night beginning to form themselves into a research group.

The participants then led three discussions on day two:

1. What are the technologies that we use or want to use?
2. What issues do we want to discuss that we have not had time for yet?
3. Where do we go from here?

There were three main decisions that emerged from the discussions:

1. Alkalimat would build a workshop website, <http://eblackstudies.org/workshop/>.
2. Participants would compose a consensus manifesto (appendix 17, eBlack studies manifesto)
3. Participants would plan sessions for the NCBS conference in March (appendix 18, NCBS call for papers for March 2008 national conference)

## **Evaluation**

An online evaluation form was set up to be filled out immediately after each session (appendix 19, evaluation form/questions). The evaluation results (appendix 20) rated the program as excellent!

## **Summary/conclusion**

A summary of the workshop was posted to the workshop website (appendix 21).

The final budget (appendix 22) was prepared by the staff of the Department of African American Studies. With a reduced NCBS commitment and considerable funding from local institutional and personal funds we ended up with a budget surplus.

This report is the end of the responsibility of the workshop director for year one of the Ford grant to NCBS.

## **Appendices**

1. **Information Technology and Black Studies: A consultant's report to the Ford Foundation, by Abdul Alkalimat (November, 2006)**
2. **Workshop website: announcement**
3. **Workshop website: application**
4. **Workshop application flyer**
5. **H-Afro-Am announcement of the workshop**
6. **Official photo of workshop participants**
7. **Workshop Bulletins**
8. **Background documents for workshop**
9. **Website of Department of African American Studies, University of Illinois**
10. **The Levis Faculty Center**
11. **The Siebel Center for Computer Science**
12. **The Illinois Street Residence**
13. **Workshop name tags**
14. **Program schedule**
15. **Power points slides for Alkalimat presentation**
16. **Power point slides for Bailey presentation**
17. **eBlack Studies manifesto**
18. **NCBS call for papers for March 2009 conference**
19. **Evaluation form**
20. **Evaluation results**
21. **Workshop summation on website**
22. **Final workshop budget**

# **Information Technology and Black Studies**

A Consultant's Report to the Ford Foundation

Abdul Alkalimat  
The University of Toledo

November 2006

# **Table of Contents**

Executive Summary	2
Introduction	5
Information Technology and the Current Situation	6
IT and African Americans	6
IT and Higher Education	7
IT and Black Studies	9
Survey of Recent Developments	10
Best Practices	15
PhD Programs in Black Studies	17
Black Digital Media and a New Public Sphere	18
Proposals for Action	19
Appendices	24
Model for Transforming Black Studies to eBlack Studies	24
Proposed Budget for a “Center for Black Studies and Information Technology”	25
Proposed Schedule for an IT Pre-Conference Day	26
eBlack Studies Bibliography	27



## Executive Summary

Black Studies is entering its third stage of development. The first stage was social movement, the second an academic profession, and now the third is a knowledge network. This report is a discussion of this third stage: its development, best practices and prospects for the future.

Information technology is the basis for far reaching changes in all aspects of society, especially higher education. Digitization of all forms of material and the use of the World Wide Web and Internet is fundamentally changing the creation, storage, analysis and sharing of information. This new innovative environment is the context prompting higher education administrators, policy makers, and students to call forth this third stage of Black Studies.

At the same time that higher education has been an early adopter of these new technologies, the African American community has been characterized as being digitally divided. This creates a greater social distance between Black Studies and the African American community than higher education and communities in general in terms of IT. This poses an additional challenge.

At this stage, Black Studies has adopted various applications of information technologies. Some institutions are more engaged than others, so as of yet there has been no fundamental paradigm shift. This period of start up has been represented by pioneers, conferences, curriculum development, research, and forms of virtual community. In these areas it is possible to identify best practices. However, most of these early examples of best practices dealing with the Black experience have been housed in academic units other than Black Studies. This can produce a polarity.

This situation also applies to the new PhD programs in Black Studies. There is universal use of the most popular applications (e.g. email, downloading information from the web, use of distance learning software, and making one's resume available as a PDF). However, digitization and virtual collaboration are not yet part of normal academic activities, especially research and teaching.

There are clear paths for potential future innovation to promote greater use of more IT applications. This report identifies eight paths to the future:

1. **A national commission on "Information Technology and Black Studies."** This commission can coordinate the development of a general consensus, a framework for everyone. Toward this end it can be composed of the key organizational structures of the field: the Association for the Study of Afro American Life and History, the National Council for Black Studies, the Association of Black Cultural Centers, and the H-Afro-Am listserv. This commission can create, legitimate, and popularize a

whole set of IT applications and network with individual scholars and academic programs leading this paradigm shift.

2. **Centers for “Cybertechnology and the Black Experience.”** The aggregation of resources into regional centers can jump start the spread of IT applications within the field of Black Studies. These centers might specialize and build new resources and applications for the field in general. Examples might include curriculum portals for general use, collaboratively built data bases for public use, and digitization programs to transform archives into digital collections on the web.
3. **Programs to train faculty and graduate students in key IT applications.** Annual workshops can be organized in institutions with Black Studies graduate and strong institutional commitment to IT. This can be a positive activity for existing centers for digital forms of scholarship.
4. **Organizing IT training and research in annual meetings.** Using the annual gatherings of scholars and students is the best cost effective way to spread new applications and legitimate their use. This includes pre conference workshop days as well as sessions for papers that report on the use of the new IT applications regarding curriculum and research. These workshops would fit appropriately in the annual meetings of NCBS, ASALH and ABCC.
5. **Development of virtual curriculum resources.** There are courses that constitute a core curriculum in the academic field of Black Studies. Perhaps the most popular courses are an introduction to the field, and a survey course in African American history and African American literature. Using new collaborative software (e.g. Wiki) web portals can be developed that can be inclusive of all the variations used in teaching each course. This will improve the general quality of teaching and assist in the standardization of a core curriculum in the field.
6. **Development of a virtual Black Studies archive of research.** Key research institutions are using new storage capability to store all research data and analysis taking place at their institution (e.g. D-Space at MIT). Since Black Studies research is produced at a diverse set of institutions special effort needs to be made to build extensive digital storage to preserve the integrity of the field based on a more democratic system. This also includes research sites that archive material on a specific theme or subject.
7. **Establish a cooperative research network.** In order to create a national framework for methodological training and a mechanism for generating national data sets, there is a need to establish a cooperative research

network. By coordinating a network of faculty and students, an annual schedule of data collections can be carried out in local areas. These data would be available first to the initiators (principle investigators) and then posted to the web as a public use research resource.

8. **Digital tools need to be developed as part of community service.** Black Studies programs have a historical mandate to liaison with community groups. This can be done via service learning, internships for students in community settings, and by working with local alumni contacts. Important use of IT resources will greatly assist the transformation of community life.

## Introduction

The historical development of the new information technologies is impacting every aspect of society including all aspects of the production and distribution of knowledge. Education is changing. One of the interesting aspects of this change is how accessible all forms of knowledge are increasingly becoming, hence in many respects while one impulse in the world is toward an ideological moment the major thrust of information technology is pushing things toward a global democratic information moment. So in one sense the most important aspect of the historical moment is this tension between the forces moving toward ideology and the forces moving toward universal information. It is in this context that the discussion of information technology and Black Studies is best understood.

The founding of Black Studies is a historical expression of social protest that took place in the 1960's. Black Studies was a Black power project in higher education. There have been many conferences and reports on the state of Black Studies over the last 40 years, and while these reports and books have varying interpretations they all focus on the fact that Black Studies continues to exist and seems to be a permanent part of higher education.

Black Studies has developed over the last 40 years through three stages of development. One, Black Studies began as a social movement fighting against institutional racism and advocating a special focus on research and teaching about the Black experience. Two, Black Studies was developed into an academic profession, fulfilling all of the expectations of a professional field of study that was part of higher education. Three, Black Studies is now becoming a knowledge network, using information technologies to transform its organizational life, its research, scholarship and teaching.

Because the university is changing based on the new technologies along with the society in general, Black Studies faces these very same changes. Information technology is changing the context Black Studies has to exist in, and therefore Black Studies faces the challenge of information technologies as well. In this very early stage of the transformation of the university there is an urgent need to give plenty of attention to the potential of initiatives that use information technology to transform Black Studies into a 21<sup>st</sup> century discipline, into a knowledge network.

This report was sponsored by the Ford Foundation in its attempt to make an assessment of what practices were under way and to consider proposals for what initiatives might prove productive. This report will consider how information technologies have impacted higher education, how they have impacted the Black community, Black Studies in particular and then make some recommendations for the future.

# **Information Technology and the Current Situation**

There are two major social formations that contextualize this discussion - the institutions of higher education and the African American community. These contexts contain social forces that are pulling and holding back the informatization of Black Studies. They are not determining, but as powerful environmental forces they must be a focus for any serious analysis and plan of action.

Mid nineteenth century emancipation was about moving Black people from an agrarian slavery into an industrial system. The fight for “40 acres and a mule” became the fight for a good factory job. In this context, the mechanical cotton picker ran people off the land. Today at the first decade of the 21<sup>st</sup> century people are being run off jobs by the use of computers and the Internet. The 21<sup>st</sup> century fight for democracy and a good quality of life will be based on digital technology.

First we will present a summary discussion of information technology as part of the African American community and as part of the institution of higher education.

## ***IT and African Americans***

Black Studies has as its main focus for teaching and research the African American community and the entire African Diaspora. The extent to which these communities are wired is an important factor in impacting students and the utility of Black Studies IT use off campus. Therefore the focus for IT use in Black Studies must consider the campus and the community. The starting point is the digital divide.

There are three conceptual frameworks for the differences between general adoption of the new technologies and the rates and styles of such adoption in the African American community. The “digital divide” concept pointed to a polarization between the wired and the de-linked. This was contrasted with a “digital opportunity” that directed attention to options to get online in public libraries and cyber cafes. Finally, the research community focused its research on the more generically neutral concept of “digital inequality.” There has been consistent innovation in digital technology so the digital inequality to be empirically measured is a moving target, from access and ownership of computers, to using specific applications like email or websites, to broadband and Wifi access and use.

A 2005 report issued by the PEW Internet and American Life Project indicates that 70% of whites go online compared to 57% of African Americans. On the other hand, 74% of white American adults have a cell phone compared to 73% of African American adults. The goal is to speed up the process of crossing the digital divide into using the technology in the fullest sense.

The fundamental facts of the digital divide are important, but also of significance is the need for a policy orientation. We need a vision for a society of great technological

advancement and unprecedented social equality. The following three goals are fundamental to the empowerment of African Americans in the information society:

1. cyberdemocracy—everyone connected
2. collective intelligence—everyone providing digital content—and
3. information freedom—free, open access to all content.

## ***IT and Higher Education***

Institutions of higher education not only led in the innovation of digital technologies it has joined government and the private sector in adopting specific applications of these technologies, thus setting in motion the broad paradigm shift from industrial society to a new information society. This started as additive, but has quickly become transformative. Some highlights include the following:

1. Computers became both a ubiquitous tool for text and data manipulation and storage by people in all fields, and computer science became a special academic discipline in its own right.
2. Computer literacy has gradually been stated or implied as a goal for all students as part of general education. This first appeared as part of curriculum reform at Harvard College under the leadership of Dean Rosovsky.
3. The academic field of library science is currently under transformation from library schools to schools of information (e.g. The University of Michigan).
4. Information technology is being managed by new administrative positions such as chief information officer. Each college and sometimes even a department has someone who manages websites, sometimes called a webmaster.
5. The PC has become an indispensable academic tool, sometimes provided but always highly recommended for students and usually provided to each faculty member just as a telephone, facilities for photo copying texts, and access to a library.
6. Virtual publishing of material is increasingly not only supplementing hard copy texts but also replacing it. This includes everything from traditional college catalogs and course schedules, to journals, books, and course syllabi. JStor is one of several efforts to create easy global access to journals for a fee less than hard copy subscription rates.

7. The miniaturization and convergence of technologies is bringing forward new devices such as iPods for storing and accessing sound and video, and diverse PDA's that combine the functions of telephone, TV, web surfing, still photo and video camera. Students are wired at home, in dorm rooms, in class, and between classes on a 24-7 basis.
8. Innovative democratic transparency now exists in a variety of forms for personal archives (e.g. My Space), posting of video (e.g. YouTube), and storing all other forms of information. Media sharing software like My Space, Flickr, and YouTube have revolutionized massive distribution and use of multi media files motivating millions of people to become uploading content providers.
9. Wireless technology has de-linked from hard wires use of computer access to the web and the Internet making the entire campus a computer lab. High speed connectivity is become ubiquitous in an academic environment.
10. Proprietary software is being challenged by open source software. This has led to an outpouring of local initiatives and a democratic opening for adapting software to local needs. Local staff and relevant academic professionals can re-engineer their institutions as part of commercial products at much lower cost.

MIT is an institutional leader in creating and adopting new information technologies. The direction that higher education is taking is epitomized by what is taking place at MIT. We can think of MIT as thinking about the past, the present, and the future of its institutional impact on the world. Now, in the digital age, MIT is becoming a transparent institution in terms of its past, its present and its future. In terms of the past they have developed D Space, virtual unlimited storage of all the scholarship of their faculty and students so that their intellectual productivity can be stored forever. In terms of the present, MIT World is a website that has been created as a service the university to provide on demand video of all of the main speakers and placing for free, asynchronous viewing. And in terms of the future, that is the curriculum they use to prepare the scientist of the future. They have developed MIT courseware that includes the syllabi and lecture notes of every course taught at MIT being free and available on the website for everyone. MIT has become a transparent institution and by so doing is capturing a global market share of young people interested in science. What you have to pay for is to come and live in the MIT community. So there is a difference between sharing the MIT experience and reproducing the MIT experience in the next generation. The important point is that in the digital age MIT has become a transparent institution.

Another important development is the changing relationships between the campus and the community. Institutions are providing host servers for non profit community organizations (e.g. MetroNet at The University of Toledo), website guides to information of use to community groups (e.g. Community Connector at The University of Michigan),

action programs to build community connectivity and cyber power (e.g. Prairie Net at The University of Illinois) and programs for skilling youth in Cybertechnology (e.g. Computer Club House at M.I.T.). Academic institutions are becoming agents of change in building bridges over the digital divide.

Another major transformation that has taken place has to do with academic discourse. The academic use of listservs is changing the networks for sharing information that used to be centered around journals and annual professional meetings this now takes place on a daily basis on a global level as virtual discourse. H Net at Michigan State University is a major example of using listservs to create new networks of scholars and academics to share information and raise the level of professional collaboration. They have over 100 lists and their service is provided for free.

The websites associated with each listserv are information hubs for research groups and entire fields of study. Some are associated with professional associations, and all are global in reach and participation.

One of the major revolutionary tools is the wiki. This software is the realization of collective intelligence, an organically growing and self-correcting knowledge production process that for the first time in human history is linking our species in thought in real time. Never before have African Americans been able to represent themselves in the mainstream on equal terms with everyone. Wikipedia is a democratic tool waiting for Black Studies students to join and make history.

Higher education has changed in fundamental ways. There will likely be no turning back. Guiding this change are key reports such as the report from the American Council of Learned Societies' Commission on Cyberinfrastructure for Humanities and Social Sciences prepared under the leadership of John Unsworth (Illinois).

However, the future is not inevitable and predetermined. IT is socially produced and socially applied. How each is done is critical, hence as Black Studies professionals get involved they can impact the future. The current staging area is still fashioning the ground floor of the future. However, this window of opportunity will be short lived.

## **IT and Black Studies**

The African American experience provides topical areas of research for many academic disciplines. It's often as simple as employing the "race" variable routinely in any analysis. However, Black Studies as a field or discipline is quite different in several respects:

1. it is intentionally based on the trans-disciplinary character of Black intellectual history;
2. it privileges the subjective voice of African Americans;



3. it combines both basic and applied focus of scholarship; and
4. it responds to and seeks legitimacy from the campus and the community.

Given the history of the US, Black Studies has always been a historical demand for knowledge and democracy, but in different ways by each generation.

The current manifestation of Black Studies reflects three stages of development. Senior professors in Black Studies today have gone through these stages both as a historical sequence as well as a model of three simultaneous possibilities on any campus social movement (e.g. social protest), academic profession (e.g. curriculum development and faculty tenure), and knowledge network (using IT in all forms and applications).

The knowledge network stage of Black Studies is emerging based on practical activity accompanied by research and theorizing. Banks calls for a “Black digital ethos,” suggesting that a set of beliefs, values and norms are required for this third stage. Alkalimat discusses a model of “eBlack Studies” that sets forth a practical program for the paradigm shift. In very broad terms a school of scholars and artists have identified their theoretical orientation as “Afro futurism.” They define their work as imagining if not creating the future usually based on the new technologies. These three concepts represent a focus on style of work, program and mission. Each seems essential for retooling Black studies as a knowledge network. But as we know, history is not a narrative based on straight lives, or “as the crow flies,” because history walks on the ground.

## ***Survey of Recent Developments***

There have been key pioneers or early adopters of IT exploring applications in Black Studies.

1. Early mapping of cyber space via webliography was carried out by Art McGee and graduate students at Georgia Institute of Technology.
2. Individuals and groups, either as formal organizations or as a Black caucus in mainstream academic organizations, have set up listservs serving diverse disciplines and fields of study such as Sociology, Library Science, Literature, Economics, Anthropology, etc.

In addition, there have been several conferences and a symposium held on IT and the Black Experience. Some of the main ones are the following:

1. 1998, MIT, Race and Cyberspace  
<http://web.mit.edu/comm-forum/forums/race.html>
2. 1999, University of Toledo, Afro-Cyber Tech Seminar
3. 2001, MIT, Race in Digital Space <http://web.mit.edu/cms/Events/race/>

4. 2004, University of California at Santa Barbara, Afro Geek Conference, <http://research.ucsb.edu/cbs/projects/afrogeeks04.html>
5. 2005, University of California at Santa Barbara, Afro Geek Conference <http://research.ucsb.edu/cbs/projects/afrogeeks.html>

There have also been efforts to archive conferences as digital files on the web. An early example of this placed the audio files of a 1990 conference on Malcolm X on the web. A more recent example is a comprehensive digital archive of 60 hours of video of a 2003 conference in NYC. The online 1990 conference is in sound files contained on a single server. The digital archive of the 2003 conference is distributed over servers in eight different institutions. In these two cases an IT application in Black Studies has been precedent setting for all academic disciplines and fields of study. This demonstrates that the last can be first.

This utilization of IT is also the focus of an emerging research literature.

There are 23 book-length treatments of eBlack, the Black experience and the revolution in information technology. Our focus on information technology cannot be entirely separated from a more general concern for all forms of technology. We need to read technology back into Black intellectual history. These authors and books are not in conscious dialogue yet, in part because the authors are still fighting to break out of limited disciplinary networks. We need a hypertext literature that ignores these inherited limits and boldly moves to create new networks based on methods, empirical and theoretical analysis, strategy and tactics for policy guidelines, and action agendas. These authors are like people in a circle turned away from each other, facing outward, talking to other people, other networks. We need a call for people to turn and face each other, to realize that productive discourse awaits us as a network of researchers in the area of eBlack studies. In general, this will be a necessary dynamic to invigorate and diversify the general field of social informatics.

Each of these 23 books pays attention to a key focus of eBlack studies; each can be thought of as advancing a major thesis on the nature of the eBlack experience. Of course all of the books are broader than this, and consequently overlap to an extent. They also tend to confirm the four theses which form the overall framework of the work being done in this emerging field.

