

NEH Application Cover Sheet (HT-231824)

Institutes for Advanced Topics in the Digital Humanities

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INSTITUTION

Purdue University
West Lafayette, IN 47907-2114

APPLICATION INFORMATION

Title: *Space and Place in Africana/Black Studies: An Institute on Spatial Humanities, Theories, Methods and Practice*

Grant period: From 2015-10-01 to 2017-09-30

Project field(s): African American History; African American Studies

Description of project: Hosted by the African American Studies & Research Center (AARC) at Purdue University, this

two-year long institute beginning the summer of 2016 is designed to advance knowledge in Africana/Black Studies by affording 20 early and mid-career Africana/Black Studies scholars, graduate students and librarians an opportunity to think critically about the relationship and intersections between Africana Studies and the spatial humanities. To that end, the Institute is concerned with helping participants to think spatially, to internalize the concept of space, and to develop spatial literacies. The Institute will also advance digital and spatial humanities approaches among Africana/Black Studies scholars. Participants will explore key topics in

BUDGET

Outright Request	245,299.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	245,299.00
Total NEH	245,299.00		

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Space and Place in Africana/Black Studies: An Institute on Spatial Humanities Theories, Methods and Practice for Africana Studies Scholars

Description of Project and Statement of Significance

Hosted by the African American Studies & Research Center (AARC) at Purdue University, this two-year long institute beginning the summer of 2016 is designed to advance knowledge in Africana/Black Studies by affording 20 early and mid-career Africana/Black Studies scholars, graduate students and librarians an opportunity to think critically about the relationship and intersections between Africana Studies and the spatial humanities. To that end, the Institute is concerned with helping participants to think spatially, to internalize the concept of space, and to develop spatial literacies. The Institute will also advance digital and spatial humanities approaches among Africana/Black Studies scholars. Participants will explore key topics in spatial humanities and will be introduced to a breadth of geospatial technologies. The web-based platform, BlackDH.org (www.blackdh.org) will serve as a clearinghouse and portal for scholarly discussions that will grow out of the Institute.

During the Institute the participants will examine and consider spatial theory, methods and technologies, which will answer two central research questions:

- What interstices do spatial humanities fill in Africana/Black Studies?
- What spatial theories best capture relationships between *race* and *space* in Africana/Black Studies and how might they be visualized through geospatial technologies?

Unlike the traditional conference model, which allows for brief and often disparate engagement with issues around race in the digital humanities, the Institute provides for hands-on activities and sustained discussions over an intensive three-week period followed by a two-day workshop. The Institute, then, is a necessary and critical intervention in bringing Africana/Black Studies into the fold of spatial humanities through the critical nexus of race and space. Nonetheless, the Institute also prepares participants to view spatial humanities as a way to challenge and transform discourses and activities in the spatial humanities, which may unwittingly obscure or remand Africana/Black studies to the margins. With this in mind, the Institute's goals are:

- To introduce participants to spatial humanities and help them think spatially
- To increase the number of Africana/Black Studies scholars who are conversant in geospatial tools and technologies
- To make available to participants a larger network of scholars working in spatial humanities through BlackDH.org
- To develop analyses at the intersections between Africana Studies and spatial humanities for a peer-reviewed edited monograph or special issue of a journal in Africana Studies

At the end of the Institute, participants will have the means to develop a spatial thinking “habit of mind.”ⁱ The Institute will be directed by Drs. Kim Gallon and Angel David Nieves and supported by the staff of the African American Studies & Research Center at Purdue University and the staff and laboratory spaces of GIS Services at Purdue Libraries. The follow-up workshop will take place in the spring of 2017 at Hamilton College.

ⁱ National Research Council's Report. *Learning to Think Spatially GIS as a Support System in the K-12 Curriculum*, 2006, 4.

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Narrative - *Space and Place in Africana/Black Studies*

Significance

Katherine McKittrick, a Black Studies scholar and Professor in Gender Studies, Queen's University, Kingston, Ontario writes, "Black matters are spatial matters."¹ McKittrick argues that space and place are integral to providing black lives with meaning even as African people have been displaced and uprooted through oppressive global and national processes across the diaspora. Space, then, is both mechanism for resistance and oppression in this formulation. In this simple statement, McKittrick not only makes the case why space is integral to the field of Africana Studies, but why a National Endowment for Humanities (NEH) funded institute on spatial humanities and Africana/Black studies is necessary. To this end, the African American Studies and Research Center (AASRC) at Purdue University and Hamilton College requests support from the NEH to hold a three-week institute in the summer of 2016 and a two-day workshop in the spring of 2017 to engage twenty Africana/Black Studies scholars, graduate students and librarians in spatial humanities' education and training around "Five Critical Themes" in Africana/Black Studies:

1. The Middle Passage and slavery
2. Segregation and apartheid;
3. Urbanization/migration and mobility;
4. Agrarian labor and rural life;
5. Transnational networks.

Spatial humanities have transformed the work of humanities' scholars, allowing them to consider at length the implications of space in their work. Drawing on the work of the Virtual Center for Spatial Humanities at Indiana University-Purdue University Indianapolis (IUPUI), we define spatial humanities as a field that "relies upon powerful geospatial technologies and methods to explore new questions about the relationship of space to human behavior and social, economic, political and cultural development."² Art history, literature, history, philosophy and religion, among other humanistic fields, have benefited greatly from scientific and quantitatively-oriented technologies and tools to establish innovative ways of understanding the intersections between space and the human condition. Now is the time to prepare Africana Studies scholars to take advantage of the *spatial turn*.