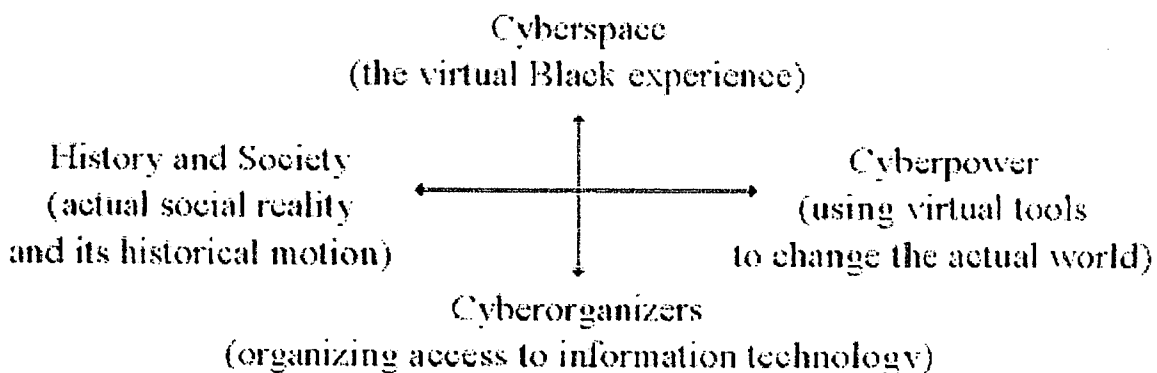
1. The social polarization thesis: Alkalimat et al. (1995), Jennings (1995/1996), Mack (2001) and Green (2001). The basic argument is that the social dynamics of the birth of the information revolution produced a digital divide that was exacerbated by a preexisting social divide.
2. The Afrocentric thesis: Battle & Harris (1996), Jenkins & Om-Ra Set (1997), Eglash (1999), Sobol (2002), Nelson (2002), Alkalimat (2004), Sinclair (2004), and Pursell (2005). The argument is that Black culture is a basis for participating in the information revolution.

3. The anti-racist thesis: Ebo (1998), Kolko et al. (2000), Chinn (2000), Nakamura (2002), and Kevorkian (2006). This argument is that racism in society and cyberspace impacts identity and cultural practices.
4. The cyberpower thesis: Barber & Tait (2001), Nelson et al. (2001), Nuwere & Chanoff (2002), Williams (2003), Alkalimat (2004), and Banks (2006). The argument is that Black people can change physical space and cyberspace by acting virtually.

Each of these theses can be found in empirical research and theoretical formulations. In general, all four aspects link cyberspace-based virtual reality to our actual lived experiential reality. This literature is just emerging, usually in collections of articles, and is tentative and suggestive, exciting and path-breaking.

The four theses outlined above are points of emphasis, and collectively make up the main features of an overall interconnected social process. The social polarization thesis is about the basic conflict in society, the dialectics of haves and have-nots. The Afrocentrism thesis is about the importance of culture, the role that tradition, continuity, and community can play in advancing the information revolution from a Black perspective. The anti-racism thesis is a combative thesis that takes on omissions and distortions about Black people and argues the importance of destroying stereotypes. Finally, the cyberpower thesis argues that the key process is the empowerment of social groups and communities to use information technology in the struggle for self-determination and social justice.

Each thesis deserves to be tested on the basis of empirical research. The extent to which Black people use information technology needs to be examined in all four aspects: social polarity, culture, racism, and cyberpower. On the basis of the literature covered in this review we can begin to construct a research framework.



**Figure 1. The sociology of eBlack: a research framework. The process from left to right is capacity building, from right to left, social change.**

Figure 1 presents a research framework for a sociology of eBlack. From left to right cyberpower is theorized to be created by forces in society as mediated by access to and use of information technologies. From right to left social change is theorized to be caused by the use of cyberpower, cyberorganizers using cyber space to impact actual space. Each thesis discusses a critical aspect of this process. The critical research issue is how to create data sets that can accommodate such analysis.

The capacity-building research focus is on the historical logic of how Black people are becoming part of the information society. The dependent variable is cyberpower, a person or group's capacity to act in a virtual environment—to provide digital representations and take digital action, including linking the virtual and the actual. The main independent variable is social origin/background, especially social differences, both objective and subjective. This flow of influence/determination is mediated by access to the tools of information technology and the result and content of digital production.

Social polarities are discussed in terms of inequalities associated with class, color, gender, generation, residence, country, language, religion, and so forth. While an eBlack focus is based on the autonomous existence of a black social reality, all issues of social inequality are relevant.

The social change which this research examines is how Black people use information technology to consolidate identity networks and to mobilize resources to impart their reality—economic, political, social and psychological, and cultural. In general this research examines the impact of virtual reality on actual social situations.

The immediate instrumental goals are the most clear because of convenient empirical measures. Such goals relate to the realms of commerce, and many forms of social life. However, we are also interested in how cyberpower is changing the routines of political culture. This extends to such fundamental issues as the nature of democracy, the need for good connectivity, and digital skills.

This conceptual framework targets key research foci: society in general, the Black community, racism, and social change. This framework has the advantage of constructing a consensual work plan for students of eBlack studies and social informatics in general, as well as providing links to the broader historical literature on the Black experience that forms the backbone of research on that experience. In the end, the current stage of experience will be studied as a comparative historical point of reference. An example of this is Alkalimat (1996) which contrasts the impact of technology on the Black experience by looking at the production of cotton in the eighteenth and nineteenth centuries in tandem with automobile production in the twentieth century. This kind of analysis will have to be carried out in the twenty-first century, paying attention to comparable categories for analysis that can be sustained as part of studies of different technologies at different periods of time.

There is a classic tension in this literature between descriptive narrative and analytical causal analysis, the telling of stories versus statistical analysis of empirically measured

variables. Both are useful and have a role to play. Alkalimat and Williams (2004) give a model for how to utilize the strengths of both. This is a case study of a community technology center that presents a narrative of its stages of development and then disaggregates the story into key variables and reconfigures the analysis into tables and charts. eBlack studies does not have to reproduce the disciplinary wars in the social sciences and the humanities in which these two approaches have been pitted against each other. This can be a new moment in scholarship at which we reinvent our disciplines and rediscover the magic of the college sophomore year in which we synthesize grand ideas and major research traditions to meet our general education requirements.

The general theoretical propositions that are central to the sociology of eBlack lead us to gather and summarize diverse sets of empirical data. Our concern with capacity building and social change is fundamental. We focus on the four research theses (social polarity, Afrocentricity, racism, and cyberpower) because they constitute the main parameters for studying the Black experience in the information age. They will define whether democracy is possible in the twenty-first-century information society. This literature is an excellent beginning. Future research along these lines will make a contribution to scholarship and policy formulations.

One of the highlights has been the development of research websites. There are a variety of research websites, mainly to both report research analysis as well as to make data available for additional research. These data can be in all forms, from quantitative data bases to a digital collection of documents in text, audio or video format. The advantages of asynchronous universal access in time and cost should elevate the status of a research website to the highest priority for scholarship and training in Black Studies.

The standard for a research site has been set by the digital archive of the US census. As a data set of primary data it enables users to select, manipulate, and design quantitative analysis in a variety of tables and charts, as well as to utilize images to present spatialized graphics of the data as well. Building on this has been a research site developed at Northeastern to create a research website of demographic information about the Atlantic slave trade. In this instance since the data is incomplete. The research is allowed to program assumptions as to who was captured, mortality rates, and other variables, then be able to see what results would emerge. This helps to find high and low expectations and allowing researchers to stick to the facts and have their assumptions kept transparent.

The premier listserv in Black Studies is H-Afro-Am, a listserv set up in 1998 as part of H-Net at Michigan State University. This listserv has about 2,500 readers in countries all over the world. More than any other professional network or organized activity in Black Studies, H-Afro-Am links Black Studies participants (faculty, students, and community).

Some Black Studies programs are employing distance learning web based software. There are very few formal distance learning programs (e.g. there is a non credit course at Columbia and for credit courses at The University of Toledo). The most general use of web based curriculum software is to assist in the normal face to face classroom (e.g.

Temple and Northeastern). Otherwise, faculty at various institutions post syllabi on the web and use HTML hyperlinks to facilitate distribution of required course readings.

Black Studies librarians are key players in IT applications and research. While in the past a library has been primarily a spatially bound resource, except for inter library loan and courtesy fully text photo copying service, the web has enabled libraries to form a global network providing on demand reference information and lots of other content as well. In these ways librarians have been the early adopters of IT in the field of Black Studies. The webliography (mapping web content) has been the most popular activity taking the place of the more traditional bibliography, with key examples at Pittsburgh, Santa Barbara, and Michigan State. Some have sites that report on the history of their institution (Berkeley, Cornell) and some have targeted topics for digital research collections. The outstanding example of a website to bring IT to the field is at Cal State Long Beach. Some Black Studies IT work has been done as part of service to the community and on campus as service learning.

As mentioned earlier eBlack Studies is the major model for the paradigm shift made possible by a holistic embrace of information technology.

	<b>Black Studies</b>	<b>eBlack Studies</b>	<b>The Toledo</b>
<b>Professional Discourse</b>	Conference (face to face discussions)	Listserv discussions	H-Afro-Am
<b>Curriculum Development</b>	Classroom based campus courses	Distance learning	Joint project with University of Ghana
<b>Research Productivity</b>	Hard copy publications	Research web sites	<i>Malcolm X: A Research Site</i>
<b>Public Policy</b>	Consulting and internships	Advocacy web sites and petitions	1998 Black Radical Congress
<b>Community Service</b>	Volunteering in an actual community	Building a virtual community	Toledo Black Church web

**Figure 2. eBlack as a Practical Project: The Toledo Experience.**

What is not explicitly stated in this graphic is the need to upgrade the skill set of faculty, students and staff as well as to make sure that computer equipment and high speed connectivity is available to everyone.

## **Best Practices**

One way to sum up the current state of IT use in Black Studies is to focus on a list of best practices, key outstanding examples as models for future lines of development. Again, the crisis is that most of these best practices are about the Black experience but not administratively or structurally in Black Studies. There are issues that require us to do

more than issue a call or mandate to emulate these best practices. These issues will be addressed in the proposal section at the end of this report.

These best practices are not an exhaustive list but are representative of excellent applications in key areas of work.

1. **Digitization of African history and traditional culture**  
Nubia Net  
Northeastern University  
<http://www.nubianet.org/home/index.html>
2. **Digitization of African Diaspora political history**  
Global Mappings: A Political Atlas of the Africana Diaspora  
Northwestern University  
<http://diaspora.northwestern.edu/>
3. **Digitization of African American local history**  
Race and Place: An African American Community In the Jim Crow South  
University of Virginia  
<http://www.vcdh.virginia.edu/afam/raceandplace/index.html>
4. **Digitization of African American ICONS**  
The Booker T Washington Papers  
University of Illinois  
<http://www.historycooperative.org/btw/>
5. **Digitization of African American popular culture**  
The Hip Hop Archive  
Stanford University  
<http://hiphoparchive.stanford.edu/>
6. **Digitization of African American community life**  
Black Peoples Hair  
University of Toledo  
<http://www.murchisoncenter.org/cyberhair/>
7. **Digitization of African American contributions to academic disciplines**  
Mathematicians of the African Diaspora  
SUNY at Buffalo  
<http://www.math.buffalo.edu/mad/index.html>
8. **Digitization of class assignments**  
Fly Away: Black Migrations, North by South  
Kenyon College  
<http://www.northbysouth.kenyon.edu>

9. Digitization of research resources  
History of Race in Science  
Harvard University and University of Toronto  
<http://www.racesci.org/index.html>
10. Digital journal publishing  
The North Star: A Journal of African American Religious History  
University of Kentucky  
<http://northstar.as.uky.edu/>

## ***PhD Programs in Black Studies***

There are at least seven PhD programs in Black Studies. However, there are no faculties large enough to maintain proper supervision of the current cohort of PhD students, hence the PhD in Black Studies is structurally linked to resources of many other disciplines, including the joint appointments of many faculty.

A recent analysis by Rojas (forthcoming) groups these seven departments into two groups based on what journals the faculty published in – Black versus mainstream orientation. This is the polarity of Black Studies as an academic profession. The first stage of social movement was propelled forward on the ideological dialectic of Marxists and Nationalists. In this second stage the theoretical polarity has been an Afro centric versus a post modern paradigm.

The current situation has changed, because ideological difference within Black Studies is no longer the main contradiction. There is a disciplinary crisis because the new dialectic is between offline and online teaching and scholarship. PhD programs have to lead the discipline by preparing generation cohorts to be the chief stewards of Black Studies scholarship as an online activity. This will require a radical rupture with 20<sup>th</sup> century methods.

The logic of a discipline requires sustainability. The curricular logic of the sustainability needed for Black Studies is a process: faculty teaches undergraduates, then some of these undergrads go to grad school for the PhD in Black Studies, then most of these PhD's get tenure track faculty positions in one of the 400 or so degree granting programs, and then the process is repeated over and over. The discipline we need will guide the field to stabilize. Market success requires innovation, meeting the expectations of others, and accountability. This is why PhD programs must play a leading role in the organized professional life of Black Studies.

The recruitment of candidates for the PhD degree is a key link in the transformation of the discipline. 50% of all new PhD students in the field should be recruited from math and computer science programs at historically Black colleges and universities. Our formula for a successful transformation needs bold, new revolutionary vision.



The key is a collaborative digital platform:

1. Unite everyone in open free cyberspace
2. Share resources
3. Create democratically based meritocracy

The PhD programs in Black Studies are without unity around generational mission. What has yet to be accepted is the power of digital technology and its utility for transforming the academic profession of Black Studies into a knowledge network. There are no specialized courses about IT applications in Black Studies at the PhD level. Intellectual productivity is created as commodification in opposition to a democratic commons where it would be free and shared by all.

There is a need for a distinct methodology for Black Studies. Information technology has enabled us to develop the D-7 method as a model for such a methodological framework.

Figure 3 is a framework for a new methodology that moves Black Studies research into a digital format. This is the D-7 method.

D1	Definition of the problem
D2	Data collection
D3	Digitization of data
D4	Discovery of findings
D5	Design of publications and presentations
D6	Dissemination
D7	Difference made in the world

**Figure 3. D7 method.**

When data has been digitized as an asynchronous resource it is available to everyone thus opening up a democratic collaborative transformation of the research process.

### ***Black Digital Media and a New Public Sphere***

One of the earliest institutions to adopt new IT is the media, especially all forms of electronic digital media. Video is the media of convergence, an art form that embraces all others. Recent new developments have made video production an active part of

public IT use, for example as part of commonly used cell phones—the video as email message. On the other hand, professional video production is emerging as a viable educational force at every stage of life long learning, from the classroom to the living room.

A major vehicle for delivering innovative and Black oriented new media has been all forms of public broadcasting, especially PBS. Moreover, to keep the work of Black videographers in front of the public, the National Black Programming Consortium was formed. They have an impressive track record and an extremely productive and influential network of new media activists.

Professionals in Black Studies have been advisors to most of the major Black content video/film projects. However, we do not have any Black Studies degree programs providing a specialization in this area. Such a project might result from joint film studies/Black studies collaboration at places such as NYU, UCLA, USC or any university where both programs exist.

## **Proposals for Action**

Based on this overview of the current state of how Black Studies is utilizing information technology it is possible to suggest potential directions for programmatic development. Each of these program areas is a strong candidate for resource allocation and institutional policy legitimization. Every institution faces the challenge of accepting digital scholarship as legitimate and worthy of recognition and academic reward, while either internal or external funding is required to jump start the process. In the end sustainability requires that these activities become part of the normal academic routine with statutory approval and inclusion in an annual recurring base budget (e.g. train, equipment, serve maintenance, and evaluation for hiring, tenure and promotion).

### **1. A National Commission on “Information Technology and Black Studies”**

Every part of Black Studies is facing challenges with issues of information technology. However, at present there is no clearinghouse or hub that brings together the entire field of Black Studies. Today unity is possible even necessary to make the paradigm shift based on information technology, from Black to eBlack.

What is needed is a national commission on Information Technology and Black Studies based on the organized leadership of the field. Beginning with ASALH, NCBS, ABCC and H-Afro-Am, participation is required by disciplinary organizations (e.g. ) graduate degree programs (e.g. ) and the major journals. Policy positions and reports issued under the aegis of this commission would be compelling legitimization for all scholars and students in Black Studies.

The paradigm shift will take at least one collegiate generation of four years. This commission would have to meet annually, with working session at the annual meetings of ASALH (October), NCBS (march) , and ABCC (November). Further this commission would have to network with other such efforts (e.g. the commission sponsored by the American Council of Learned Societies).

## **2. Centers of Excellence for “Cybertechnology and the Black Experience”**

The goal of this specific proposal is to provide an institutional base for the transition to a paradigm shift in the field of Black Studies that will incorporate IT into normal activities. The basic work to function as a catalyst for this can usefully be a group of centers focused on “Cybertechnology and the Black experience.” Several resources are needed:

1. theoretical visionary leadership to set programmatic goals that can serve the entire field;
2. wide reaching subject specialists to link IT applications to basic issues in the field as well as subject specific specialization;
3. technicians that can write the necessary code and configure the hardware and division of labor for the necessary production facility; and
4. graduate students whose careers can be shaped and values normed by future sustainability.

The selection process to locate these centers should also take into consideration existing campus resources to provide the necessary cost effective synergy (e.g. Centers for digital history, libraries with active digitization programs, super computer centers, etc.). Funding will be necessary in multi-year increments with a nominal start up of four years, necessary to graduate one cohort of graduate students, selected and funded by the centers in relevant degree programs especially graduate degree programs in Black Studies.

The programs of these centers function as production and distribution mechanism. Production is about the digitization of existing material, the creation of first generation digital files, and the general formation of digital files to be easily accessed in cyber space. Distribution is about applications to make this digital material relevant to the teaching, research, and community service activities that constitute the normal program of a Black Studies program.

The centers should serve four constituencies:

1. the center staff and affiliated scholars (faculty and graduate students);
2. faculty and graduate students spread throughout the host institution;
3. scholars throughout the US and world working in Black Studies; and
4. the broader community, especially the local community.

While the initial funding will have to jump start services to each, each constituency is associated with a potential set of funding sources. This is necessary for sustainability.

Key priorities exist based on several important conditions:

1. there is a temporal fragility to existing archives, especially analog audio and digital tapes contained in archives that cover over 40 years of Black studies activities;
2. the vanguard generation of Black Studies has started to enter retirement age and their memory and archives are increasingly insecure;
3. the course syllabi of every new faculty in Black Studies is usually developed without reference to the previous decades of curriculum experience in Black Studies; and
4. journals that have only had short runs are usually only located in a few depositories and have not been routinely included as references in teaching and research.

### **3. Programs for training Black Studies faculty and graduate students in applications of Information Technology**

We need a summer workshop designed to train individuals in information technologies that would assist them in their research practices. This would be a research oriented hands-on three week summer workshop.

This sort of experience would not only help increase the skill level of participants, but more important might be their socialization into a network of colleagues who are practicing eBlack Studies.

### **4. Pre-conference technology days at major annual meetings**

As with most academic professions, Black Studies is organized around an annual schedule of professional meetings. There are three main national meetings: 1) October: Association for the Study of Afro American Life and History 2) November: Association of Black Cultural Centers and 3) March: The National Council for Black Studies. Each year several thousand scholars and Black Studies professionals gather in face to face meetings. This is an ideal, cost effective context for upgrading the IT skills of a vanguard in Black Studies.

Up to 30 individuals might easily be included in a one day IT workshop that would target key applications (e.g. the H-Afro-Am listserv or key Black Studies research websites) and as a support network help individual participants brainstorm about and have hands on experience applying IT tools to their individual projects. As individuals coming to the conference would only have one day increase in room and board, and a teaching lab might usually be available at minimum if any charge at a local campus, the only additional expense might be honorarium for the expert leaders of the workshop. After a couple of years based on external grant funds this is an activity that can be sustainable based on fees charged for participants. The primary audience for this would be graduate students and new faculty who could use start up funds and local campus funding sources.

## **5. Development of virtual curriculum resources**

The main activity of academic work is teaching courses that lead to degrees. In Black Studies there are core topics found in the vast majority of institutions, just as there are specialized courses found only at a few institutions. The use of IT can address both kinds of courses by creating in each case a digital resource for general use.

A web portal can be a very useful cost saving resource for any given course. One might provide the following:

1. alternative syllabi;
2. guides to the most popular texts used;
3. a full and diverse set of supplementary materials (links and full texts);
4. Power Point slides (individual and thematically grouped as Power Point lectures);
5. bibliographical lists;
6. bibliographical links;
7. assignments for student projects;
8. guidelines for service learning projects;
9. teachers' password protected page that can include test questions; and;
10. a related listserv or bulletin board to facilitate a national dialogue.

The quality of a course usually improves based on the experience of the instructor. This kind of web portal would be a key source for new faculty and a key depository for virtual mentoring by senior faculty. While the main aspect of a web based curriculum portal is the long desired goal of curriculum standardization, the capacity of a website can insure unity without conformity.

## **6. Development of a virtual Black Studies archive of research**

The topical areas of Black Studies research have been fairly stable but the shelf life of specific projects has often had a short life of visibility to scholars in the field. While research used to last a generation new research falls from view every 4-6 years. Your scholars are all too frequently not aware of the research of a previous generation, and if they are do not have access to data that can be used as the basis for comparison with historical specificity.

A work of research is published, but what it is based on often remains hidden in the personal collection of the author. An online archive is the best way to increase the transparency of research and increase collaboration between peers and across generations. We need findings, but we also need to examine the data on which these findings are based. Only when all data are available will all narratives be possible.

## **7. Utilizing digital tools to establish a national/international cooperative research network**

Data collection is costly and time consuming. The proposal calls for creating a collaborative self help mechanism to routinely collect data that can drive research projects and build trend data for secondary analysis. This can be modeled on the annual general social survey carried out by NORC at the University of Chicago.

There are roughly 400 degree programs in Black Studies, in every region of the country. Using faculty and student researches a data collection network can be developed to collect local data. There are many ways this can be accomplished – work study, as part of training in research methods, as potential users of the data, and as volunteers. It is estimated that two to four collections can be carried out on an annual basis.

To implement this, a research committee will need to be set up to coordinate this activity. First, scholars and graduate students can make proposals to the research committee based upon specifications. A manual/handbook would be developed by the researcher as well as local human subjects review approval, and a design for analysis. A national coordinating staff will be needed to maintain a virtual system for training and supervising the local data collection staff on each campus. The data would be digitized and placed on a password protected page for six months and then when possible open for public use, otherwise made available to researchers with appropriate need and qualification.

There are several projects to be included to capture the energy being invested in popular research topics: the history of Black Studies, the impact of Katrina, the history of Black power, issues of organization and leadership, and the history of popular culture.

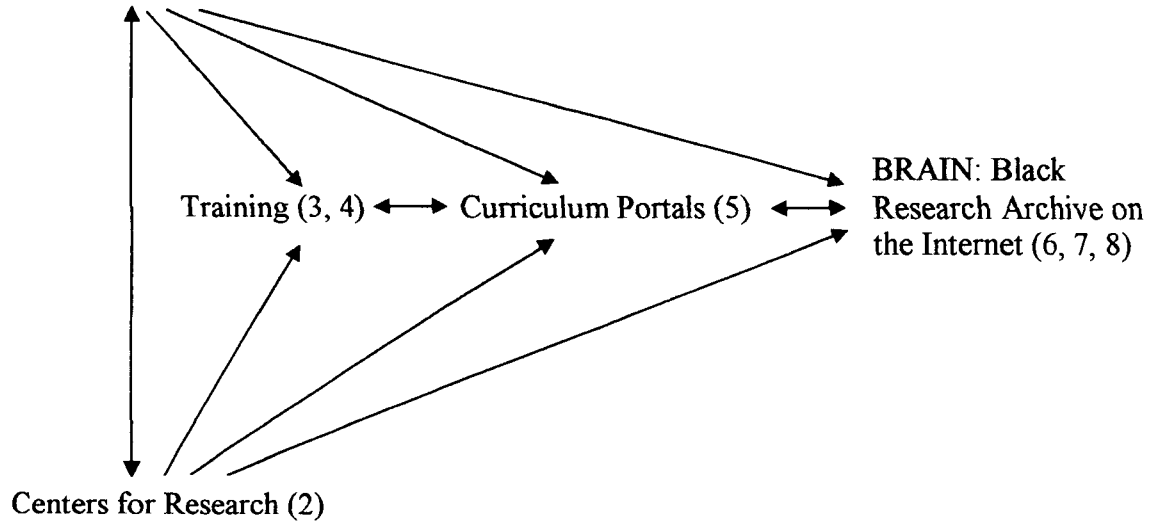
## **8. Developing digital tools for community service and service learning**

One of the major linkages necessary to build a bridge over the digital divide is between Black Studies and community technology centers. The biggest list of CTCs is maintained by CTCNet. A key task is building websites with local content, especially if wiki software is used for democratic participation. There is also a great need for local community listservs.

## Appendices

### ***Model for Transforming Black Studies to eBlack Studies***

Policy: Commission on IT and Black Studies (1)



Numbers correspond to proposals for action described on pages 19-23.

***Proposed Budget for a “Center for Black Studies and Information Technology”***

<b>Budget</b>	
1. Director (50%)	\$ 50,000
2. Digital Specialist	\$ 40,000
3. Administrative Secretary	\$ 30,000
4. Graduate Students (4)	\$ 40,000
5. Program Support	\$ 40,000
<b><i>TOTAL:</i></b>	<b>\$200,000</b>



## ***Proposed Schedule for an IT Pre-Conference Day***

- 8:30 Coffee and introductions
- 9:00 eBlack Studies: H-Afro-Am, searching strategies, review of template for a research website using Malcolm as example
- 10:30 Coffee break
- 10:45 General state of digital Black Studies: use of book (African American Experience in Cyberspace) to explore state of the art, what we have and what we need
- 12:15 Lunch assigned to eat in thematic groups
- 1:30 Discussion of how research by participants can use IT
- 3:45 Tea time
- 4:00 Summation general wrap up with key reps from NCBS leadership

## eBlack Studies Bibliography

- Alkalimat, A. (1986) *Introduction to Afro-American Studies: A Peoples College Primer*, Peoples College Press, Chicago.
- . (1996) 'Technological Revolution and Prospects for Black Liberation in the Twenty-first Century,' *Cy.Rev*, vol. 4, pp. 6-14.
- . (2001) 'eblack: A Twenty-first Century Challenge,' *Mots Pluriel*, vol. 19.
- . (2004) *The African American Experience in Cyberspace*, Pluto Press, London.
- . (2006) 'Cyberorganizing,' University of Toledo, available at [redacted] (15 June 2006).
- Alkalimat, A., Gills, D. & Williams, K. (1995) *JOB?TECH: The Technological Revolution and Its Impact on Society*, Twenty-first Century Books, Chicago.
- Alkalimat, A. & Williams, K. (2004) 'Social Capital and Cyberpower in the African American Community: A Case Study of a Community Technology Center in the Dual City,' in *Community Informatics: Shaping Computer Mediated Social Relations*, eds L. Keeble & B. Loader, Routledge, London.
- Banks, A. (2006) *Race, Rhetoric, and Technology: Searching for Higher Ground*, Lawrence Erlbaum Associates, Mahwah, New Jersey.
- Barber, J. & Tait, A. (2001) *The Information Society and the Black Community*, Praeger, Westport, Connecticut.
- Battle, S. & Harris, R. (1996) *The African American Resource Guide to the Internet & Online Services*, McGraw Hill, Chicago.
- Chinn, S. (2000) *Technology and the Logic of American Racism*, Continuum, London.
- Ebo, B., ed. (1998) *Cyberghetto or Cybertopia?: Race, Class, and Gender on the Internet*, Praeger, Westport, Connecticut.
- Eglash, R. (1999) *African Fractals: Modern Computing and Indigenous Design*, Rutgers University Press, New Brunswick, New Jersey.
- . (2002) 'Race, Sex, and Nerds: From Black Geeks to Asian American Hipsters' in Nelson, A. 'Afrofuturism,' *Social Text*, special issue 71, vol. 20, no. 2., pages 49-54.
- Green, V. (2001) *Race on the Line: Gender, Labor and Technology in the Bell System 1880-1980*, Duke University Press, Durham, North Carolina.
- Jenkins, T. & Om-Ra Seti, K. (1997) *Black Futurists in the Information Age*, Unlimited Visions, San Francisco, California.
- Jennings, J. (1995/1996) 'The Information Superhighway and Communities of Color,' *The Trotter Review*, special issue, vol. 9, no. 2.
- Kevorkian, M. (2006) *Color Monitors: The Black Face of Technology in America*, Cornell University Press, Ithaca, New York.
- Kolko, B., Nakamura, L., & Rodman, G. (2000) *Race in Cyberspace*, Routledge, New York.
- Mack, R. (2001) *The Digital Divide: Standing at the Intersection of Race and Technology*, Carolina Academic Press, Durham, North Carolina.
- Nakamura, L. (2002) *Cyber Types: Race, Ethnicity, and Identity on the Internet*, Routledge, New York.
- Nelson, A., ed. (2002) 'Afrofuturism,' *Social Text*, special issue 71, vol. 20, no. 2.

- Nelson, A., Tu, T., & Hines, A., eds (2001) *Technicolor: Race, Technology, and Everyday Life*, New York University Press, New York.
- Nuwere, E., & Chanoff, D. (2002) *Hacker Cracker: A Journey from the Mean Streets of Brooklyn to the Frontiers of Cyberspace*, William Morrow, New York.
- Pursell, C., ed. (2005) *A Hammer in Their Hands: A Documentary History of Technology and the African American Experience*, MIT Press, Cambridge, Massachusetts.
- Rifkin, J. (1995) *The End of Work: The Decline of the Global Labor Force and the Dawn of the Post-Market Era*, G.P. Putnam's Sons, New York.
- Rojas, F. (forthcoming) *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline*, The Johns Hopkins University Press, Baltimore.
- Sinclair, B., ed. (2004) *Technology and the African American Experience: Needs and Opportunities for Study*, MIT Press, Cambridge, Massachusetts.
- Sobol, J. (2002) *Digitopia Blues: Race, Technology, and the American Voice*, Banff Center Press, Banff, Alberta.
- Williams, C. (2003) *Technology and the Dream: Reflections on the Black Experience at MIT, 1941-1999*, MIT Press, Cambridge, Massachusetts.



# INFORMATION TECHNOLOGY AND BLACK STUDIES

BLACK  
STUDIES  
WORKSHOP

- Promoting digital scholarship in Black Studies
- Transforming Black Studies into a knowledge network
  - Building a Cooperative Research Network

APPLICATION DEADLINE: MAY 16, 2008

## July 24-27, 2008

## APPLICATION

Applicants must be graduate students or untenured faculty. Participants selected based on competitive application process.

Hosted by the University of Illinois ■ AFRICAN AMERICAN STUDIES AND RESEARCH PROGRAM and  
GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE



NCBS sponsored research development program, funded by the Ford Foundation



## BLACK STUDIES WORKSHOP

# INFORMATION TECHNOLOGY AND BLACK STUDIES

### Workshop Application Deadline May 15, 2008

Applicants must be graduate students or untenured faculty.  
Participants selected based on competitive application process.

July 24 - 27, 2008

- Promoting digital scholarship in Black Studies
- Transforming Black Studies into a knowledge network
- Building a Cooperative Research Network



A letter of application should answer the following four questions:

1. why do you want to attend this workshop?
2. what is your current research project?
3. how have you used information technology in your work?
4. what would you like to get from this workshop?

Also include a resume, a writing sample, and a letter of support from the head of your campus Black Studies Program.

#### BACKGROUND MATERIAL

eBook Cyberorganizing  
Ford Foundation Report

#### RELATED EVENTS:

Chicago Conference  
Maryland Conference

Mail application materials by May 15th to:

NCBS Information Technology Workshop, AASRP, University of Illinois, 1201 Nevada, Urbana Illinois, 61801

**Electronic submissions to [McWorter@UIUCboredu](mailto:McWorter@UIUCboredu)**



# **Black Studies WORKSHOP**

---

## **INFORMATION TECHNOLOGY AND BLACK STUDIES**

Participants selected based on competitive application process.

### **JULY 24 – 27, 2008**

*Goals:*

- Promoting digital scholarship in Black Studies
- Transforming Black Studies into a knowledge network
- Building a Cooperative Research Network

*Deadlines:*

Submit application by May 15th • Notification of acceptance June 1<sup>st</sup>

**For full application and program information**

**[REDACTED]**

Hosted by the University of Illinois • African American  
Studies and Research Program • Graduate School of  
Library and Information Science • Workshop director:  
Professor Abdul Alkalimat [mcworter@uiuc.edu]

NCBS sponsored research development program



Funded by the Ford Foundation

**From:** Abdul Alkalimat <mcworter@UIUC.EDU>

**List Editor:** Abdul Alkalimat <mcworter@UIUC.EDU>

**Editor's Subject:** Summer workshop on Information Technology and Black Studies

**Author's Subject:** Summer workshop on Information Technology and Black Studies

**Date Written:** Wed, 26 Mar 2008 11:15:02 -0400

**Date Posted:** Wed, 26 Mar 2008 11:15:02 -0400

## INFORMATION TECHNOLOGY AND BLACK STUDIES

Promoting digital scholarship in Black Studies  
Transforming Black Studies into a knowledge network  
Building a Cooperative Research Network

July 24-27, 2008

application deadline: may 15, 2008



Applicants must be graduate students or untenured faculty. Participants selected based on competitive application process.

Hosted by the University of Illinois African American Studies and Research Program and GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCE

NCBS sponsored research development program, funded by the Ford Foundation

Directed by Abdul Alkalimat



Copyright © 1995-2006 - [Contact Us](#)  
[RSS](#) | [Validate: XHTML](#) | [CSS](#)



## WORKSHOP VIDEO

### EBLACKSTUDIES: THEORETICAL OVERVIEW EBLACKSTUDIES: THREE FORMS OF PRACTICE

ABOUT THE  
WORKSHOP

BACKGROUND  
REPORT

BACKGROUND  
READINGS

PARTICIPANTS

PROGRAM

WORKSHOP  
EVALUATIONS

PHOTO GALLERY

H-AFRO-AM

EVENTS

DRAFT  
MANIFESTO  
EBLACK STUDIES  
2008



Department of African-American Studies, University of Illinois Urbana  
e-mail: [mcworter@illinois.edu](mailto:mcworter@illinois.edu)

PRIMARY FUNDERS: [Ford Foundation](#) | [NCBS](#) | [DAAS](#) | CAMPUS SUPPORT: [Chancellor's Office](#) | [CAS](#) | [CII](#)



**Subject:** eBlack Studies Workshop Bulletin #1

**From:** Abdul Alkalimat

**Date:** Wed, 11 Jun 2008 14:33:02 -0400

**To:** eallen@afroam.umass.edu, Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , jfenders@afroam.umass.edu, Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , dfjamiso@ncat.edu, Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , michelelsimms@yahoo.com, "Smith, Debra" , Allison Sutton , marilyn thomas-houston , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant

eBlack Studies Workshop Bulletin #1

Welcome to the Workshop.

This is the virtual phase that will precede the actual workshop. The purpose of these Bulletins will be to keep everyone on the same page, and in conversation before FTF. Actually, this is the kind of meeting everyone of us wants to be part of because it is about networking, learning new stuff, sharing the inspiration of peers and getting your props as well.

This is a new beginning. eBlack Studies is the transition of Black Studies into the digital age. We are the vanguard, early adopters of the technology breaking new paths based on our applications with the content of the Black experience. This is an exciting moment for all of us.

This first Bulletin is to introduce everybody. We're all in now, so I hope everyone can hang and show up in July. Things happen, but lets all put positive thoughts to 100%.

Here is the line up:

**Workshop Director:** Abdul Alkalimat, U of Illinois

**Workshop Faculty:** Ernie Allen, U of Mass.  
Ron Bailey, Savannah State U  
Adam Banks, Syracuse U

**Workshop staff:** Richard Benson, U of Illinois

**Workshop participants:** Nicole Anderson, U of Jacksonville  
Bergis Jules, Indiana U  
Jonathan Fenderson, U of Mass  
Dawn Fischer, San Francisco State U  
Kayla Hales, Penn State U  
Jill Humphries, Columbia U  
Dalena Hunter, UCLA  
Dereff Jamison, Savannah State U  
Carmen Mitchell, U of California Berkeley  
Jamila Moore-Pewu, U of California Davis  
Angel Nieves, U of Maryland  
Charles Ransom, U of Michigan

Michele Simms-Burton, Howard U  
Debra Smith, U of North Carolina Charlotte  
Allison Sutton, U of Illinois  
Marilyn Thomas-Houston, U of Florida

The total situation is 11 women, 10 men, but the error is to have all four position of power in the hands of men. We admit this up front, and will work to transform this process next year.

Our regional spread is pretty good:

East 6  
South 6  
West 4  
Midwest 5

Our collective interests spread over various disciplines and methodologies, from research to teaching, from graduate research to tenure track research. We have a rich and diverse community in formation.

If anyone has any questions please feel free at any time to email me. Chances are that if you have a question then others will as well and so I am anxious to help in any way I can.

The schedule and program is coming. Some advanced homework is coming as well - not much. :-)

More next week.

**Subject:** Re: eBlack Studies Workshop Bulletin #2

**From:** Abdul Alkalimat

**Date:** Mon, 16 Jun 2008 13:52:30 -0500

**CC:** eallen@afroam.umass.edu, Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , jfenders@afroam.umass.edu, Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , dfjamiso@ncat.edu, Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , michelelsimms@yahoo.com, "Smith, Debra" , Allison Sutton , marilyn thomas-houston , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant

eBlack Studies Workshop Bulletin #2

We continue on towards July 24th

**FIRST HOMEWORK:** By Friday of this week send one article or book chapter that you think it would be good for all of us to read before the workshop. Lets read each others key references so we will speak the same language and be on the same page. Looking for 20 - 50 pages. Send a PDF or a link (other wise fax it to me as I will be compiling the material into an ebook for everyone to have a good copy).

One of the interesting aspects of this workshop will be how the synergy develops before during and afterwards. Here are some interesting possibilities:

a. **DIGITAL AFRICAN HISTORY:** We have at least three people who have done/are doing work in this area. One aspect is how can we help each other with our individual projects, and then, thinking about the big picture, we can begin to think about what these kinds of projects mean for the field in general. Here we can think of curriculum, mentoring grad students towards this kind of work as a career choice, and changing criteria for evaluation that gives props to digital scholarship towards tenure.

1. Ron Bailey - work on Nubia

[http://www.egyptology.com/egyptology/egyptology.htm](#)  
[http://www.egyptology.com/egyptology.htm](#)

2. Angel Nieves - work on Soweto

[http://www.egyptology.com/egyptology.htm](#)

3. Jamila Moore - dissertation project "Digitally mapping The Black Atlantic" (UC Davis)

b. **INFORMATICS AND AFRO-AMERICAN STUDIES:** Many of us are working on related topics to the history and current state of the field, on our own campus as well as broadly. This will be a critical networking project for us, the historical nature of the field as told through the individual story of each campus. Based on what people have said in their materials we have the following schools in this loop:

Illinois  
 UCLSA  
 Michigan  
 Indiana  
 U Mass  
 Florida

**NOTE:** When you are here there is another possibility right after our workshop:

**Event Date:** July 27–August 2, 2008

**Event Location:** Institute for Computing in Humanities, Arts, and Social Science at the National Center for Supercomputing Applications, Urbana, Illinois

**Application Deadline:** June 30, 2008

**Event Cost:** \$150

**Registration Fee Includes:** Instruction | Lodging | Three Meals Each Day

**Program Overview:** The workshop is an intensive one-week summer program for faculty, scholars, graduate students, professionals and public intellectuals. It will host 30-35 participants in a “laboratory” where together they can engage in important and creative thought and application. Workshops will illustrate suggested best scholarly practices and will include conversations with cutting-edge technology innovators in text and image analytics, informatics, visual representations of data and 3-D representations, demonstrations of new technological devices and their applications. Participants will familiarize themselves with digital applications through hands-on activities in working labs.