Although avowedly interdisciplinary, the field of Africana/Black Studies has always revolved around the analysis and study of the African diaspora through lens of the humanities. From its inception Africana/Black Studies programs have undertaken the question of space and African people's ability to traverse and negotiate their right to occupy spaces in western societies. Historically, black bodies have been viewed as devaluing public space. Indeed, both geographic and social spatial differentiation in the United States has been predicated on racial difference. In this sense, we might see racial segregation as an epistemological and ontological system that thrives on "the markings of spaces and the mapping of races."³

In geopolitical terms, Africana/Black Studies scholars have studied everyday mobilities, which include the flow of people, networks, objects, and ideas backward and forward across the Atlantic Ocean. Thus, space in Africana/Black Studies is less static; mobility must be considered as central to inquiries into the relationship between African descended-communities in the Diaspora and on the African continent. Black peoples' ability to move across space is a cornerstone for understanding their complex social locations and conditions. Numerous scholars have documented and theorized the integral connections between African American mobility and citizenship, freedom, and resistance. (*See Appendix 3 for Comprehensive Bibliography*)

In brief, the “Five Critical Themes” serve as the Institute’s mainstay and emphasize the interdisciplinary focus of instruction and discussion. Added to this, these themes open avenues for participants to engage in theoretical concepts of space and place as scholars as well as critical interpreters within the context of their own work in Africana/Black Studies.

Discussions of space and place in the context of technology are now essential for scholars of Africana/Black Studies, as they have not had the benefit of sustained discussions and training in spatial humanities. Indeed what we have seen over the past few years are concerted efforts to hold conversations about the broad application of digital humanities in Africana/Black Studies. For example, in September, 2014 the Harriet Tubman Institute for Research on Africa and its Diasporas at York University held a two-day workshop titled, “African Diaspora 2.0.” The workshop featured discussions between scholars and community historians of Africana Studies and digital specialists on the necessary relationship between oral history and technology in order to make oral narratives of African-descended people more readily accessible on the Internet. The *Black Press Research Collective* held an NEH funded workshop in October 2014 to develop plans for select data visualizations bringing together key Black Press scholars, digital humanities librarians and scholars, archivists and data visualization experts. In addition, the Emory Center for Digital Scholarship in partnership with the HBCU Library Alliance hosted a week-long summer institute on *Omeka*, *WordPress* and Emory’s mobile tour application for twenty participants from historically black colleges and universities.

While endeavors to broaden conversations about digital humanities are important and necessary, an institute on spatial humanities is particularly critical as many Africana Studies scholars work closely with the concept of space in their work, yet often without a critical understanding of how it intersects with advances in such fields as GIScience, geo-humanities, and spatial humanities. It is a fact that there remains a relative dearth of African/Black Studies faculty and teachers with expertise in spatial humanities. This is most evidenced in the small numbers of Africana/Black Studies scholars involved in centers such as the Virtual Center for Spatial Humanities at Indiana University-Purdue University Indianapolis and academic units such as the Spatial History project at Stanford University. Just as importantly, very little of the burgeoning scholarship in spatial humanities currently intersects with Africana Studies.

The reasons for the relative absence of Africana/Black Studies in spatial humanities are many. First, technologies such as geographical information systems (GIS) may seem inaccessible to scholars lacking the time and resources needed to analyze and produce maps. Second, many scholars in Africana/Black Studies are simply unfamiliar with the field of spatial humanities, although they may be working and thinking in ways that are specific to the field. In this sense, these scholars would benefit from inclusion in a larger community of spatial humanities researchers.

A number of mapping projects on topics in Africana/Black Studies demonstrates this point and has transformed what we know about black mobility and occupancy of space in the nineteenth and twentieth centuries. Recent projects such as *The Ward*, *Black Gotham*, *Digital Harlem*, and the *Slave Revolt in Jamaica* reflect an emerging body of scholarship on space and place in Africana/Black Studies. Stephanie Y. Evans’ project, *Swag Diplomacy: Black Travel Memoirs* draws on data from African American memoirs, diaries and autobiographies. The data was made machine readable and formatted in an Excel file for Viewshare mapping technology. The project shows the global connections, which African Americans had made through travel and creates a different set of knowledge that autobiographies and memoirs alone cannot capture.

These projects and others demonstrate the capacity that geospatial technologies have to produce new questions and knowledge about black life, both nationally and globally. At the same time the

projects suffer from not being part of a larger conversation about spatial humanities where geospatial technologies best capture matters such as historical depth and temporal representation. In this regard, both maps might be improved by incorporating spatial theories as well as the use of advanced geospatial technology. For instance, network-based spatial analysis technology that shows the relationships between African American travelers could improve the *Swag Diplomacy* map. The Institute will show participants how three-dimensional mapping and graphical rendering of statistical and demographic data can produce innovative, analytical means for examining both Black history and culture as well as providing depth and perspective to scholars' teaching.