**Workshop Topics:** Introduction to Humanities High Performance Computing | Text Analytics | Data Mining | Image Analytics | Portals & Gateways | Knowledge & Semantic Systems | Virtual Research Environments | Social Networking | Virtual Reality | Modeling | Educational Pedagogies

**Invited Speakers Include:** Vernon Burton (Institute for Computing in the Humanities, Arts, and Social Science), Thom Dunning (National Center for Supercomputing Applications), Marc Snir (University of Illinois, Illinois Informatics Initiative), John Unsworth (University of Illinois, Graduate School of Library Information and Sciences), Michael Welge (National Center for Supercomputing Applications), Andrew A. Beveridge (Queens College)

**Note:** A full program will be released shortly. Program subject to change.

**Registration:** <http://www.ncsa.uiuc.edu/Workshops/eBlackStudiesWorkshop2008/>

**Subject:** eBlack Studies Workshop Bulletin #3

**From:** Abdul Alkalimat

**Date:** Mon, 23 Jun 2008 15:53:45 -0500

**To:** Abdul Alkalimat

**CC:** eallen@afroam.umass.edu, Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , jfenders@afroam.umass.edu, Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , dfjamiso@ncat.edu, Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , michelelsimms@yahoo.com, "Smith, Debra" , Allison Sutton , marilyn thomas-houston , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant

eBlack Studies Workshop Bulletin #3

Greetings!

There will be many issues coming up as we head into the workshop. Keep the emails coming to me and I will try and deal with everything in good time. This week I will be slow on email as I will be traveling but will get back to you at the latest by the weekend.

Main issue for everyone to get their travel locked down. When you have arrival times FOR July 24TH Thursday please let me know so we can keep track of everyone.

#### SECOND HOMEWORK:

In a following email you will get the first set of papers to read from the first homework assignment. Some papers were on technology and some on content issues. If you sent a paper on tech or content please send another on the other topic so we have one tech and one content from everybody. They do not have to be written by you, but something you want everybody to read. This is basically to save us about a week of discussion. When we get to the workshop your key concepts should be in the head of everyone based on the papers you are having us read. This will save us time and get us all on the same page.

Some errors and omissions:

1. The institutional affiliation for Nicole Anderson is Jacksonville University and NOT the University of Jacksonville

*[faded text]*

2. In the list of institutions with motion on the history of Black Studies San Francisco State University was omitted. SFS is the mother-ship of Black Studies hence it was a serious omission. In fact it is probabaly true that historical interest exists in all institutions, and this is definitely something to explore.

#### MORE POSSIBLE SYNERGY:

1. eBlack Cultural Studies

a. Anderson: dissertation title "Social Change and Filmmaking in the West African Sahel, 1950-1980" (also an interest in Hip Hop)

- b. Fenderson: "Black Power and the Black Arts Movement"
- c. Fisher - dissertation title "Kobushi Ageroo (=Pump Ya Fist!) Race and Politics in Japanese Hip Hop
- d. Jamison - Hip Hop
- e. Mitchell - dissertation title "Fierce Wanderer: Electronic Dance Music, Global Mediation, and African American Women as House Divas"
- f. Simms-Burton - 20th century Black lit

(There are more of us interested in various aspects of culture, but these names jumped out at me.)

## 2. Cyber Discourse

- a. Hales - computer mediated communication
- b. Humphries - cyberorganizing and national building: US and Africa
- c. Smith - Black folklore in the age of text messaging

## MORE CONFERENCES

1. 3rd Annual Chicago Digital Humanities  
University of Chicago

2. Facing Race National Conference

<http://www.facingrace.org/>

3. Facing the Illusion of Race

<http://www.facingtheillusionofrace.org/>

4. ASALH

<http://www.asalh.org/>

**Subject:** Re: eBlack Studies Workshop Bulletin #4

**From:** Abdul Alkalimat

**Date:** Mon, 07 Jul 2008 17:19:17 -0500

**To:** Abdul Alkalimat

**CC:** eallen@afroam.umass.edu, Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , jfenders@afroam.umass.edu, Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , dchill7@gmail.com, Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , michelelsimms@yahoo.com, "Smith, Debra" , Allison Sutton , marilyn thomas-houston , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant , gregory gaither

#### eBlack Studies Workshop Bulletin #4

Ok, we're now in July and in count down mode. Please send all questions to me, as I am anxious to answer them or to tell you that I cant. :-)

This Bulletin has several parts:

1. Several networking and administrative issues
2. New and Final Assignment
3. Background reading list submitted by Workshop Participants – if you have not sent yours in please do so as your voice will not be heard if you don't.
4. Basic program outline for the workshop

#### ISSUES

1. Dereef Jamisson has moved to a new position at Savannah State. New email - dereef.jamisson@savannahstate.edu
2. Angel Nieves has moved from the University of Maryland to a new position in Africana Studies at Hamilton College in New York
3. QUESTION: If any one is attending the CHASS digital workshop at UIUC after our workshop please let me know – some people want room mates, and I want to know if we might plan a final social event before everyone leaves.
4. UIUC RESOURCE: African Diaspora Archaeology Network  
<http://www.african-diaspora-archaeology.org/>  
 There is also a newsletter: <http://www.african-diaspora-archaeology.org/subscribe.html>

#### FINAL ASSIGNMENT FOR THE WORKSHOP

We hope to form a "Cooperative Research Network in eBlack Studies." Partly this will be a n idea to be developed at the workshop, but for now we know that we want it to be a distributed research network that shares information. So to start with we want to focus on the history of Black Studies for each of institutions. Most work is limited to case studies or a few famous cases. We want to collaborate and build a data base open too all institutions. We would like you to provide the following two pieces of info for weach campus. Please email these before you arrive. We will be making all of the info available on [REDACTED]

1. Does your campus have a local archive of the historical development of Black Studies there?
2. Please prepare a bibliography of published materials (local papers, journal articles, theses, etc.) on your local Black Studies program.

## BACKGROUND READING

The background reading materials can be found at this link:

We can all upload to this page with any additional material you think would be useful for the workshop to read. You can find new material by noting the date posted. Feel free to add material, but only put things you hope people will find time to read. If you sent something to me and its not there load it up and lets keep moving.

## TENTATIVE WORKSHOP PROGRAM

NCBS Information Technology Workshop  
Department of African American Studies  
University of Illinois, Urbana-Champaign  
July 24 – 27, 2008

Director: Abdul Alkalimat

### Daily Program

#### Day 1

Arrive in the afternoon

1. check into Illinois Street Residence (ISR) Conference Housing
2. ground transportation provided by a grad student operated van
3. pickup welcome packet

Opening reception 730 PM

at Levis faculty center, across the street from ISR

Objectives:

1. introductions
2. welcome comments by key local and NCBS officials
3. hand outs and workshop details
4. refreshment, relaxation, get acquainted

#### Day 2

Session 1: (morning 1) Overview of workshop and introduction to eBlack Studies

Presenter: Abdul Alkalimat

Objectives:

1. overview of workshop and plan for sessions
2. handle all individual and group issues
3. review eBlack Studies, especially the D-7 Method
4. set goals for workshop and eBlack studies as a new sub-discipline

Session 2: (morning 2) eBlack Studies Projects

Presenters: Staff for workshop (Ron Bailey, Ernie Allen, Adam Banks)

Objectives:

1. demonstrate diversity of eBlack Studies via the workshop faculty



2. network the interests of the participants and the staff

### Session 3: (afternoon 1) Short reports by workshop participants

#### Objectives:

1. establish the background and interests of the workshop participants
2. network the interests of the participants and staff
3. clarify individual expectations for the workshop
4. establish the workshop as a group of peers

### Session 4: (afternoon 2) H-Afro-Am and Black Studies listervs

Presenter: Abdul Alkalimat

#### Objectives:

1. get everyone subscribed
2. examine deeper functions and uses of H-Afro-Am
3. the general use of listservs
4. how to set up a listserv or online group

## Day 3

### Session 5: (morning 1) State of the Art Digitization – UIUC and national projects

Presenters: UIUC Library, IDEALS, Project Gutenberg

<http://www.library.uiuc.edu/ideals/>

<http://www.gutenberg.org/>

<http://www.library.uiuc.edu/ideals/>

#### Objectives:

1. introduce state of the art digitization projects
2. begin discussing a digital disciplinary archive for Black Studies
3. Black Studies and D-space software
4. discussion of BRAIN: Black Research Archive on the Internet

### Session 6: (morning 2) Community Digitization – introduction to the Community Informatics Kit and methodology

Presenters: Abdul Alkalimat and the eBlack Chicago Research Team

#### Objectives:

1. demonstrate how digitization is eing done in the community
2. discussion of replicating this in every Black Studies program
3. discussion of D-7 method
4. train every workshop participant

### Session 7: (afternoon 1) GIS and Black Studies

Presenter: Jon Gant (UIUC, GSLIS <http://www.library.uiuc.edu/gslis/>)

#### Objectives:

1. introducton to this critical software
2. demonstration of how GIS is important for Black Studies
3. discussion of a collaborative project using GIS

### Session 8: (afternoon 2) Building Black Studies Data Sets

Presenters: Abdul Alkalimat and Kate Williams)

#### Objectives:

1. introduction to excel and its diverse uses
2. discuss standardization of Black Studies database development
3. use cases from recent Alkalimat Research on Black Studies
4. discuss alternative ways to share data

Day 4

Session 9: (morning 1) CRN

Presenter: Abdul Alkalimat

Objectives:

1. to discuss and begin to organize the Cooperative Research Network
2. to introduce the first research project: The history of Black Studies on your campus

Session 10: (morning 2) Conference Planning

Presenters (Allen, Bailey, and Banks)

Objectives:

1. plan panels for ASALH and NCBS
2. promote collaboration
3. suggest such panels as local campus programs

Departure in the afternoon

**Subject:** Re: eBlack Studies Workshop Bulletin #5

**From:** Abdul Alkalimat

**Date:** Mon, 14 Jul 2008 12:06:25 -0500

**To:** Abdul Alkalimat

**CC:** eallen@afroam.umass.edu, Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , jfenders@afroam.umass.edu, Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , dchill7@gmail.com, Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , michelelmsimms@yahoo.com, "Smith, Debra" , Allison Sutton , marilyn thomas-houston , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant , gregory gaither , ">mccillnd"@uiuc.edu

**eBlack Studies Workshop Bulletin #5**

Ok, the workshop has started! We begin as a virtual discussion to improve the quality of a limited FTF. I am taking the lit we have submitted for review to be our first conversation. A brief analysis will reveal where we are coming from, what we are thinking about these days.

We got 29 articles submitted by 15 people. If you have not done so, please do, upload it or send me a pdf and I will do so. We need everyone in the discussion, so make the time and get it done. We will get out of the workshop only in proportion as we give to it. We are among the leaders of our field in this revolutionary transformation so this workshop is more important than most things we might be doing. This is the ground floor of a network, be in it or ....

**4 Questions**

The 29 articles seemed to have two contradictory dimensions:

1. Is the focus of the article on the actual or the virtual?  
(virtual or actual)
2. Is the focus on Black Studies or the more general Black experience?  
(Black Studies or the Black experience)

Together we get a 2x2 table

1. What is Black Studies? (actual, Black Studies)
2. What is eBlack Studies? (virtual, Black Studies)
3. What is the Black experience crossing the digital divide? (actual, Black Experience)
4. What is eBlack? (virtual, Black Experience)

1. What is Black Studies? (references refer to who suggested it not the actual author, use the title or check it out to find the right one)

aa is the most current survey of degree granting programs in Black Studies. Use this to ground your thinking in empirical data on the state of the field. rb reviews a historical narrative of the field and as examines the field in terms of the publication practices of leading scholars in the field.

Illinois is the host Department of African American Studies:

*[Faint, illegible text, possibly a signature or a very low-quality scan of a signature]*

http://www.blackstudiesprogram.org/Workshop/Workshop.htm

## 2. What is eBlack Studies?

aa presents a model of how a department of Black Studies can adopt information technology in five fundamental ways. jf describes leading digital resources for the field and curriculum, while df presents a clicker system technology for class room use.

There is also a thread that deals with the library and information science. as discusses the impact of Black Studies on the campus library. dh discusses the experience of Black women in PhD programs of information science, and dh discusses racism and the campus library. These are in the actual realm, but in the virtual realm of the library cr discusses racism and virtual reference service of the library.

Every workshop participant will be given a copy of *African American Experience in Cyberspace* by A. Alkalimat (Pluto)

http://www.blackstudiesprogram.org/Workshop/Workshop.htm

## 3. What is the Black experience crossing the digital divide?

In the realm of identity, an presents a project using gaming software to represent cultural heritage information, and cm discusses the issues of color and gender in cyberspace.

There is also a focus on cultural/artistic creativity. Both df and dj take up hip hop, and ms focuses on the impact of computers on the novel as a literary form.

jh grounds us with a focus on public spaces (parks and urban gardens), reminding us that we are always in the actual natural environment however often we are in cyberspace.

Every workshop participant is being given a copy of *Race, Rhetoric, and Technology* by Adam Banks (Lawrence Erlbaum)

http://www.blackstudiesprogram.org/Workshop/Workshop.htm

## 4. What is the eBlack experience?

kh focuses on how we communicate in cyberspace, the issues of our emotions and the utility of instant messaging in FTF relationships. jm focuses on the Black digital public sphere, as well as a critique of internet meta-geographies.

Every workshop participant is being given *Reboot* a CD of rap tracks on the issues of information technology in the Black community produced by the Black Studies Program at the University of Toledo

So, we have four basic questions that you all have raised and spoken to in your submissions. Send more to engage this discourse.

## 4 Theses

aa is a review essay of the main books in eBlack Studies. This literature sets forth four main theses to guide empirical investigation:

1. The social polarization thesis
2. The Afro-centric thesis
3. The anti-racism thesis
4. The cyber-power thesis

The more of this you read, the more you respect the views of other workshop participants as they are speaking to you through these papers. As said earlier, the workshop has already started. :-)

The next Bulletin is wed.

**Subject:** Re: eBlack Studies Workshop Bulletin #6

**From:** Abdul Alkalimat

**Date:** Thu, 17 Jul 2008 08:57:37 -0500

**To:** Abdul Alkalimat

**CC:** eallen@afroam.umass.edu, Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , jfenders@afroam.umass.edu, Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , dchill7@gmail.com, Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , michelelsimms@yahoo.com, "Smith, Debra" , Allison Sutton , marilyn thomas-houston , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant , gregory gaither , ">mccillnd"@uiuc.edu

**eBlack Studies Workshop Bulletin #6**

**QUESTIONNAIRE FOR LAST MINUTE DETAILS:** This link will take you to a questionnaire that everyone needs to fill out regarding food, travel, etc.

**ACCOMMODATIONS:** We will be staying at a public campus facility, and not a private hotel. Please bring your shower slippers and a robe.

If you have questions please speak up as we don't want anybody to be surprised.

**WORKSHOP LOCATION:** We will be meeting mainly at the Siebel Center:

**CONFERENCE PRESENTATION:** Each participant will be asked to make a 5 minute (or less) presentation that covers the following points:

1. position
2. experience with technology
3. main research project (only one please)
4. why are you at this workshop?

There were two texts left out of the review in the last Bulletin. AB suggests looking at the book by English African Fractals, an amazing look at the logic of material culture, a logical structure that to outsiders might look like chaos. There is also an amazing discussion of how Afro hair designs also follow this amazing logic. CR suggest looking at an essay on one of the two anthology collections on technology and the Black experience published by MIT. Both of these texts are covered in the review essay by AA.

There is an amazing project that came out of Urbana called the Gutenberg Project. This is based on volunteers and is worldwide. I hope to have its founder at the workshop - he still lives here.

There will be a special session on Information Technology and Black

**Studies at the Birmingham Alabama meeting of the Association for the  
Study of Afro-American Life and History. Friday evening.**  
*and the following day, Saturday, October 10, 1964*

CC: [callen@afroam.umass.edu](mailto:callen@afroam.umass.edu), Ronald Bailey , Adam J Banks , "Benson, Richard D" , Nicole Anderson , "Jules, Bergis Kurtney" , [jfenders@afroam.umass.edu](mailto:jfenders@afroam.umass.edu), Dawn-Elissa Fischer , Kayla Hales , Jill Humphries , Dalena Hunter , [dchill7@gmail.com](mailto:dchill7@gmail.com), Carmen Mitchell , Jamila Moore-Pewu , "Angel David Nieves, Ph.D." , "Ransom, Charles" , [michelelsimms@yahoo.com](mailto:michelelsimms@yahoo.com), "Smith, Debra" , Allison Sutton , [marilyn.thomas-houston](mailto:marilyn.thomas-houston) , Jennifer Hamer , Lou Turner , "Charles E. Jones" , Sundiata Cha-Jua , Sandra McWorter , Kate Williams , Jon Gant , [gregory.gaither](mailto:gregory.gaither) , ">[mcccllnd@uiuc.edu](mailto:mcccllnd@uiuc.edu)

8/22/2008 4:57 PM



CITES NetFiles |

CITES Help | Vendor Help | Logged in as: Ticket for /mcworter/NCBS workshop items for participants 2008-7-7 [Logout]



mcworter NCBS workshop items for participants

search

Copy	Move	Delete	Rename	Manage	Share	Email	Tag		Upload	New Folder	
<input type="checkbox"/>								Name	Shared To	Date Last Modified	Size
<input type="checkbox"/>								manifesto		9/3/08 10:00 PM	3K
<input type="checkbox"/>								reflections		7/25/08 10:45 AM	
<input type="checkbox"/>								Workshop Bulletins		7/25/08 10:27 PM	
<input type="checkbox"/>								A1 SlaveTrade by Bailey.pdf		7/19/08 9:26 PM	
<input type="checkbox"/>								abdul alkalimat - eblackstudies.pdf		7/13/08 8:32 PM	5K
<input type="checkbox"/>								abdul alkalimat - national black studies report.pdf		7/13/08 8:34 PM	2K
<input type="checkbox"/>								abdul alkalimat - NCBS workshop session 1.ppt		7/25/08 10:22 PM	2K
<input type="checkbox"/>								abdul alkalimat - social informatics of the black experience.pdf		7/13/08 8:21 PM	
<input type="checkbox"/>								African Influences in Cybernetics - Ron Eglash.pdf		7/21/08 6:56 PM	1K
<input type="checkbox"/>								African Influences in Cybernetics Footnotes - Ron Eglash.pdf		7/21/08 6:54 PM	
<input type="checkbox"/>								alkalimat.ppt		8/9/08 9:31 PM	2K
<input type="checkbox"/>								allison sutton - CitAnalof BlkStudpubs.pdf		7/9/08 10:47 AM	3K
<input type="checkbox"/>								allison sutton - ImpactBlkStudonAcadLibs.pdf		7/9/08 10:46 AM	3K
<input type="checkbox"/>								angel david nieves - 35.2sewell.pdf		7/25/08 10:23 PM	
<input type="checkbox"/>								angel david nieves - ChampionOthernessPlace.pdf		7/7/08 3:55 PM	1K
<input type="checkbox"/>								angel david nieves - Digital Scholarship & Tenure Process.txt		7/25/08 10:23 PM	
<input type="checkbox"/>								angel david nieves - taskforcereportppt.pdf		7/25/08 10:23 PM	1K
<input type="checkbox"/>								angel david nieves - tenure_summary.pdf		7/25/08 10:23 PM	1K
<input type="checkbox"/>								angelnieves_BadniVirtualRealityDesignHistoricalReconstruction:		7/14/08 8:31 PM	1K
<input type="checkbox"/>								angelnieves_GalletBlanchardMontmartreJazzAge.pdf		7/14/08 8:35 PM	
<input type="checkbox"/>								carmen mitchell - Frontiers_ Finding a Place in Cyberspace_ Bl		7/7/08 3:55 PM	1K
<input type="checkbox"/>								carmen mitchell - Guns, Money, and Cell Phones.doc		7/13/08 8:56 PM	
<input type="checkbox"/>								carmen mitchell - Tentative Bihlinoranhv on African American .		7/25/08 10:23 PM	
57 items   Total size: 47.6MB											

## DEPARTMENT OF AFRICAN AMERICAN STUDIES

University of Illinois at Urbana-Champaign

---

### ***Welcome!***

On behalf of my colleagues in the Department of African American Studies, I welcome you to our home page! This has been an exciting year for us and I'd like to share just a few of our many accomplishments with you.