There are a wide variety of geographical-based technologies, which transform and can be transformed by Africana/Black Studies. *Viewshare*, *Gephi*, *Map Box*, *Google Maps* and *Cytoscape* all offer new and incredibly vibrant ways of examining and understanding the spatial, historical, and cultural experiences of African people in the United States, Africa and the larger African Diaspora. However, scholars must not use these tools naively or without an understanding of spatial concepts such as scale, ecological fallacy, and spatial correlation. If Africana Studies scholars fail to be provided with opportunities to integrate spatial humanities into their scholarly work, more is at stake than simply a lack of training and familiarity with technologies.

The NEH has funded a series of geospatial institutes over the past three years at UVA, UCLA, and IUPUI. Like previously funded institutes, our institute is dedicated to making the participants conversant in spatial humanities and a variety of geospatial technologies, which are suited to humanistic scholarship. Our institute draws on previous institutes as models but also provides a different outlook, introducing participants to the concept of spatial thinking as a window into these geospatial technologies. We also intend to provide participants with the capacity to work with technical and domain experts on mapping projects. Moreover, the Institute will focus on what spatial humanities can specifically tell us about race and space in the United States. In this regard, we are just as committed to helping Africana/Black Studies scholars inform technical experts of the ways that race underlies geospatial technologies.

The institute will allow participants to engage in what Miriam Posner at the University of California, Los Angeles describes as "reverse engineering." Reverse engineering is taking a project and breaking it into its component parts to understand how it is built.⁴ For scholars who lack an understanding of spatial humanities, mapping projects may appear to be inscrutable black boxes. While they have a sense of the data that is used for the digital map as well as the graphical outputs, many scholars perceive the internal workings of the technology as opaque. Africana/Black Studies scholars, who hope to situate their scholarship at the forefront of evolving definitions of scholarly work, should plan for a future where digital and spatial humanities are commonplace. Space in Africana/Black Studies is an effort to prepare academics working in Africana/Black Studies to develop spatial narratives and maps, which consider the intersections between race, space and representation.

Institutional Profile

The African American Studies and Research Center (AASRC) is recognized as a leading Center for the study of African Americans. As evidenced by its bi-annual national symposium on the study of African American, the AASRC is invested in bringing together scholars to advance the field. Most recently, AASRC held a symposium titled, "Black to the Future: Black Culture Through Time and Space," that featured panels and discussion on the intersections between technology and African Americans. The keynote speaker was Dr. Alondra Nelson whose talk, "Out of the Shadows, Into the Stars: Science and Technology in African American Studies"

helped audiences explore the deep underpinnings of technology in the study of blackness. Having prepared scholars and graduate students in a wide range of subjects in African American and Africana/Black studies, we are ready to take the lead in developing a relationship between Africana/Black Studies and spatial humanities.

We will hold the Institute's training sessions in the Steelcase LearnLab IMPACT classroom, which is a state-of-the-art facility in the Roland G. Parrish Library of Management & Economics. *Business Research Guide* recently ranked the Library 11th out of the 30 most impressive business school libraries in the United States. The Library features an open concept plan that will allow participants to easily collaborate on projects. (*A photograph of the library's classroom facilities can be found in Appendix 6*)

Hamilton College is an ideal place to hold a follow-up workshop for the Institute. It is home to the Digital Humanities initiative (DHi), a \$1.75 million Andrew W. Mellon Foundation funded collaborative project that draws on new media and computing technologies to promote humanities-based teaching, research and scholarship across the liberal arts. DHi has sponsored a wide range of professional development activities and is a recognized leader among private 4-year liberal arts colleges in the northeast for establishing a comprehensive digital humanities teaching and research.

Curriculum and Work Plan

Overview (*See Appendix 2 for a detailed course schedule*)

Our Institute is a mixture of scholarly presentations, breakout sessions, hands-on activities, and independent work, both in person and remotely, that are structured around the "Five Critical Themes." The Institute will draw on the experience of geospatial experts and spatial humanities project leaders to educate and coach Africana/Black Studies scholars in the concepts, principles and methods of geospatial technologies. The Keck Digital Cultural Mapping Program at UCLA inspires the Institute's curriculum in that we will structure the sessions so that participants learn to amass spatial ways of thinking to develop new ways of visualizing space in Africana/Black Studies. As in the Keck program, we will introduce participants to geospatial technologies which will help them to produce compelling spatial narratives that reflect the Institute's themes.⁵ To achieve these objectives, we have enlisted Africana/Black studies scholars working in spatial humanities and geospatial technology experts to present spatial humanities case study projects revolving around the "Five Critical Themes" in an effort to help participants understand both the theoretical and technological mechanisms that drive the projects. By introducing these projects to participants, we expect that they will gain necessary knowledge and confidence to participate in breakout sessions where groups of 3 to 4 will take up theoretical and practical questions around their own projects and the challenges in developing spatial humanities in Africana/Black Studies. We expect these discussions to be fruitful and prepare participants to engage in hands-on-activities and work independently on their projects in the final week of the three-week session and remotely between year one and year two face-to-face meetings. Through mentoring we will help participants maintain momentum and guide them through the processes needed to develop their projects. As a result, we anticipate participants' ability to seamlessly transition into discussions around space and Africana/Black Studies, as well as to present their projects at various stages at the two-day workshop at Hamilton College in April 2017.

To implement the Institute, we have followed the model established by the *Spatial Narratives and Deep Maps* institute held in 2012 at IUPUI and developed four discrete but interconnected cycles:

1. Pre-Institute

Although the Institute will officially meet for face-to-face interaction during the three-week session, communication between the participants and Institute directors will begin in April 2016, two months prior to the beginning of the first three-week session. BlackDH.org will use the Moodle platform to create a learning environment will allow the participants to develop a community and share their ideas prior to meeting in person. It will also include the syllabus, reading, travel information and contact information for all the participants, Institute faculty and staff. The participants will be asked to complete a questionnaire assessing the extent of their knowledge of the spatial humanities and geospatial technologies.

2. Three week Institute (Purdue University)

The first week will begin with a thorough introduction to digital and spatial humanities and the debates over the significant absence of race in the field's scholarship. Moya Bailey, author of "All the Digital Humanists Are White, All the Nerds Are Men but Some of Us Are Brave," will lead this session and discuss the #Transform DH initiative which focuses on race, ethnicity, gender, sexuality and class in digital humanities. The participants will discuss and engage with theoretical readings on digital humanities and its implication for Africana/Black Studies. Participants will be introduced to the idea of thinking spatially. Special attention will be paid to the theory that Africana/Black Studies and spatial humanities together hold a unique role for exploring the common good. In this regard, participants will be asked to critically assess the ways that spatial humanities can deepen a public understanding of African American social activism around contemporary forms of racism stemming from the blogosphere and social media. For example, we will discuss the implication of mapping "#Black Lives Matter" "#I Can't Breathe" and "Die-ins" demonstrations across the country. Participants will be encouraged to blog and tweet in response to questions such as, "How can black digital humanities – in particular, mapping – address the various forms of cultural and political polarization that have become so prevalent in contemporary life?" Blog pieces will be uploaded to BlackDH.org and expanded into larger analyses and reflections for future publication. The remaining week will revolve around the "Five Critical Themes." Participants will also review a genealogy of spatial humanities projects, including maps, and will hear from key spatial humanities scholars and practitioners who will speak about their work and its connection to the themes. Each day of the first week will also include hands-on activities designed to help participants see themselves as digital humanists in the making. At the close of the first week, participants will be well-versed in ongoing discussions about race in spatial humanities.

The **second week** will be focused on hands-on spatial thinking activities and training in geospatial technologies and will be led by Nicole Kong, Purdue Library's geospatial specialist. Accordingly, we are less concerned with participants developing expertise in a particular software or digital tool and more interested in helping participants acquire and understand spatial humanistic conceptual frameworks and a broad knowledge of geospatial technologies. This week centers on three main goals:

1. To teach undergraduate and graduate students how to think spatially and develop visual literacies.
2. To teach undergraduate and graduate students to understand and critique geospatial technologies, and to make them geospatially literate.
3. To provide students with the technological tools to evaluate and contribute to spatial humanities projects.

Topics participants will introduced to during the week include geospatial data types, data sources and metadata management techniques; manipulation of and query of geospatial data; geospatial

data, understanding available choices and the implications of each technique; critiques of cartographic styles and the implementation of effective cartographic and display techniques. At the end of the second week, participants will demonstrate familiarity with the above. Participants will work with faculty members who will serve as coaches and help guide them through the process of developing maps. Each day will also include sessions for reflection and discussion on the unique process of developing maps for topics in Africana/Black Studies. These reflections will be uploaded to BlackDH.org.

The **third week's** focus will help participants conceptualize and develop individual projects from their own data sets, which they have brought to the Institute. Then, the Institute will work with participants individually or in small groups to help them resolve theoretical and practical problems with their data. Participants will also work with faculty to select appropriate geospatial technologies and processes for their data. The aim is to provide participants with time and a setting where they can autonomously work on projects but have access to support from geospatial experts and spatial humanities project leaders. The week and the Institute will close with lightning round presentations of participants' projects in various stages of development.

3. Development Cycle

At the end of the Institute, participants will travel back to their respective institutions. Participants will be expected to further develop their projects. The Institute director and co-director will continue to facilitate discussion between the participants and encourage them to exchange and respond to each other's work through BlackDH.org throughout 2016-2017. Participants will also be encouraged to continue professional development in digital and spatial humanities through massive open line courses offered by institutions such as Indiana University.

4. Two-Day Workshop (Hamilton College)

A two-day follow-up workshop is scheduled for April 14-16 2017 at Hamilton College in Clinton, NY. This workshop will provide participants an opportunity to come together again to discuss the long-term impact of spatial thinking in Africana/Black Studies. The workshop will open up with a keynote talk titled, "Africana/Black Studies in the Digital Age: Digital Humanities & Critical Race Studies" by Marisa Parham, Director of the Five College Digital Humanities Project and Associate Professor of English at Amherst College (specializing in African American literary and cultural studies). The next day of the workshop will feature presentations from all twenty participants. The workshop will end with a morning session the following day that puts the participants' projects in the context of sustainability, data management and preservation, and issues centering on intellectual property and copyright. The Institute directors will run this part of the workshop providing participants with best practices and a broad range of advice and references to sources applicable to individual projects.