In the fall we began our collaboration with The HistoryMakers, Inc., which paved the way for us to bring to campus such distinguished speakers as Sarah White and Timuel Black. In the spring we were able to highlight the achievements of other pioneering African Americans such as Nelvia Brady, Carol Mosley Braun, James Montgomery, and Barack Obama with a reception and month-long exhibit at the Illini Union.

At various guest lectures and featured seminars throughout the year we also had the privilege of hosting Jabari Asim, Jimmie Briggs, Michael Gomez, and Jill Nelson.

In April we sponsored a very successful international conference on raced and gendered violence along the color line. Renowned speakers such as Gerald Horne, Sonia Sanchez, James Loewen, Clarence Page, and Grace Chang (among several others!) highlighted the three-day event that brought in guests from around the world.

As you can see from the varied headings on our home page, we are in the midst of an exciting transition! African American Studies and Research Program is now the Department of African American Studies, and, in the fall, we will admit the first undergraduate students to our bachelor's degree program! Students can now major or minor in African American Studies!

It was indeed an eventful year for us and we're looking forward to 2008-2009. I invite you to join us as we look to the future and continue to reach new heights!

**Jennifer Hamer**

*Interim Head—Department of African American Studies*

ADDRESS: 1201 W. NEVADA, URBANA, IL 61801

TEL: 217-333-7781 • FAX: 217-244-4809 • EMAIL: [AASRP@ILLINOIS.EDU](mailto:AASRP@ILLINOIS.EDU)

COPYRIGHT © 2008 UNIVERSITY OF ILLINOIS BOARD OF TRUSTEES

COLLEGE OF LIBERAL ARTS & SCIENCES | UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

DEVELOPED BY ATLAS



[Housing Options](#)  
[Dining & Catering](#)

[Living with Us](#)  
[Technology](#)

[Conferences & Special Events](#)  
[Employment](#)

Welcome **Guest!** [Login?](#) • [QUICK LINKS](#) • [APPLY FOR HOUSING](#) • [STUDENT'S CORNER](#) • [SERVICE DESK](#)

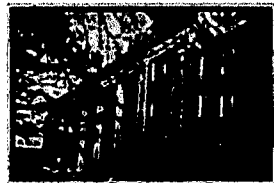


• [Prospective Students](#)  
• [Current Students](#)  
• [Parents & Family](#)  
• [Staff](#)

• [Services](#)  
• [Guest Housing](#)  
• [Tour Our Facilities](#)  
• [Registration Info](#)

**CONFERENCES & SPECIAL EVENTS** • [Register](#) • [Points of Interest](#)  
• [Contact](#) • [Frequently Asked Questions](#)  
**QUICK LINKS** • [Feedback](#)

[HOME](#) :: [Conferences & Special Events](#) :: [Conference & Guest Services Main](#)



**ABOUT CONFERENCES & SPECIAL EVENTS ...**

Your special event deserves special attention, and by choosing the University of Illinois at Urbana-Champaign to host your conference needs, your group will receive the special attention it deserves. A friendly, attentive staff awaits you to make sure that everything for your conference, seminar or camp goes as smoothly as possible.

Our summer conference guests consistently tell us that our dining options are one of their favorite parts of their on-campus experience. Our professional staff love what they do, and it shows. We can arrange meals for small groups to large conferences. Our nutritious, delicious dining options can make your stay an even more memorable one.

With affordable housing and dining services, you can expect great things from the University of Illinois Conferences and Special Events.

The University of Illinois at Urbana-Champaign is located in the heart of Illinois, approximately two hours south of Chicago. Although our large campus spans two cities, all of the residence halls are conveniently located within walking distance of most University sites and facilities. University Housing accepts reservations for meeting space year-round, while overnight housing and dining services are available for reservation from late May until late July. We offer competitive pricing for all of our services, and our staff is pleased to assist your group in planning an event that will accommodate your budget.

[Guest Housing](#)

[Dining](#)

[Meeting Facilities](#)

[Recreation and Leisure](#)

[Calendars](#)

[Contact Us](#)

[Search](#)



Connect. Learn. Achieve. [Student Affairs at Illinois](#)

# Welcome

Opened in October 1972, Levis Faculty Center operated as a faculty club until 1979. The Center has since evolved from an exclusive, club-type facility to a meeting/conference center, and now provides space and an environment conducive for University, business, and community groups to meet for educational and social purposes.

Consider Levis Faculty Center as a venue for your wedding reception, conference, or event.

Offering flexibility, affordability, and the convenience of a campus location, Levis can meet your space and catering needs for meetings, workshops, conferences, hiring and recruiting activities, luncheons, dinners, departmental receptions, lectures, wedding receptions, and other events. We can accommodate anywhere from 10-200 persons for sit-down meals and up to 250 for theatre-style or stand-up functions, with a variety of set-up/equipment options.



The Levis Faculty Center is an excellent place to hold your banquet or meeting.



Levis Faculty Center

# department of COMPUTER SCIENCE



UNIVERSITY OF ILLINOIS AT URBANA-CHAMPAIGN

[Undergraduate](#)

[Graduate](#)

[Online Programs](#)

[Research](#)

[Directory](#)

[About Us](#)

[Overview](#)

[Siebel Center](#)

[DCL](#)

[Video Archive](#)

[Bevande Cafe](#)

[Directions](#)

[Awards](#)

[Alumni](#)

[Corporate Relations](#)

[Outreach/Diversity](#)

[Calendar](#)

[In the News](#)

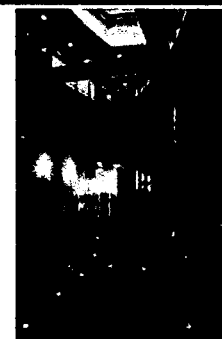
[Search](#)

## Thomas M. Siebel Center for Computer Science

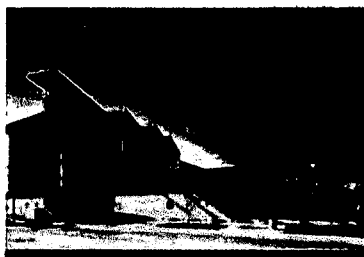
The home of the [Department of Computer Science](#) at the [University of Illinois](#) is the Thomas M. Siebel Center for Computer Science, a state-of-the-art building that opened its doors in 2004.

On the north side of campus, home to the [College of Engineering](#), Siebel Center is an interactive computing habitat, made possible by a gift from alumnus Tom Siebel. The vision for the building was not only to create a magnificent space to work in, but to offer opportunities to investigate and apply computing tools on the building itself.

Advanced wireless and wired communication networks, sensors, actuators, video capture and display equipment, video walls and information panels and storage and computing capabilities within the building allow researchers to examine communication and computation issues related to pervasive computing, multimedia infrastructure, building intelligence, security and privacy, and art.



Siebel Center  
Pictures



Architect Peter Bohlin designed the building as a vibrant space that encourages collaboration. Open areas, pervaded by natural light, and informal meeting places sprinkled throughout provide ample opportunities for people to encounter each other. Brick, slate, copper, and glass were used to construct a traditional south-facing exterior to harmonize with the surrounding buildings and a modern north face to reflect the cutting edge activities within. Private offices, quiet spaces, research and instructional labs, classrooms, seminar and

conference rooms, a 200-seat auditorium, and a [coffee shop](#) fill the interior.

Across a grassy green from Siebel Center is the [National Center for Supercomputing Applications](#), which co-anchors a new information technology quadrangle. Nearby are the [Beckman Institute for Advanced Science and Technology](#), devoted to biological intelligence, human-computer intelligent interaction, and molecular and electronic nanostructures; the [Coordinated Science Laboratory](#), which focuses on information technology infrastructure and houses the [Information Trust Institute](#), where researchers study trustworthy and secure information systems; and the [Micro and Nanotechnology Laboratory](#), which unites photonics, nanotechnology, microelectronics, and biotechnology research.

Just south is the [Grainger Engineering Library Information Center](#), one of the world's most technologically advanced information management and retrieval centers. It is part of the [university's library system](#), the world's largest public university collection.

--  
Last Modified January 17 2007 10:13:42.

Department of Computer Science, Thomas M. Siebel Center for Computer Science, 201 N Goodwin Ave, Urbana, IL 61801-2302. The Department is part of the College of Engineering at the University of Illinois at Urbana-Champaign. Contact [academic@cs.uiuc.edu](mailto:academic@cs.uiuc.edu) with academic questions or [webmaster@cs.uiuc.edu](mailto:webmaster@cs.uiuc.edu) with questions or comments on this page.

THE DEPARTMENT OF AFRICAN AMERICAN STUDIES  
UNIVERSITY OF ILLINOIS

# *eBlack Studies Workshop*

Sponsored by NATIONAL COUNCIL FOR BLACK STUDIES AND THE FORD FOUNDATION  
July 24 – 27, 2008

**Thursday, July 24, 2008**

- 7:00 p.m. – 8:00 p.m.      Opening Reception  
Reading Room, Levis Faculty Center  
919 West Illinois Street
- 8:00p.m. – 9:30 p.m.      The Bread Company (The after reception set)  
706 S Goodwin (2 blocks from Levis)

**Friday, July 25, 2008**

- 7:30 a.m.      Breakfast  
Illinois Street Residence Hall  
1010 West Illinois Street
- VAN will leave at 8:00 and 8:15 (only a 4 block walk)**
- 8:30 a.m.      Session 1: eBlack Studies – the big picture  
0220 Thomas M. Siebel Center for Computer Science  
201 North Goodwin Avenue
- 10:00 a.m.      Break
- 10:30 a.m.      Session 2: eBlack Studies – three approaches  
0220 Siebel Center
- 12:00 p.m.      Lunch
- 1:30 p.m.      Session 3: eBlack Studies – emerging voices  
0220 Siebel Center
- 3:00 p.m.      Break
- 3:30 p.m.      Session 4: eBlack Studies – emerging voices (cont.)  
0220 Siebel
- 5:00 p.m.      Adjourn for the day
- DINNER: On your own, but suggest we go to get Thai as a group at 6:30
- 8:15      Screening of film in on history of Black Studies at U Mass (ISR)

**Saturday, July 26, 2008**

- 7:30 a.m. Breakfast  
Illinois Street Residence Hall
- VAN will leave at 8:00 and 8:15 (only a 4 block walk)**
- 8:30 a.m. Session 5: H-Afro-Am – discourse for collective intelligence  
0220 Siebel Center
- 10:00 a.m. Break
- 10:30 a.m. Session 6: CRN: The Cooperative Research Network  
0220 Siebel Center
- 12:00 p.m. Lunch
- 1:30 p.m. Session 7: The founding anthology of eBlack Studies  
0220 Siebel Center
- 3:00 p.m. Break
- 3:30 p.m. Session 8: TBA  
0220 Siebel Center
- MAKE SURE YOU HAVE BOOKED YOUR VAN RIDE FOR SUNDAY DEPARTURE***
- 5:00 p.m. Adjourn

DINNER: On your own, but suggest we go to get Italian as a group at 6:30 (3 block walk)

Rap session back at ISR or the Bread Company

**Sunday, July 27, 2008**

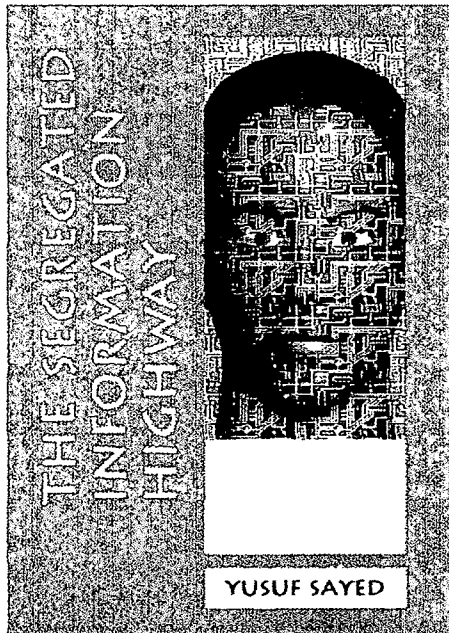
**VAN will leave at 7:30 and 7:45 (only a 4 block walk)**  
**PLEASE CHECK OUT IN THE MORNING BEFORE COMING TO BREAKFAST**  
**(load your luggage into the van to be taken to Afro)**

- 8:00 a.m. Continental Breakfast  
Department of African American Studies  
1201 West Nevada Street
- 8:30 a.m. Session 9: Reporting our research (NCBS & ASALH)  
1201 West Nevada Street
- 10:30 a.m. Session 10: continue general wrap up  
1201 West Nevada Street
- 12:00 p.m. End of Workshop

**eBlack: History, Sociology, and Informatics**  
**Past research and thoughts about a new research program**

**Past → Present → Future**

**Abdul Alkalimat**  
**University of Illinois**  
**July 25, 2008**





## **Outline of presentation**

### **Intro**

(Background, context)

### **Four fundamental questions**

(Black, eBlack, DD, Info society)

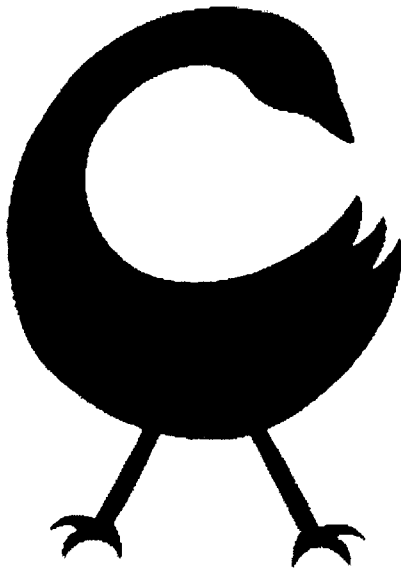
### **eBlack Studies**

(theory and method)

### **Thinking about the future**

(digital archives, cyberorganizing)

## **Background to project**




Digital scholarship and  
the Black experience

Ford Foundation  
national consultation

Three reports (Atkins,  
Unsworth, Alkalimat)

IT sessions at NCBS  
and ASALH

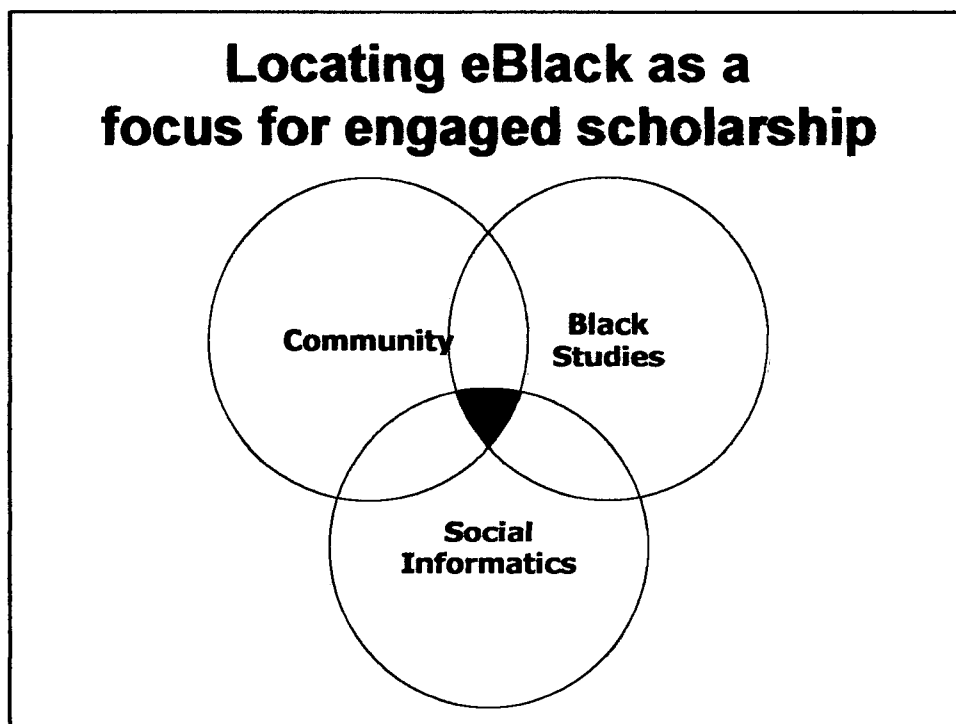
Crisis, crisis, and  
change



**The African American Journey**

1. What is Black Studies?
2. What is eBlack Studies?
3. What is the digital divide?
4. What is the eBlack experience?

**Four fundamental questions?**



**Fanon: “Each generation has a mission. It can fulfill it or betray it.”**

- 1. Black Studies as social movement:** The Black liberation movement and the Black Student movement united to fight racism and transform higher education (1960's)
- 2. Black Studies as academic profession:** The faculty and students of Black Studies achieve excellence based on the universal standards for scholarship (1980's)
- 3. Black Studies as knowledge network:** The Internet enables Black Studies to become a virtual knowledge network, a global information commons (2000's)

**The third generation of Black Studies has a clear mission**

## **eBlack's Philosophical foundation: three fundamental values**

### **Cyberdemocracy:**

**everyone can connect**

### **Collective intelligence:**

**everyone can produce**

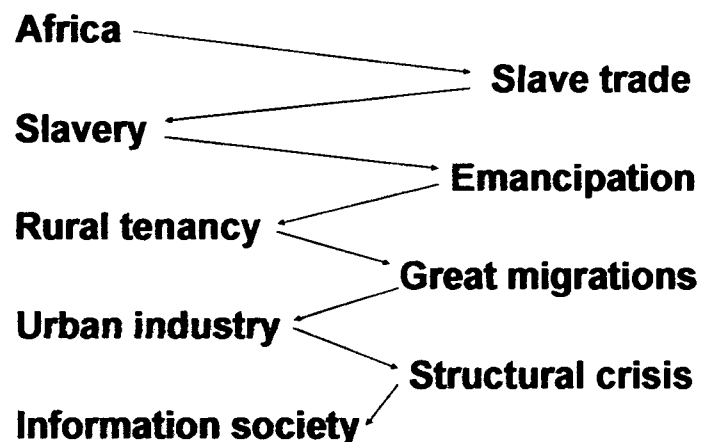
### **Information freedom:**

**everyone can consume**

## D7 method

<b>D1. Definition</b>	Defining the problem, summing up the relevant literature, formulating the research question and/or hypothesis
<b>D2. Data collection</b>	Operationalizing the variables, drawing a population sample, collecting data regarding the variables
<b>D3. Digitization</b>	Inputting, scanning, otherwise putting the data on a computer, organized in a useful way
<b>D4. Discovery</b>	Analysing the data to test the hypothesis or answer the research question
<b>D5. Design</b>	Laying out the data and analysis in text, tables, and figures to convey the findings to various audiences
<b>D6. Dissemination</b>	Sharing the findings with the various audiences as widely and effectively as possible
<b>D7. Difference</b>	Using the research to make a difference in your research community or the larger world

## The logic of Black history: modes of social cohesion, modes of social disruption



## Technology (ICT) and Black history

Historical periods	Communications innovations	Examples
Africa	speech and song writing and number systems the drum	Chaka Zula Queen Nzinga Kimathi
Slavery	secret codes, quilts, newspapers	Nat Turner Frederick Douglass
Rural tenancy	radio, telephone	Ida B. Wells W. E. B. DuBois
Urban industry	TV	Martin Luther King Malcolm X
Information society	fax, computers, internet	Million Marches Black Radical Congress