Institute Content

In order to maximize the limited time we have with participants, we will provide participants with a set of texts prior to the Institute. To this end, we will introduce the participants to spatial humanities by providing them David J. Bodenhamer, et al, *Deep Maps and Spatial Narratives* and David Bodenhamer, et al, *The Spatial Humanities: GIS and the Future of Humanities Scholarship*. As foundational texts in spatial humanities, we will ask participants to become acquainted with the language and methodology of spatial humanities by reading through both books to prepare for the Institute. We will pair these books with the novel, *Kindred*, by Octavia Butler. The novel provides a gateway into critically considering the idea of space, place and mobility in Africana/Black Studies as the book's protagonist, an African American woman Dana,

shuttles between her contemporary life in California and a pre-Civil War Maryland plantation. We will hold a book discussion on the evening of the first day to explore with participants the significance of the book's themes and their implication for understanding how places and spaces help to define black identity.

Our first day of readings will examine the issue of race in the digital humanities. We believe this is an optimum way to begin the Institute as it will introduce participants to ongoing discussions of the place and role race has in digital humanities scholarship. We will begin with Moya Bailey's seminal work, "All the Digital Humanities Are White, All the Nerds are Men, But Some of Us Are Brave." Bailey's work acted as a clarion call for the inclusion of difference in the digital humanities. In addition, participants will read work by the following leading scholars on race and the digital humanities: Amy Earhart, Adeline Kohn, Stephanie Browner and Tara McPherson. Each of these scholars has urged and prodded digital humanities scholars to critically think about social difference, particularly around matters of ethnicity, race and nationality. They will also read "Toward a Theory of the Egalitarian Technosphere" and the "Revolution Will Be Digitized" by Anna Everett. Everett's work provides a history of African Americans' use and engagement with technology. Everett will also give the opening keynote talk. While the first day's set of readings appear ambitious, many of these pieces are short in length and should not pose an undue burden on participants.

The remaining week's readings will largely focus on spatial humanities and the problem of space and place in Africana/Black Studies. While participants will take up the study of spatial thinking each morning, they will work with faculty in small group sessions in the afternoons to examine larger questions about place and space in the context of the specific themes. Participants will be assigned readings from *Spatial Humanities: GIS and the Future of Humanities Scholarship* on the second day of the Institute. We will begin with "Turning toward Place, Space and Time" by Edward L. Ayers, which provides participants with foundational concepts. We will also help participants envision what they can do in spatial humanities by reading David Bodenhamer's essay, "The Potential of Spatial Humanities." While participants will spend some time developing a working knowledge of spatial humanities, we are also interested in exploring with them a growing body of innovative writing on space, place, and region in Africana/Black Studies. We will start with Katherine McKittrick, James Tyner, Angel David Nieves, and Thadious Davis' work. Each scholar writes about the vexed and complicated relationship between space and blackness. At the same time, their writings will allow participants to understand the potentialities embedded in spatial narratives and geographic localities for African people within and outside the United States.

Finally in week two and three, participants will turn to readings on geospatial technologies. Participants will use Amy Hiller's and Anne Kelly Knowle's text, *Placing History: How Maps, Spatial Data and GIS Are Changing Historical Scholarship* and return to the books, *The Spatial Humanities and Deep Maps*. Hillier and Knowles text is comprised of case studies and methodological approaches to geospatial technologies and is a good fit for the Institute as it challenges the idea that GIS and other geospatial software is best used for quantitative social science. We will select case studies from the book for the afternoon sessions during the second week and analyze them in breakout sessions.

Participants

This seminar is specifically aimed at early and mid-career faculty, librarians and advanced graduate students working in the fields of Africana/Black Studies. Applicants should be able to demonstrate a substantial background in Africana/Black Studies by teaching and researching on

topics in fields such as literature, history, philosophy, theater, music and foreign languages with an emphasis on people of African descent. We have a special interest in attracting scholars, students and librarians working at historically black colleges and universities. These individuals face particular challenges in accessing professional development opportunities in digital and spatial humanities. We anticipate scholars with interest in digital and spatial humanities and particular interests in visualizing geospatial data.

The Institute will be open to 20 participants. This number will help to ensure that participants receive adequate attention from instructors to develop spatial literacy. We also believe that this number will foster a tight-knit scholarly community. We are interested in participants who can articulate clear interests in the relationship between space and Africana/Black Studies. In this sense, we are also looking for applicants who can articulate a project with sufficient spatially-enabled data or data with spatial attributes around the five themes. Applications will be submitted on-line through BlackDh.org. We will request that applicants submit the following material: 1. Curriculum Vitae (CV) 2. A brief essay outlining: (1) a project in Africana/Black Studies that contains spatially-enabled data or data with spatial attributes; (2) how participation in the Institute will further the applicant's scholarship; (3) how the project can contribute to a greater understanding of the relationship between Africana/Black Studies and spatial humanities. 3. A letter of support from the applicant's chair or center director.

A nation-wide call for applications will be posted to major listservs such as AFRO-H-Net, HASTAC, HUMANIST, EDUCAUSE, Bamboo, DH Now and social media sites such as Twitter, Facebook, and Tumblr. Special efforts will be made to advertise the Institute at historically black colleges and universities by directly contacting centers and departments on these campuses. A webpage for the Institute will also be created and will be hosted by BlackDH.org. The AASRC at Purdue will link to the page.