## Toward a paradigm of unity

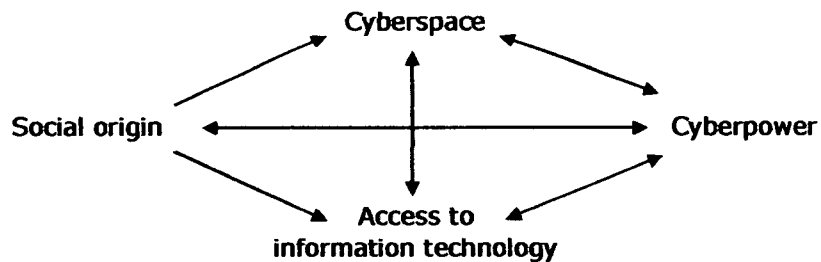
Logic of change	<i>Social cohesion</i>	Traditional Africa		Slavery		Rural life		Urban life
	<i>Social disruption</i>		Slave trade		Emancipation		Migrations	
Units of analysis	Ideology	A1	B1	C1	D1	E1	F1	G1
	Nationality	A2	B2	C2	D2	E2	F2	G2
	Class	A3	B3	C3	D3	E3	F3	G3
	Race	A4	B4	C4	D4	E4	F4	G4

## **Sociology of eBlack: A research framework**

**Social polarization  
thesis**

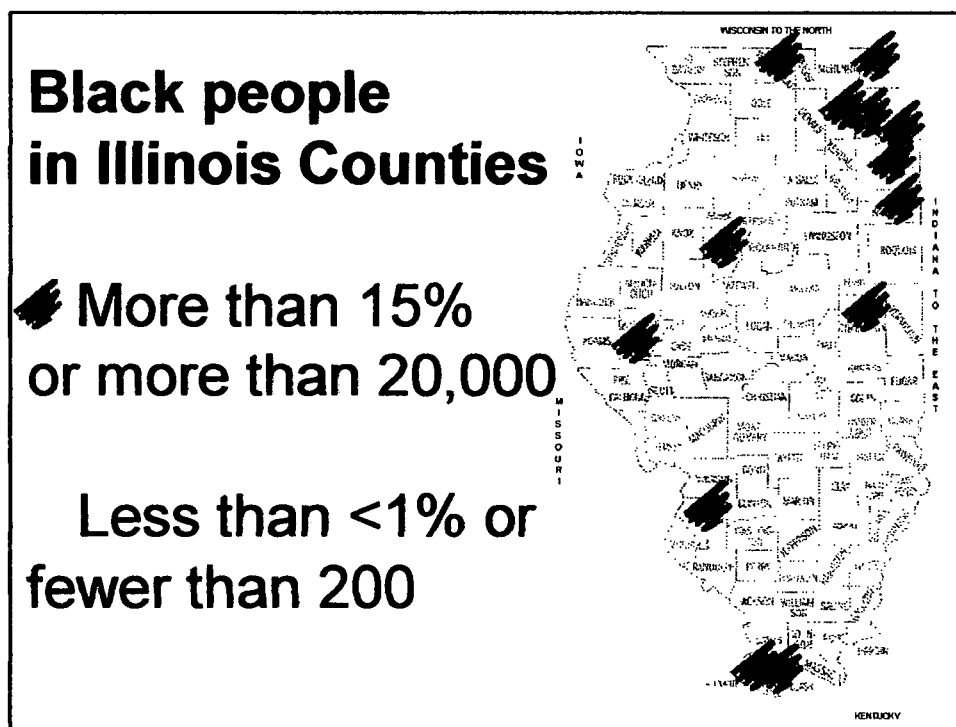
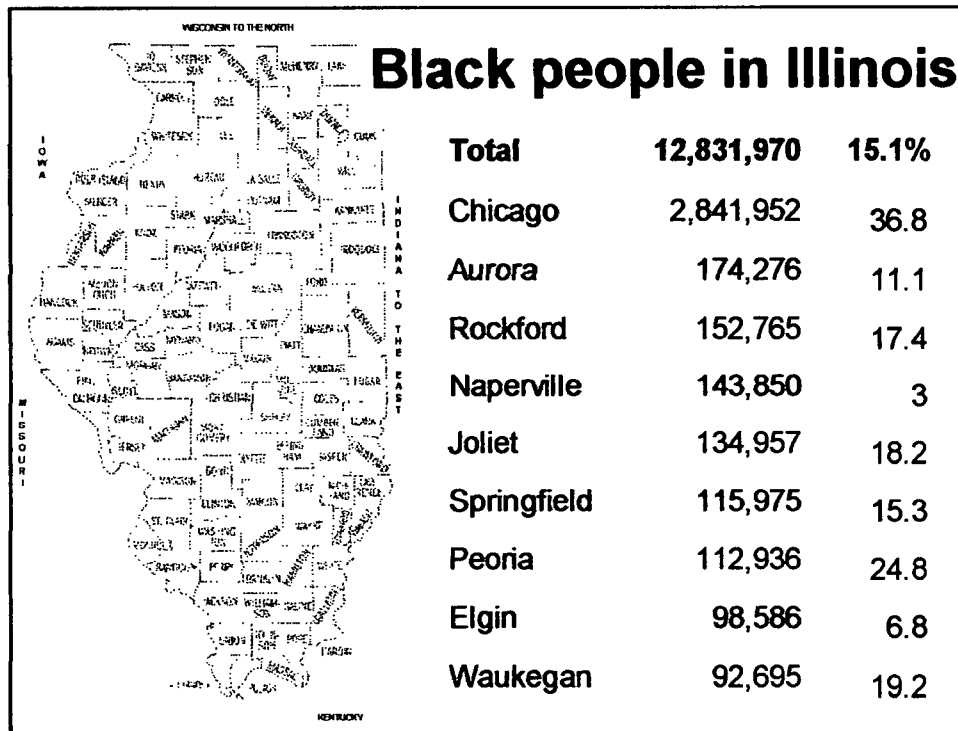
**Afrocentric thesis  
Antiracist thesis**

**Social cyberpower  
thesis**



## **Thinking about a new research program: eBlack Illinois**

- 1. The research focus is on aggregating a massive set of data bases that cover the historical and sociological experiences of the Black population in Illinois. This includes every empirical measure, every collection, every documented narrative, etc.**
- 2. We will analyze this data to fully investigate the diverse applications of the term community.**
- 3. Our main interest is how this data helps us to understand what the Black community is doing with digital technology. Further we are interested in developing measures of impact that results from this technology (cyberpower)**
- 4. This research will require a wide and diverse set of scholars to gather and analyze the data. Collaboration will require a change in research culture.**



## **Datasets**

- 1. Census**
  - 2. Federal and state agencies**
  - 3. Media**
  - 4. Organizational archives**
  - 5. Oral history archives (IHC/NEH grants)**
  - 6. History Makers**
  - 7. African American historical sites**
  - 8. Politics: voting and office holding**
  - 9. Educational achievement**
  - 10. Black studies programs**
- What else belongs here?**

## **Illinois Urban League Chapters**

**Madison County Urban League**  
Brenda Walker McCain, President/CEO  
210 William Street  
PO Box 8093  
Alton, IL 62002-8093 618.463.1906x5  
Email: Bkwm51@aol.com

**Quad County Urban League**  
Theodia Gillespie, President/CEO  
808 E. Galena Blvd.  
Aurora, IL 60505 630-851-2203  
Email: theodia@aol.com  
www.qcul.org

**UL of Champaign County**  
J. Tracy Parsons, President  
314 S. Neil Street  
Champaign, IL 61820 217-363-3333  
Email: tparsons@urbanleague.net  
www.urbanleague.net

**Chicago Urban League**  
Cheryle R Jackson, President  
4510 South Michigan Avenue  
Chicago, IL 60653 773-285-5800  
Email: cjackson@cul-chicago.org  
www.cul-chicago.org

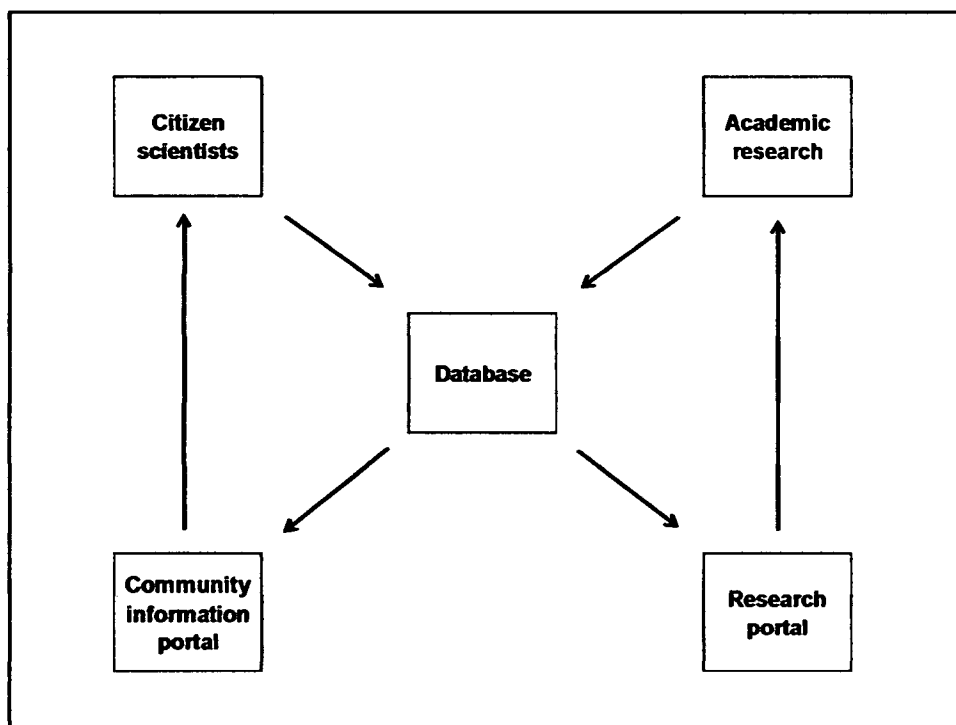
**Tri-County Urban League**  
Laraine E. Bryson, President  
317 South MacArthur Highway  
Peoria, IL 61605 309-673-7474  
Email: lebryson@tcpul.com  
www.tcpul.com

**Springfield Urban League, Inc.**  
Nina M. Harris, President  
100 North 11th Street  
P.O. Box 3865  
Springfield, IL 62708 217-789-0830  
Email: nharris@springfieldul.org  
www.springfieldurbanleague.org



## Moving from one to many databases

- The person
- The institution
- The spatial dimension
- The networks
- The archives
- The chronology
- The national
- The global



## **The crises we face**

- **Liquidation of the community**
- **Commodification**
- **Lack of digitization**
- **Individuals vs the network and collective intelligence**
- **Short term opportunism (get my degree) vs long term strategic research program**
- **File management and back up**

## **The solutions we need**

- **Communication – H-Afro-Am**
- **Collaboration – Cooperative Research Network**
- **Digitization – eBlack**
- **Movement – the new citizen scientist (taking Woodson/DuBois to the next level)**
- **Theory – Four questions; four theses**

**Information Technology and the Black Experience**

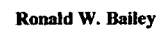
Summer 2008

GSLIS and DAAS

[mcworter@illinois.edu](mailto:mcworter@illinois.edu)



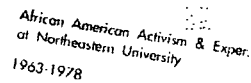
2000年12月25日 星期一



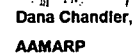
**Northeastern U/Savannah State U**

**@UICU/NCBS Info Tech Workshop, 7/24/08**

**"Cooperating" with the Boston Museum of Fine Arts in their "community outreach" activities for the opening of the permanent gallery of Nubian or Kushite art (1992)**



1963-1978



**MFA: Largest collection of Nubia artifacts outside of Khartoum, Sudan**

**Kush Club teens dig arabian roots at MFA** Page 10  
Sept. 1, 1994 (Theresa India Young)



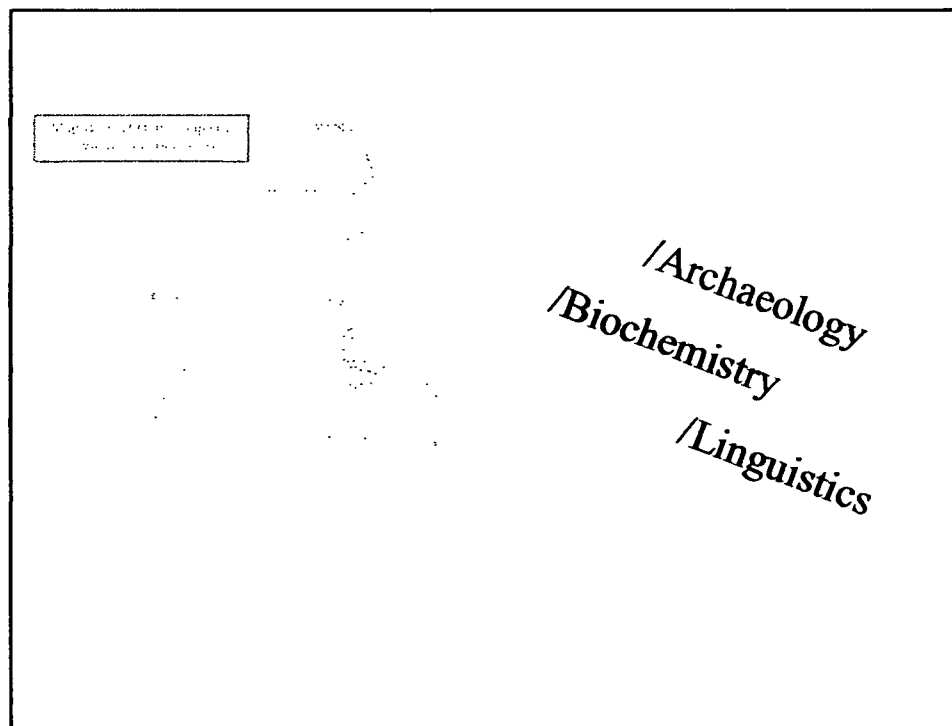
**Museum of the National Center for  
African American Artists (Barry Gaither)**

**Madison Park Development Corporation (Danette Jones)**

**Roxbury  
Heritage  
State Park**



TOWARD A PARADIGM OF UNITY IN AFRO-AMERICAN STUDIES									
LOGIC OF CHANGE		Social Cohesion	Africa		Slavery		Rural Life		Urban Life
		Social Disruption		Slave Trade		Emancipation		Migration	
UNITS OF ANALYSIS		Consciousness	A1	B1	C1	D1	E1	F1	G1
		Society	A2	B2	C2	D2	E2	F2	G2
		Political Economy	A3	B3	C3	D3	E3	F3	G3
		Biology	Color Gender Age	A4	B4	C4	D4	E4	F4 G4



- The main mission of the project is to create a community of teachers, scholars, students, educators in museums and libraries, and others who want to learn and teach about Nubia as a significant ancient civilization, and to integrate this knowledge into the school curriculum, informal educational activities, and self- study programs. The project also seeks to promote the use of new technologies in humanities education and contribute to the pool of culturally diverse educational materials accessible to all learners using these technologies.



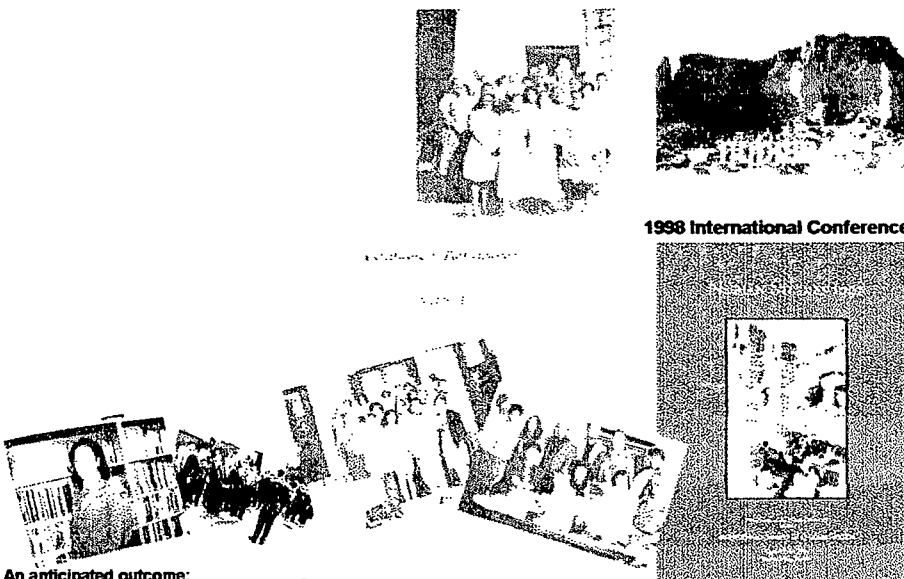
**DR. TIM KENDALL**, formerly with  
Boston Museum of Fine Arts

**MARCIA BAYNES**, 8<sup>th</sup> Grade  
Teacher, Cambridge & VA



**Marcia Baynes at AFI**

- 1993 Nubia Institute (Funded by NEH, ES-22447-92)
- 1994-1996 Planning for a Documentary on Nubia (Funded by NEH, ES 25129-95). With Judith McCray, Juneteenth Productions
- 1998-2000 NubiaNet: A Website and Resources for Studying Ancient African and World Civilizations funded by NEH through the Education Development Center

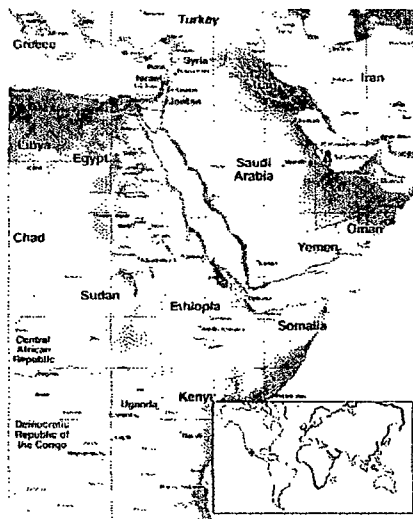


**1998 International Conference**

**An anticipated outcome:**  
Africana major/Nubianet work-study  
assistant now Park Ranger in Charge,  
African Burial Ground

Published by  
Dept. of African-American Studies  
Northeastern University

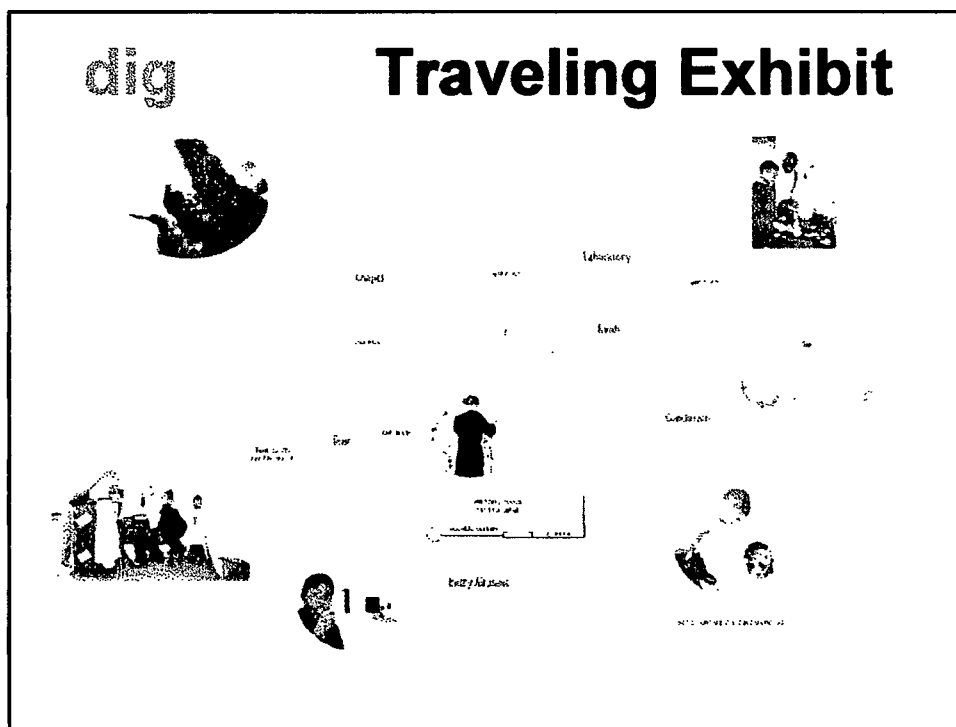
# Welcome to dig !