The application deadline will be February 1st 2016 (estimated date). A selection committee consisting of Institute faculty will select the pool of successful applicants by April 1, 2016 (estimated date). We expect to work electronically and by videoconference to evaluate the applications and make offers of admissions to successful applicants. Participants will be awarded \$3800 fellowships for both sessions to help defray the cost of meals, transportation and lodging. Participants who need travel funds above the stipend can apply for additional travel bursaries. *(Please see Appendix 1 for a breakdown of the cost of the Institute by participant)*

Impact and Evaluation

We will deem the Institute a success by the following measures: 1. Participants' investment in spatial humanities' potential for transforming Africana/Black Studies scholarship and the willingness to challenge spatial humanities with theories in Africana/Black Studies. 2. Participants' development of spatial literacy and a spatial consciousness regarding topics in Africana Studies. 3. Participants' capacity to share knowledge of geospatial technologies with others in the broader Africana/Black Studies community.

Because of the emerging relationship between Africana/Black Studies and spatial humanities, it is important to widely share the Institute's finding and projections. We envision collaborating with participants on conference panels and additional workshops and institutes in the broader field of digital humanities. We also expect to propose to either Indiana University press or a journal in Africana/Black Studies an edited collection of maps with accompanying analyses and reflections on spatial humanities and Africana/Black Studies that emanate from this Institute. We will strategize how best to pivot from Institute proceedings to follow-up publication in the two-day

subsequent workshop in the spring of 2017. (Please see Appendix 1 for a detailed schedule of the two-day workshop.)

As BlackDH.org is the point of entry for Institute, we will use it to leave a record of the Institute as well as to provide scholars, students, librarians, and other professionals' access to some of the Institute's sessions and proceedings. We will video record keynote talks, scholarly presentations and the participants' lightning round presentations and upload them to BlackDH.org

We will also ask the participants to evaluate the workshop through written surveys and blogs on BlackDH.org. The results of the surveys will be analyzed and compiled for a white paper jointly authored by the Institute's directors. The white paper will be made available on BlackDH.org

Staff, Faculty and Consultants

We have invited leaders in the fields of Africana/Black Studies and spatial humanities to participate in the Institute. To this base, we have added geospatial experts who will provide training in geospatial technologies for the participants. Moreover, we have invited several scholars to give keynote talks on the relationship between Africana/Black Studies and technology. This cohort of scholars and experts offers the necessary blend of expertise in spatial humanities and knowledge of Africana/Black Studies. Just as importantly, we have carefully considered diversity, broadly defined, as a component of our faculty. In this sense, the Institute's faculty reflects both public and private colleges and universities and historically black colleges and universities. Faculty are also drawn from research I institutions and small liberal arts colleges and reflect a diverse gender, ethnic and racial identities. (*See Appendix 5 for extended biographies, Appendix 6 for curriculum vitae and Appendix 7 for letters of commitment*)

Dr. Bryan Carter, Assistant Professor, Africana Studies, University of Arizona. Dr. Carter is a scholar of advanced visualization and digital communication. He will lead a session with Dr. Nieves on space and segregation and present his project, *Virtual Harlem* as a case study.

Dr. Moya Bailey, Postdoctoral Fellow, Women, Gender & Sexuality Studies and Digital Humanities, Northeastern University. Dr. Bailey is a scholar of critical race, feminist, digital humanities and disability studies. Dr. Bailey will lead the first session of the Institute and discuss the relationship between digital humanities and Africana/Black Studies.

Dr. David Bodenhamer, Executive director of the Polis Center, IUPUI. Dr. Bodenhamer is a pioneer and expert in the use of GIS technology in the humanities. He will introduce and discuss the significance of spatial humanities and serve as coach to the participants throughout the Institute.

Dr. Stephanie Y. Evans, Chair of the Department of African Women's Studies, African American Studies and History (AWH), Clark Atlanta University. Dr. Evans is a scholar of African American women and is the project director and founder of the digital project, *Swag Diplomacy*. Dr. Evans will lead a session on transnational networks and travel as well as present *Swag Diplomacy*.

Dr. Anna Everett, Professor of Film & Media Studies, University of California Santa Barbara. Dr. Everett is a scholar of Black studies and digital media technologies. Dr. Everett will present an opening keynote talk on the historical relationship between blackness and technology.

Dr. P. Gabrielle Forman, Ned B. Allen Professor of English, University of Delaware. Dr. Forman is a scholar of African American studies and nineteenth-century literary history and

culture. Dr. Forman will discuss *Colored Conventions* and the incorporation of spatial humanities into the project. Dr. Forman will also help participants critically think through the processes involved in developing directing a digital and spatial humanities project.

Dr. Kim Gallon, Assistant Professor of History, Purdue University. Dr. Gallon is a project director for two digital humanities projects: *Black Press Research Collective* and the *Black Press Born-Digital* project. She will serve as the director of the Institute and lead sessions on spatial humanities and Africana Studies and space in agrarian and rural life in Africana Studies.

Dr. Amy Hillier, Associate Professor, Faculty Co-director, Cartographic Modeling Lab, University of Pennsylvania. Dr. Hiller is a geospatial technology expert. She will lead a session on text-based sources in Africana Studies and serve as a coach to the participants.

Dr. Scott Nesbit, Assistant Professor of Digital Humanities, University of Georgia's College of Environment and Design. Dr. Nesbit is a scholar of digital humanities and historian of spaces of the American South. Dr. Nesbit will lead a session on space and the history of slavery and emancipation and serve as a coach to the participants throughout the Institute.