**dig introduces young people to archaeology through an exciting archaeological find: the remains of the ancient African civilization of Nubia in northern Sudan and southern Egypt that emerged over six thousand years ago.**

# Components of dig

- **A traveling exhibit intended for after school centers, boys & girls clubs, small museums, churches, libraries;**
- **A web site filled with information about archaeology and ancient Nubia ([http: www.dignubia.org](http://www.dignubia.org))**
- A documentary film entitled *Nubia and The Mysteries of Kush*





Harriet Tubman House, Boston,  
The Discovery Museum and Planetarium, Bridgeport,  
Concordia Educational Technology Center, Vidalia, Louisiana  
Zeum, San Francisco,

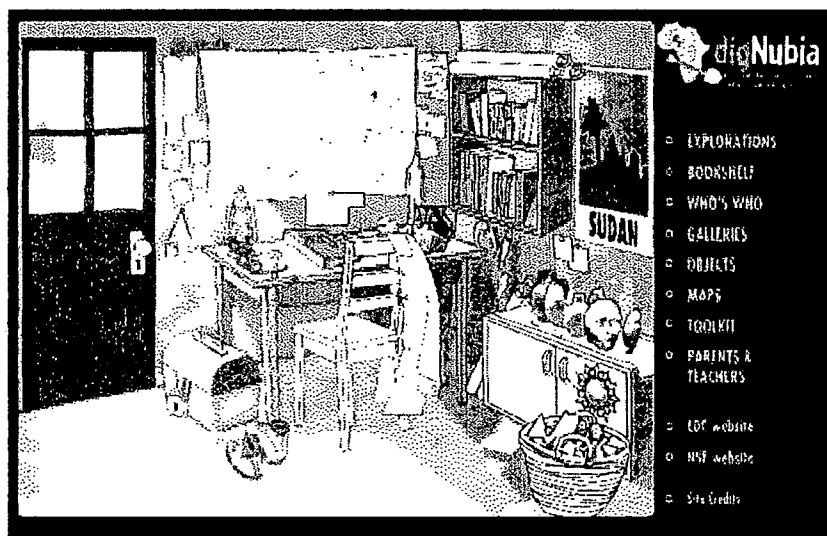
The Tech Connection and School Age Children's Camp, Monterey, CA  
Francis C. Hammond Middle School, Alexandria,  
Family Center and Imagine Nation Museum, Bristol,  
Greater Philadelphia Federation of Settlements, Philadelphia,  
Office of Emergency Shelter and Services, Philadelphia, Pennsylvania  
Dakota Science Center, Grand Forks,

I.P. Stanback Museum and Planetarium, Orangeburg,  
Museum of Arts and Sciences, Macon, Georgia  
Afro Studies—U. of Florida/Sante Fe Community College, Gainesville,  
Georgia Southern University Museum, Statesboro,

Alden B. Dow Museum of Science and Art, Midland ( ) Center for the Arts  
Putnam Museum of History and Science, Davenport,  
Youth Museum of West Virginia, New River Park,  
Children's Museum of Utah, Salt Lake City,  
New Jersey History Museum, Trenton,  
Las Cruces-Museum of Natural History, Las Cruces,  
Savannah State University, Savannah,

dig

Web Site



**The Examiner.**

CONNECTICUT POST

# Kids learn it's hip to dig the past

Traveling exhibit takes students back in time

Students learn about archaeology

A traveling exhibit of archaeological artifacts is on display at the Connecticut State Museum of Natural History in Storrs. The exhibit, titled "Digging for the Past," features a variety of ancient tools and weapons, including stone axes, arrowheads, and a flint knife. The exhibit is open to the public from 10 a.m. to 4 p.m. on Saturdays and Sundays. Admission is free.

CONNECTICUT POST

## Best and the rest for the past week

The Connecticut State Museum of Natural History in Storrs has a new exhibit, "Digging for the Past," which features a variety of ancient tools and weapons. The exhibit is open to the public from 10 a.m. to 4 p.m. on Saturdays and Sundays. Admission is free.

Students learn about archaeology

**Boston Sunday Globe**  
Education Section  
June 16, 2002  
Ancient civilization brought back to life





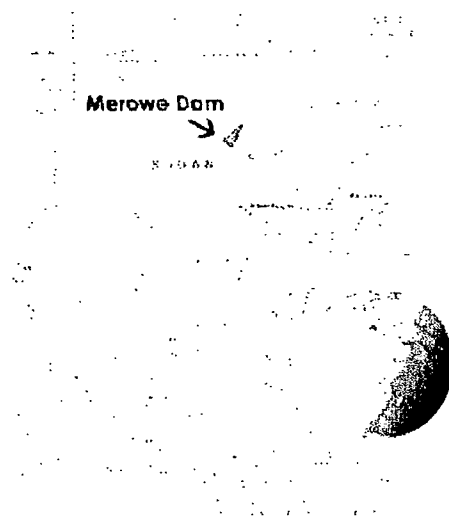
**Weekly delegations from Savannah's rec centers,  
staff professional development session**

**New digNubia brochures for outreach (7000)**

**Ten showing of documentary on COMCAST**



GEORGIA  
HUMANITIES  
COUNCIL



See [http://www.nubiansociety.org/MDASP\\_appeal.htm](http://www.nubiansociety.org/MDASP_appeal.htm)

- In 2006, a 100 miles stretch of the Nile River that has been home to human civilizations since the beginning of time will be flooded when the Merowe Dam is completed in 2007. While well-known ancient sites such as Jebel Barkal, will not be destroyed directly, there are concerns that environmental changes such as changes in the level of the water table will wrought massive damage.

#### •Updating Websites: DigNubia and NubiaNet

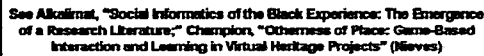
- Edit and Distribute 150-200 hours of videotape
- Use the Web for Ongoing Photo Documentation

#### •Organize Delegation of K-12 and College Educators to Sudan

#### •Adopting Gebel Barkal, a World Heritage Site as a Curriculum Project

([http://whc.unesco.org/pgs.cfm?id=21&id\\_site=1073](http://whc.unesco.org/pgs.cfm?id=21&id_site=1073):  
(cybercasting by archaeologists in the field, live webcam shots of ongoing excavations, all highlighting Nubia, ancient African civilizations, and historical/cultural heritage preservation and technology)

June 2006



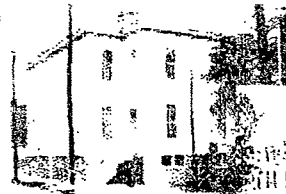
**Crystal Island**  
**Science Learning/FI-NCSU**

## Babylon

**First African Baptist Church**



**Dorchester  
Academy**

Beach  
Institute

**Savannah State University**



**King-Tisdell Cottage**



**Willow Hill Renaissance Heritage Center**



**Proposal  
Pending,  
Institute for  
Museum and  
Library  
Services.  
\$150,000**

## **The Next Movement in Black Studies: “eBlack Studies”**

The term “eBlack Studies” describes the ongoing application of current digital information technology towards the production, dissemination, and collection of historical knowledge critical to the discipline of Black Studies and to the overall black experience. Thus, eBlack Studies, as it is now understood, is widely recognized to be at the forefront of research in Black Studies. Keeping this in mind, we – a group of Black Studies scholars from across the United States – first gathered together at the University of Illinois, Urbana-Champaign in July 2008 for the inaugural eBlack Studies workshop. The objectives of this workshop were twofold: to promote digital scholarship in black studies by building a cooperative research network, and to create an agenda for eBlack Studies within the academy as well as within the diverse communities where scholars of color presently work.

The breadth and depth of work represented by the scholars gathered at this meeting broadly define the intersections of Black Studies and emerging issues of digital technology. Our intellectual, community, and activist interests include: Afrofuturism, architecture, archival science and preservation, the Black Arts Movement, bibliometrics, critical race theory, cultural geography, cyberorganizing, ecotourism, environmental justice, genealogy, information seeking behaviors, information management, interpersonal communication, library and information science, public history and memory, rhetoric and composition, urban and regional planning, and US/Africa foreign policy. We have also committed ourselves to work in a number of related fields of study including but not limited to: Afro-Latin America and Latino/a Studies, Archaeology, Black Atlantic Studies, Black Queer Studies, Comparative Literature, Cultural Studies, Ethnomusicology, Psychology, Public Health, and Women and Gender Studies.

As we chart the future of scholarship, teaching, and community work through the use of eBlack Studies, we acknowledge and celebrate our roots in the history and traditions of Black Studies, while, at the same time, we enthusiastically embrace digital culture as it critically interrogates, interprets, defines, and documents the experiences of people of African descent. Furthermore, like Black Studies, eBlack Studies is unquestionably grounded in the history and everyday experiences of living Black communities, and is wholly committed to the preservation and accessibility of Black knowledge, history, experience, and perspective for the continued education of Black people and all people. We work to promote eBlack Studies as an interdisciplinary study of Black life and information communications technology across the African Diaspora based on an engaged model of praxis-centered, community advocacy. eBlack Studies will commit itself to knowledge creation and dissemination, dialogue, debate, engagement, and action in the interests of freedom for Black people in the US and the entire African Diaspora. As such, eBlack Studies will make a powerful contribution towards creating a better world for all peoples. eBlack Studies will work to cross the vast digital divide across ethnicities and transform the technological systems that structure Black life, as well as the patterns of political, economic, and cultural power relations that influence technology design, production, and use.

We believe that eBlack Studies is a movement which is integral to the future of the discipline of Black Studies, and that this future will include utilizing, innovating, interrogating, critiquing, and where needed, resisting digital tools and spaces. As we chart this future, we believe that Library and Information Sciences are also essential to the development of eBlack Studies. Not only will eBlack Studies be at the vanguard for work in Black Studies, it will also contribute to its future through the development of digital archives, while documenting the history of Black Studies and the Black experience.

We believe that eBlack Studies and Black Studies in general must reaffirm scholarly commitment to the wide-ranging diversity in Black experiences. As eBlack Studies holds promise to innovate and develop new directions for Black Studies, it also presents an opportunity to standardize our disciplinary procedures and policies as well as to rejuvenate our pedagogy and practice. The innovations we collectively achieve in these areas will offer unique possibilities for other disciplines, as well. Finally, the weaving of Black Studies and new information technologies offers profound possibilities for the future of the field, including:

- Preservation of the many modes and facets of the Black experience in digitally archived, easily accessible, open source formats.
- Collaborative, interdisciplinary approaches to scholarship, teaching and learning.
- Intersectional approaches to scholarship and action, emphasizing the linkages that persist among class, sexuality, nationality and forms of oppression, while promoting strategies for action and liberation.
- The aggregation and compilation of reports from the outposts of struggle throughout the world providing testimony to scholars, activists and laypeople.
- The active pursuit of connections with scholars of the Black experience and practitioners in areas such as the hard sciences, computer sciences, history of science, engineering, media studies, economics, media production, performance studies, fine arts, and other disciplines not typically associated with work in Black Studies. New ways of imagining connection and kinship must also engage with professional organizations such as the National Society of Black Engineers (NSBE), National Association of Black Journalists (NABJ), transnational grassroots organizations, and non-governmental organizations. We must work to insure that an understanding of the Black experience be more than a mere conversation among academics.
- Utilization of all the available means of digital technologies such as social networking, data mining, the Internet, and others engaged in our scholarship, teaching, curriculum development, and community engagement, not just for our own personal and professional purposes, but to strengthen connections with Black

communities around the world.

- Interrogation and critique of technological systems and tools.
- Advocacy as well as description in our intellectual work.
- Utilization of models of scholarship and engagement that reach beyond traditional academic work and academic systems of financing, reward, and recognition.

We are witnessing an information revolution – a revolution that is leading global transformation. People of African descent have always played pivotal roles in the history of technological revolutions – sometimes as innovators and inventors, more frequently as laborers – and whose labor permitted the wealth that spurred further technological advances. The social consequences of today's information revolution include suffering and economic insecurity for African Americans and others in the African Diaspora, and also dislocations among others in society. Our communities have been digitally divided but we are dedicating ourselves to serve as a bridge over the river of that divide. Our social values are cyberdemocracy, collective intelligence, and information freedom. We embrace the information revolution and dedicate our scholarship to academic excellence and social responsibility. We welcome others to join us in this endeavor.

---

*This workshop was sponsored by the National Council for Black Studies with funding from the Ford Foundation. It resulted from discussions at a series of workshops during the conferences of the Association for the Study of African American Life and History and the National Council of Black Studies, and a 2007 Ford Foundation convening. The workshop was hosted by the Department of African American Studies at the University of Illinois at Urbana-Champaign, with additional support from the Chancellors Office, Community Informatics Initiative, and the Center for Advanced Study. The workshop was organized and directed by Abdul Alkalimat, Professor of eBlack Studies (African American Studies and Library and Information Science). It was held July 24-27, 2008.*



# NCBS ONLINE

Promoting Academic Excellence and Social Responsibility

[HOME](#)
[ABOUT NCBS](#)
[PROGRAMS & SERVICES](#)
[MEMBERSHIP](#)
[CONFERENCE & EVENTS](#)
[GENERAL EVENT CALENDAR](#)
[NCBS NATIONAL CONFERENCE](#)
[CONFERENCE CALL FOR PAPERS](#)
[STUDENT ESSAY CONTEST](#)
[CONFERENCE ADVERTISING](#)
[CONFERENCE EXHIBITION](#)
[32ND ANNUAL CONFERENCE SCHEDULE](#)
[PUBLICATIONS](#)
[MEMBER RESOURCES](#)
[STUDENT'S CORNER](#)
[CONTACT US](#)


Join NCBS today and get a free 1-year subscription to *American Legacy Magazine*.  
[Learn more...](#)

Join Our Mailing List

Email:

## Call for Papers

NCBS is accepting abstracts for papers and panels that explore the African World experience from an interdisciplinary global perspective. Of particular interest are those presentations that approach the discipline of Africana Studies using a multi-layered framework that incorporates various combinations of class, race, gender or womanist, Afro-Centric, cross-cultural, multi-cultural, postmodernist, postcolonial, comparative and diasporic perspectives.

Submission guidelines and links to submission forms are provided below.

\*All conference presenters must pre-register for the conference.

**DEADLINE FOR 2009 CONFERENCE IS November 1, 2008**

## Abstract Submission Guidelines

The following information is required for presentation consideration for the NCBS annual conference. **Audio-visual needs (e.g. powerpoint, monitors, tv etc.)—presenters have to contract equipment from the hotel—NCBS "will not" be responsible for supplying presenters with equipment.**

Individual Abstracts	Panel Proposals	Roundtable Proposals
<ul style="list-style-type: none"> <li>Abstract (1-2 pages)</li> <li>Presentation Title</li> <li>Name, Address, Phone, Email</li> <li>Institution/Affiliation</li> </ul>	<ul style="list-style-type: none"> <li>Panel Abstract (1-2 pages)</li> <li>Abstract &amp; Presentation Title (each panelist)</li> <li>Name, Address, Phone, Email (each panelist)</li> <li>Institution/Affiliation (each panelist)</li> <li>Name of Primary Contact</li> </ul>	<ul style="list-style-type: none"> <li>Roundtable Abstract (1-2 pages)</li> <li>Roundtable Title</li> <li>Name, Address, Phone, Email</li> <li>Institution/Affiliation (each panelist)</li> <li>Name of Primary Contact</li> </ul>

For your convenience, you may complete the appropriate submission form online or download a pdf version.

### [Download Individual Abstract Submission Form \(pdf\)](#)

[Online Individual Abstract Submission Form](#)

### [Download Panel/Roundtable Abstract Submission Form](#)

[Online Panel/Roundtable Submission Form](#)

[Home](#) | [About NCBS](#) | [Programs & Services](#) | [Membership](#) | [Conference & Events](#) | [Publications](#) | [Member Resources](#) | [Student's Corner](#) | [Contact Us](#) |

National Council for Black Studies, Inc.  
 Promoting Academic Excellence and Social Responsibility

Site Powered By  
[QuickBuilder Site Manager](#)  
 Online web site design

**The Voice of Black Studies**  
 Submit an article in our electronic newsletter



[Learn more](#) on how to submit your article for an upcoming edition.

**List Your Position Announcements on NCBS Online**

**Do you have a job position available?**

Now you can list your position announcements on NCBS Online. Our listing service is free to Institutional Members. There is a fee for non-Institutional Members. Just complete our online submission form, and your posting will be listed within 24 hours after approval.

Position announcements are viewable to all NCBS Online visitors.

[Submit a Position Announcement now...](#)

---

**NCBS WORKSHOP SESSION 1 / FRIDAY MORNING**

---

Please write a sentence or two reflecting on the session. (For instance, the presentation, anything that came up in discussion, any remaining questions or comments.)

Your general overall evaluation of this session? (5 very useful, 1 not useful at all)

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

How relevant is this topic for the field of Black Studies (5 quite relevant, 1 quite irrelevant)

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

Would this discussion be useful on your campus? (5 very useful, 1 not useful at all)

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

Was this a learning experience for you? (5 very much so, 1 not at all)

- ☐ 1  
☐ 2  
☐ 3  
☐ 4  
☐ 5

[Submit Survey](#)

[clear page](#)



**BLACK STUDIES: WORKSHOP EVALUATIONS** - Please write a sentence or two reflecting on the session. (For instance, the presentation, anything that came up in discussion, any remaining questions or comments.) [ID = session and respondent]

over  
ve

ID		1
101	Very informative; Innovative area of research of which I am honored to be a part.	0
102	i am thoroughly excited at the range of interests and expertise in these workshops. i also thought bailey, allen, and alkalimat's presentations were both substantive and inspirational for new, collaborative work.	0
103	I found the session very informing and inspiring. It helped me understand the overall relationship of black studies and technolgy.	0
104	too long without questions	0
105	Great session; very informative; and very inspiring; making me think about not only my scholarly work but also my own archives.	0
106	The session was very useful. I think that each of the presentations provide models that can be used by folks in Black Studies. In regard to the national picture (of Black Studies), there may be a need to prioritize the projects that can come as a result of the Black Studies & eBlack Studies collaboration. Perhaps, a national Black Studies history project, or video and digital archiving of Black Studies documents, personal papers, etc. But the main point is prioritizing.	0
107	What happens when the black experience online is downloaded and used for alterior motives by other communities, groups, and institutions that aim to discredit black folks? Also, we should have had a general introduction of all the participants in the workshop and a little about themselves to start off.	0
108	I thought the session was very useful in laying out the theretical and conceptual frameworks used to examine eBlack technology. The historical and philosophical overview grounded the application of eBlack Studies. We need to be mindful of gender/sexuality equity when selecting presenters since women and or queer black scholars would bring a different dimension to the conversation.	0
109	It was a good session that provided a solid foundation for understanding the future of work in eblack	0
110	Excellent historicization of the field. Great example of eBlack Studies in action. Only weakness was absence of women presenters.	0
	---Tremendous overview of the intersections of Black studies and IT	
111	---Great historicization of Black uses of technology from slavery to the contemporary moment	0
	---Would have been a great to have women present for one of the morning offerings	
	---Profou	
112	This session introduced several resports available for contextualizing the digital divide and its relevance to black studies as well as the d7 method and logic of Black history.	0
113	Prof. Alkalimat's discussion was extremely relevant and the best summary of issues concerning the internet and eBlack studies.	0
114	The question regarding technology and tenure is important. This is particularly the case because the majority of the technological sophisticated academics are the young or recent PhDs and are most often discouraged by mentors from approaching anything that is not traditional.	0
	The session allowed me to step away from the particulars of my own research and to consider my work within a larger field of research and knowledge production and dissemination, which is eblack studies. I appreciated each of the presentations and felt invigorated by the overall accumulation of all these individuals meeting and discussing this topic in the same place.	
115		0
	One question that remains for me is where do we go after we have mastered the technical aspect of digitizing archives? For instance is there room within eblack studies to pose critical questions of the technology and even its limitations to fully represent the black experience? This is a question that	



comes up in my work and I would love to get other opinions on it.