Dr. Angel David Nieves, Associate Professor of Africana Studies and Digital Humanities, Hamilton College. Dr. Nieves co-directs Hamilton's Digital Humanities Initiative and is the digital project leader for *Soweto Historical GIS Project* (SHGIS), among other projects on the spatial history of South Africa's former all-Black townships. He will also serve as the Institute's co-director.

Dr. Ningning Nicole Kong, GIS specialist, Assistant Professor of Library and Information Science, Purdue University. Dr. Kong is a geospatial technology expert. Dr. Kong will serve as the instructor of record for the sessions on geospatial technology and tools. She will also serve a coach to the participants throughout the Institute.

Dr. Marisa Parham, Associate Professor of English; Director of the Five College Digital Humanities Project, Amherst College. Dr. Parham is a scholar of African American literary culture and cultural studies. Parham will give the keynote talk for the two-day workshop as well as assist the Institute director and co-director in facilitating discussions regarding best practices in digital and spatial humanities and project sustainability.

Dr. Daryle Williams, Associate Professor of History, University of Maryland. Dr. Williams is the Principal Investigator for *Broken Paths of Freedom* at the Spatial History Project at Stanford University. Dr. Williams will discuss slavery and space and present his digital project, *Broken Paths of Freedom*. He will also help the project directors incorporate parallel DH elements from the Stanford's Spatial History Project.

Support Staff Purdue University African American Studies Research Center Staff and undergraduate student assistants from Purdue and Hamilton will work in this capacity.

¹ Katherine McKittrick. *Demonic Grounds: Black Women and the Cartographies of Struggle*. University of Minnesota, 2006, xiii.

² Virtual Center for Spatial Humanities. "Spatial Humanities" <http://thepoliscenter.iupui.edu/index.php/spatial-humanities/> accessed February 26, 2015

³ Thadious Davis, *Southscapes: Geographies of Race, Region, and Literature*. Chapel Hill: UNC, 2011, 6.

⁴ Miriam Posner. "How Did they Make That? The Video!" <http://miriamposner.com/blog/how-did-they-make-that-the-video/> accessed February 17, 2015.

⁵ The Keck Digital Cultural Mapping Program. <http://keckdcmp.ucla.edu>

Appendix 2: Detailed Institute Schedule- Curriculum and Work Plan

Detailed Curriculum and Work Plan for NEH Institute for Advanced Topics in the Digital Humanities, “Space and Place in Africana/Black Studies: An Institute on Spatial Humanities Theories, Methods and Practice.”

BlackDH.org will act as an entry point for scholars and students who cannot attend the Institute. Institute keynotes and faculty lectures will be recorded and posted to the site. The site provides traces of the Institute and its experiences for people not there.

Pre-Institute Readings in the Spatial Humanities (Institute participants will be encouraged to read in advance of our meetings.):

- David J. Bodenhamer, et al, *Deep Maps and Spatial Narratives* (Indiana University Press, 2015).
- David Bodenhamer, et al, *The Spatial Humanities: GIS and the Future of Humanities Scholarship* (Indiana University Press, 2010).
- Octavia Butler, *Kindred* (1987).

Purdue University Session (June 6-24) 2016

Scholars arrive on **June 5**. Institute participants will meet for morning and afternoon sessions in the Steelcase LearnLab IMPACT classroom. For the **first week** the Purdue sessions will be organized with lecture and discussion in the morning, followed by break-out sessions facilitated by one or two of the Institute’s visiting faculty. Each lecturer or pair of lecturers will focus on a broad research theme in Africana/Black Studies and discuss how these relate to existing digital humanities projects using Miriam Posner’s “reverse engineering” method.¹ During the **second week** participants will learn about the many diverse practices and implementation of the spatial humanities including concepts, theories and methods discussed during the first week. On the second Saturday of the Institute we will be arranging for a visit to Freetown Village (<http://www.freetown.org>) in Indianapolis, IN. In the **third week** Institute participants work closely with visiting faculty to develop their individual project proposals based on their research interests.

Week 1: The Spatial Humanities: Understanding Space and Place in the Humanities

The purpose of this week is to hold discussions about the relationship between Africana/Black Studies and spatial humanities and how it advances scholarship and teaching in the field. During the afternoon sessions of the first week scholars will discuss the following five (5) broad themes in Africana/Black Studies and strategies for implementing research through each in the spatial humanities: 1. the Middle Passage and slavery; 2. segregation & apartheid; 3. urbanization/migration & mobility; 4. agrarian labor & rural life; 5. transnational networks. Octavia Butler’s *Kindred* is included in the required readings list because its narrative provides ways for discussing issues of race and space across time periods and geography.

¹ <http://miriamposner.com/blog/tag/reverse-engineering/>

Day 1, June 6: Monday, 9:00am-12:00pm: “Africana/Black Studies and the ‘Digital Turn’”

Lead Presenter/Facilitator: Dr. Moya Bailey (Post-doctoral Fellow, Northeastern University)

Reading(s):