The information shared by presenters this morning further solidified the role I envision for myself. I am sure that I am standing firmly on an Afro-centric thesis which supports and promotes the extensive wealth of our cultural record as justification for taking action and developing a cyber presence.

116

0

Working in the planning and organizational stages to meet the challenge of 'democratizing knowledge' through access is well suited to my library science framework and background.

SUM

0



	—Great range of presentations about ongoing projects by senior colleagues	
201	—Innovative, but complicated considerations for jr. faculty who are in departments that may not be aware of or hospitable to eBlack studies	0
	—Again, hearing from women and or	
202	This session helped me see how I can incorporate e-black studies into my own work. I was able to see the connections.	0
203		0
204	Excellent	0
205	More interaction	0
206	The session that included Dr. Allan was particularly informative because I am interested in how to physically get the work done.	0
207	This session featured three people who are using eBlack Studies in their institutions or in their own research.	0
208	The three presentations hung together well and helped to make concrete the kinds of projects that can be embraced by work in eBlack	0
209	I enjoyed listening to the breadth of topics this session. I am excited about reading the books that were included in our package, as well as learning more about the adobe document searching. Everything discussed in the presentations this session will come to be quite useful, if not already.	0
210	Excellent synopsis of current trends and issues in eBlack Studies theory, research and practice.	0
211	Reflections one incorporates reflections two.	0
212	Learning about the projects of the speakers —how they were developed, where they are and where they are going ---created a visual for the synergy that is already taking place around the E-Black studies movement.	0
SUM		0

301	Great to hear other person's ideas.	0
302	good section	0
303	Should be a clearer distinction of when the presentations will be in the schedule. I wasn't sure when it would happen. Other than that, it was great to know more about various folks research!	0
304	It is interesting to hear what others in the group are doing. Lots of interest in the digital history piece and archiving. I'm in!	0
305	Great sharing time. Learning about others' research paths creates opportunity for collaboration.	0
306	Hearing about other individual's work, although not largely relevant to what I do, was interesting. I can see the importance of their areas of study.	0
307	It was very informative learning about te work of other people and considering the possible collaborations.	0
308	I found this session very helpful. It was good to see the diversity of projects and research interest. I hope to extend these conversations.	0
309	The individual presentations are the most important because I an opporutunity to present my work and learn in more detail what other workshop participants are working on. I'm interested in talking in more detail with others involved in similar work as my own.	0
310	I felt a little rushed so perhaps 5-10 minutes/person would be better than 5 minutes. During this session, we went around the room talking briefly about what we do at our institutions. People brought in powerpoint presentations, examples of their work or just spoke to us. I think this would have been more useful if we had completed online introductions before meeting.	0
311	Hearing the work being done by graduate students is inspiring. There are several specific instances in which their work will contribute to scholarship in general and especially to the goals of eBlack. Exciting prospects: Ransome of funeral programs, etc. And there are clear breakthroughs in the social responsibility goal of Black Studies (e.g., the ecological concerns of	0
312	Very inspiring. The various ways in which technology is being used by the participants inspires new ideas. Still have a question about quality of material being introduced on the web and how we teach students to evaluate that data.	0
313	This session makes clear the need for a series of publications -- a critical anthology, etc. -- that would address the innovative work of contemporary scholars in the field. Particularly emerging voices in this critical field of study.	0
314	AMAZING!!!! Pioneering research and activity centered around digital technology as well as academic and social advancement. Very helpful and inspiring.	0
315	Just extremely informative to learn about the backgrounds of participants and why they are interested in the workshop.	0
316	very good projects, much potential for future collaboration...wide range of interests and contributions. having each of the participants present created an atmosphere of everyone feeling ownership in the workshops instead of feeling they were just coming to consume information. i think we should invite many of these people to our campuses to give exposure to their work and extend the broader network	0
317	This session was interesting. It probably could have been better if we would have had set guidelines for our presentations. Nevertheless, it allowed us to learn the varied interest of the participants. —Good overview of jr. colleagues projects	0
318	—Great way to get sense of the amazing innovations, pedagogies, projects to come	0
	—We were told to prepare a five minute presentation; had no idea we were to bring materials in of a current project; would h	0
SUM		0



401	Wonderful ideas from the participants and has invigorated me, particularly information regarding course management software.	0
402	Great sharing; Interesting projects; Erudite sisters and brothers.	0
403	The individual presentations were very useful learning about other's work.	0
404	in this session we continued to share our research interests and reasons for coming to the session. again, i think it would have been better if we had been able to upload our introductions in order to avoid technical difficulties.	0
405	great	0
406	—Again, profoundly interesting to hear the nature of the work	0
407	—Should have had Q & A after 1st half of presentation; just needed more discussion of research and questions	0
	—Fantastic overview of projects, but would have like to discuss the topics	
408	Phenomenal session. Lots of wonderful things happening.	0
409	Very helpful. Great for networking!	0
SUM		0
501	Learning the the H-Afro-Am listserv is searchable and archived is wonderful. Very informative session.	0
502	I thought the session was useful in how we can utilize the existing public democratic sites for both knowledge production and dissemination.	0
503	learned something new	0
504	very intersting disussion of the democratic nature of wiki	0
505	This, I think, to be one of the most useful sessions thus far. It did a great job of integrating ideas and stressing the importance of personal contribution and collective knowledge. 'If we don't give ourselves props, who will?' ... excellent point. Great sessions for demonstrating that the information we may need can always be found on the web, so long as we are looking. Also, that we have a personal responsibility to contribute. Great session and excersise.	0
506	Glad to know about N-Net	0
507	Powerful illustration of important tools in Africana, especially H-Afro Am and Wiki. Also, good insight and argument for these tools to be taken up by the Africana community, especially graduate students, as a contribution to consolidation of the field AND support in the development of individual career and academic interests.	0
508	During this session we discussed the importance of sharing our knowledge of the discipline with others in the field and in more traditional disciplines. Several good points were raised about taking upon ourselves the responsibility of filling the silences, correcting the errors and challenging the lies told about african americans and african american studies.	0
509	The issue of Af Am contributions to wikipedia begs an answer to the question of incorporating this resource into research methods courses in Black Studies. This is particularly important since most students don't take the course until their junior or senior year.	0
510	Looking critically at the potential role of Wiki as a tool to advance Black Studies as a field is worthy of further discussion.	0
511	Though I was already familiar with H-Afro Am and on the list I thought the exposure and discussion about it was very important for others.	0
512		0
513	I have been thinking a lot about beginning to add and to edit entries on Wikipedia. Strong expertise is imperative. Maybe now I will.	0
514	useful to reacclimate myself to h net!	0
515	Very helpful. Has important implications for Africana Studies Research Methods Courses and related curriculum for students of the discipline.	0
	Too much talking and not enough coherency that will formulate an agenda.	0
	Too much talking and not enough concrete action that would lead to an agenda.	0



SUM

| 0





601	This was a great workshop session. It provided a practical hands-on exercise that could have otherwise been taken for granted, but once we did it as a group I discovered new ways to use hnet lists. It would have been nice to also have us collectively revise or start a wiki entry.	0
602	good discussion	0
603	Enjoyed the presentation; Looking forward to collaborative opportunities	0
604	good discussion and debate about the possibilities of eBlack studies anthology and archive creation on various conferences.	0
605	This workshop was very important. We really need to map out an agenda for recording the history of Black Studies across the country.	0
606	in this session we discussed ways to work cooperatively within the discipline to increase the amount of data being collected and analyzed in the field.	0
607		0
608	Perhaps, the Black Studies National Archive initiative should be discussed as a NCBS initiative. Including the major stakeholders might facilitate the process.	0
609	no comment	0
610	It's very important for us to develop further CRN and put together this national project on the history of Black Studies Programs across the country.	0
611	This session was great in that it allowed all of the participants to contribute and be heard. A lot of different voices, opinions, and ideas were heard and it makes what we are doing here that much more efficient and important. Good session. I am looking forward to creating an anthology.	0
612	One comment: Documenting our history is crucial. The essays are a good idea and THANK YOU your interest in bringing us into the mix.	0
613	Oh and I was disturbed by the focus on Obama and turned off by the idea of making our project more 'sexy' Stimulating. CRN is great idea. Perhaps applications for funding of undergraduate research could support this project.	0
614	The CRN is a great approach and I think a lot of clarity came from the discussion as to how we can do it.	0
SUM		0
701	too long	0
702	Very informative session.	0
703	Excellent session. Very informative and great to see all the different technologies being used across different tasks and universities. I would like to learn more about these.	0
704		0
705	List of software and their various uses is extremely valuable. Storage/housing of information is a very important issue that needs addressing.	0
706	This discussion of tools that can be used and are being used was helpful.	0
707	This session on the available tools for digital teaching and research was very helpful. I found that I was able to generate a substantive list of tools that I could use begin using in various capacities. This will help me to transition from thinking about doing something and actually doing it.	0
708	during this session we talked about the tools we use to instruct students and gather and organize information in our research. This was an impromptu session and I think we would have learned more if we had focused on one or two tools as examples. The list we created was very helpful and a good starting point for learning.	0
709	it was a good way to bring in all of the participants in some way to get some practical ways to use new technologies.	0

710	I thought the session was very useful as a brain storming session. I liked the collaborative process. In the future more examples that illustrate the application of the software is needed.	0
711	Great session, although at times it was difficult to concentrate on the content being delivered, it was engaging and energetic.	0
712	Awesome	0
713	This session was a great brainstorming session, and I appreciated hearing the different perspectives on how we can get projects on black studies accomplished. I think it would also be useful to find a way to track Africana or African American social or residential centers on campuses that may not have an established Black Studies program. In this way some of the knowledge networks, student thesis, and other things that may help students outside of a formalized program.	0
SUM		0

801	I thought the session was very useful especially allowing for an open discussion for issues, concerns, etc. This is more crucial than the work-- ensuring that all participants feel safe to express their concerns with the working group.	0
802	One of the best sessions of the workshop.	0
803	This was an important session because it gave everyone an opportunity to raise their questions and concerns, to report from small work group sessions, and to propose come language that will be considered for the continuations process.	0
804	This was a much needed section as many people had comments, questions, and feedback that they were unable to communicate in earlier sessions. It is always important to hear the voice of the participants (though it did get a bit chaotic toward the end).	0
805	This was an organizing session, which is important for the goals of the workshop to be realized. Am looking forward to seeing the notes for this session.	0
806	This was a promising session. It would have been useful to have a more q&a as well as the presentations. I would like to continue these in some online format, but I also think that finding face to face ways to interact in the future will be useful.	0
807	good	0
SUM		0
901	very very useful and working towards getting things done. thanks so much for all the hard work and energies!	0
1001		0
GRAND TOTAL		0
MEANS		
GRAND MEAN		



[CLICK FOR PHOTO GALLERY](#)



## Black Studies: About the Workshop

The first national workshop to launch eBlack Studies was organized and chaired by Abdul Alkalimat and held at the University of Illinois at Urbana-Champaign on July 24-27, 2008. More than 20 scholars gathered and studied together for four days, focusing on the connections between the community, Black Studies, and community informatics. This is a new beginning.

### Background

A major meeting of Black Studies professional leadership was held at the Ford Foundation on April 21-22, 2006, coordinated by program officer Irma McClaurin and organized by Marilyn Thomas-Houston, documentary filmmaker and assistant professor of Anthropology at the University of Florida. Professor Thomas-Houston is assembling the meeting's results in a website/online proceedings and a special issue of *The International Journal of Africana Studies*, the journal of the National Council of Black Studies (NCBS).

The Ford Foundation then asked Abdul Alkalimat to prepare a report on information technology and black studies, and later an implementation proposal. At Ford's request, his proposal was made part of an NCBS proposal then being negotiated with Ford. As a result, the final grant awarded to NCBS included funds for two technology workshops.

### Local campus support

NCBS provided support for a workshop of 11 participants. To accommodate several more strong applicants, additional funds were obtained from the University of Illinois Department of African American Studies (DAAS), the Chancellor's Office, the Center for Advanced Studies, and the Community Informatics Initiative based in the Graduate School of Library and Information Science.

The project could not have been held without the support of DAAS staff – specifically Jennifer Hamer, Lou Turner, Shirley Olson, and Barbara Osiek.

### Participants

Fifteen scholars participated in the workshop: 6 from the eastern US, 5 from

the South, 4 from western states, and 5 from the Midwest. Students and staff from several units on campus visited various sessions, including the opening reception. So the 15 participants plus the 5 staff made a total of 20:

Organizer & Chair: Abdul Alkalimat, U of Illinois  
 Workshop Faculty: Ernie Allen, U of Mass  
 Ron Bailey, Savannah State U / Northeastern U  
 Adam Banks, Syracuse U  
 Workshop grad asst: Richard Benson, U of Illinois  
 Workshop participants: Nicole Anderson, Jacksonville  
 Jonathan Fenderson, U of Mass  
 Dawn Fischer, San Francisco State U  
 Kayla Hales, Penn State U  
 Jill Humphries, Columbia U  
 Dalena Hunter, UCLA  
 Dereff Jamison, Savannah State U  
 Carmen Mitchell, U of California Berkeley  
 Jamila Moore-Pewu, U of California Davis  
 Angel Nieves, Hamilton College  
 Charles Ransom, U of Michigan  
 Michele Simms-Burton, Howard U  
 Debra Smith, U of North Carolina Charlotte  
 Allison Sutton, U of Illinois  
 Marilyn Thomas-Houston, U of Florida

### **Program**

There were 10 sessions held as part of the workshop, in addition to an opening reception and meals and snack breaks. The program was organized into three parts:

Day one: Learning from each other. Session one was general theory (Alkalimat), session two focused on three best practices (Bailey, Banks, and Allen), and sessions three and four featured short presentations by all participants.

Day two: Developing a research/action program for eBlack Studies. The morning was spent dealing with the uses of a listserv (H-Afro-Am) and wiki, followed by a discussion of a proposal for a CRN (Cooperative Research Network). The afternoon was led by the participants themselves and took the shape of a democratic forum. They carried forward a desire to learn more technology, particularly software options for many different concerns, as well as a general discussion that revisited theoretical issues.

Day three: Defining consensus and setting the agenda. On the last morning the workshop was now transformed into a movement for academic excellence and social responsibility, something that made us revisit our memory of the origin of Black Studies. Adam Banks emerged as a leader of this process. Participants left with the agreement that we would collectively organize report-back panels for our institutions in the fall based on regional cooperation.

### **Evaluation**

Evaluations took place online at the end of each session. The online form for each session included 5 questions. Aggregating the numerical answers, each session scored a 90% or better approval rating, and the entire workshop got 94.5%.

Perhaps the most revealing comment was made by a participant comparing this workshop to others – “when people spend all day together in a workshop, they normally can't wait to get away, but at this workshop people were anxious to hang out together, eat together, and rap late into the night. This was fun!”

### **Website**

This website has been built to document the workshop, and to use its transparency to recruit others to the eBlack Studies movement. The photo documentation has been gathered from the work of Jill Humphries, Ron Bailey, and Kate Williams. The video was done by the audiovisual unit of the College of Arts and Sciences. The background readings are generally identified by who sent them in; some of them were authored by members of the workshop.

### **Continuations**

The workshop realized that this meeting was just a beginning. More is being planned and will be reported on this website. Nothing this good should stop. We decided it won't. We are planning to meet at the fall meeting of ASALH (October 2008, Birmingham, Ala.) and the spring meeting of NCBS (March 2009, Atlanta). Stay tuned.

---

Department of African-American Studies, University of Illinois Urbana  
e-mail: mcworter @ illinois dot edu

NCBS Workshop  
July 24-27, 2008  
Final Expenses

Item	NCBS	Alkalimat	Total	Actual	Difference
<b>Food</b>	<b>\$1,501.50</b>	<b>\$862.44</b>	<b>\$2,363.94</b>	<b>\$2,302.26</b>	<b>\$61.68</b>
<i>Thursday Food</i>	\$603.60	\$198.65	\$802.25	\$658.00	\$144.25
<i>Friday Food</i>	\$368.87	\$276.01	\$644.88	\$664.92	
<i>Saturday Food</i>	\$373.19	\$280.19	\$653.38	\$658.92	
<i>Sunday Food</i>	\$155.84	\$107.59	\$263.43	\$320.42	
<b>Lodging</b>	<b>\$1,301.85</b>	<b>\$1,065.15</b>	<b>\$2,367.00</b>	<b>\$1,965.40</b>	<b>\$401.60</b>
<i>Thursday Night</i>	\$433.95	\$355.05	\$789.00	\$627.30	\$161.70
<i>Friday Night</i>	\$433.95	\$355.05	\$789.00	\$669.12	\$119.88
<i>Saturday Night</i>	\$433.95	\$355.05	\$789.00	\$585.34	\$203.66
<i>Sunday Night</i>	\$0.00	\$0.00	\$0.00	\$83.64	
<b>Van Rental</b>	<b>\$570.00</b>	<b>\$0.00</b>	<b>\$570.00</b>	<b>\$1,128.12</b>	
<i>Thursday</i>	\$55.00	\$0.00	\$55.00	\$45.00	\$10.00
<i>Friday</i>	\$55.00	\$0.00	\$55.00	\$45.00	\$10.00
<i>Saturday</i>	\$55.00	\$0.00	\$55.00	\$45.00	\$10.00
<i>Sunday</i>	\$55.00	\$0.00	\$55.00	\$200.85	
<i>Driver</i>	\$350.00	\$0.00	\$350.00	\$792.27	
<b>Workshop Materials</b>	<b>\$938.58</b>	<b>\$938.58</b>	<b>\$1,877.16</b>	<b>\$1,523.52</b>	<b>\$353.64</b>
<i>Binders</i>	\$82.92	\$82.92	\$165.84	\$16.08	\$149.76
<i>Name Badges</i>	\$18.48	\$18.48	\$36.96	\$11.52	\$25.44
<i>Pens</i>	\$13.80	\$13.80	\$27.60	\$14.66	\$12.94
<i>Pencils</i>	\$5.76	\$5.76	\$11.52	\$3.52	\$8.00
<i>Paper Pads</i>	\$37.41	\$37.41	\$74.82	\$39.18	\$35.64
<i>Paper Pads</i>	\$37.41	\$37.41	\$74.82	\$39.18	\$35.64
<i>Banks Book</i>	\$299.40	\$299.40	\$598.80	\$576.68	\$22.12
<i>Alkalimat Book</i>	\$323.40	\$323.40	\$646.80	\$622.70	\$24.10
<i>"Reboot" CD</i>	\$120.00	\$120.00	\$240.00	\$200.00	\$40.00
<b>Staff Support</b>	<b>\$1,500.00</b>	<b>\$250.00</b>	<b>\$1,750.00</b>	<b>\$1,750.00</b>	<b>\$0.00</b>
<b>Director</b>	<b>\$4,000.00</b>	<b>\$0.00</b>	<b>\$4,000.00</b>	<b>\$4,000.00</b>	<b>\$0.00</b>
<b>Miscellaneous</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$0.00</b>	<b>\$192.64</b>	
<b>Total</b>	<b>\$9,811.93</b>	<b>\$3,116.17</b>	<b>\$12,928.10</b>	<b>\$12,669.30</b>	<b>\$66.16</b>

Name

home address

Business address

home phone

Biz phone

e mail

SS#

Amount

What did they do