- Moya Z. Bailey, “All the Digital Humanities Are White, All the Nerds are Men, But Some of Us Are Brave,” *Journal of Digital Humanities* 1, no. 1 (Winter 2011).
- Stephanie Browner, “Digital Humanities and the Study of Race and Ethnicity,” in *The American Literature Scholar in the Digital Age*, Edited by Amy E. Earhart and Andrew Jewell (University of Michigan Press, 2010).
- Amy Earhart, “Can Information Be Unfettered? Race and the New Digital Humanities Canon,” in *Debates in the Digital Humanities*, Edited by Matthew K. Gold (Minneapolis: University of Minneapolis Press, 2012).
- Jo Guldi, [“What Is the Spatial Turn?”](#) (and at least two of the disciplinary perspectives in that same issue that closely relate to your field/s)
- Adeline Koh, “Race and the Digital Humanities: An Introduction,” Slideshare.net
- Tara McPherson, “Why Are the Digital Humanities So White? Or Thinking the Histories of Race and Computation,” in *Debates in the Digital Humanities*, Edited by Matthew Kirshenbaum (Minneapolis: University of Minneapolis Press, 2012).
- Anna Everett “Toward a Theory of the Egalitarian Technosphere” and the “Revolution Will Be Digitized”
- *Left of Black* episode

Monday, 12:00-1:00pm: Lunch and Opening Keynote Speaker: Dr. Anna Everett (Professor, UCLA)

Monday, 1:00-5:00pm: Group Breakout Sessions – Theme: The Middle Passage and Slavery

Lead Presenter/Facilitator: Dr. Scott Nesbit (University of Georgia’s College of Environment and Design) and Dr. Daryle Williams (Maryland)

Nesbit will discuss the spatial history of the Middle Passage, enslavement and emancipation in Africana/Black Studies. Understanding the ways in which the Middle Passage and slavery have shaped the historiography of the field is particularly important. Beginning with *Valley of the Shadow*, Institute participants will trace the development of DH projects focusing on slavery and the “peculiar institution.”

- Theme(s): The Middle Passage and Slavery: How might we study the Middle Passage and slavery using the spatial humanities in Africana/Black studies?
- Project(s): *Trans-Atlantic Slave Database*, *Valley of the Shadow*; *The Spread of U.S. Slavery*; & *Lakeport Plantation Virtual World*; *Visualizing Emancipation*
- Create an initial blog post for BlackDH.org to chronicle their experiences and development in the Institute. Question: What expectations do you have of the Institute?

Day 2, June 7: Tuesday, 9:00am-12:00pm: “Spatial Humanities: Spatial Thinking & Spatial Literacy”

Lead Presenters/Facilitator: Dr. David Bodenhamer (Professor, Polis Center/IUPUI)

Reading(s):

- Edward L. Ayers, “Turning toward Place, Space and Time,” in *The Spatial Humanities* (2010).
- David Bodenhamer, “The Potential of Spatial Humanities,” in *The Spatial Humanities* (2010).
- \, [“Placing the Past: ‘Groundwork’ for a Spatial Theory of History”](#)

Tuesday, 12:00-1:00pm: Lunch

Tuesday, 1:00-5:00pm: Group Breakout Sessions – Segregation and “Apartheid”

Lead Presenter/Facilitator: Drs. Bryan Carter (Arizona) & Angel David Nieves (Hamilton)

Carter and Nieves will discuss the historical, social, political and economic impact of segregation (and forms of “apartheid”) on Africans in the Diaspora. Digital projects including *Virtual Harlem* and *SHGIS* will provide a framework for understanding how to develop research projects that focus on issues of segregation and “apartheid.”

- Theme(s): segregation & “apartheid:” how might we study segregation and “apartheid” using the spatial humanities in Africana/Black studies?
- Project(s): *Virtual Harlem & Soweto Historical GIS (SHGIS)*
- Reading(s): George Lipsitz, “The Racilaization of Space and the Spatialization of Race: Theorizing the Hidden Architecture of Landscape,” *Landscape Journal* 26, no. 1 (2007): 10-23.

Day 3, June 8: Wednesday, 9:00am-12:00pm: “Space, Place and Africana Studies”

Lead Presenter/Facilitator: Dr. Angel David Nieves (Hamilton)

Reading(s):

- Thadious Davis, “A Map of the Territory,” in *Southscapes: Geographies of Race, Region and Literature*.
- Alexis Lothian, [“Marked Bodies, Transformative Scholarship, and the Question of Theory in Digital Humanities,”](#) *Journal of Digital Humanities* 1, no. 1 (2011).
- Katherine McKittrick, “Introduction,” in *Demonic Grounds: Black Women and the Cartographies of Struggle*.
- Angel David Nieves, “Memories of Africville: Urban Renewal, Reparations, and the Africadian Diaspora,” in *Black Geographies*.
- James Tyner, “Urban Revolutions and the Spaces of Radicalism,” in *Black Geographies and the Politics of Place* (2007).

Wednesday, 12:00-1:00pm: Lunch

Wednesday, 1:00-5:00pm: Group Breakout Sessions

Lead Presenter/Facilitator: Dr. Amy Hillier (UPenn)

Hillier will discuss the use of text-based sources in Africana/Black Studies for developing research questions in the spatial humanities. *The Ward* provides Institute participants with the opportunity to explore the potential of community engagement to advance research projects in the spatial humanities.

- Theme(s): urbanization/migration & mobility: how might we study urbanization/migration & mobility using the spatial humanities in Africana/Black studies?
- Project(s): *Digital Harlem & The Ward*
- Reading(s): Robin D.G. Kelley, “‘We Are Not What We Seem:’ Rethinking Black Working-Class Opposition in the Jim Crow South,” *The Journal of American History* 80, no. 1 (1992): 75-112; Elsa Barkley Brown and Greeg D. Kimball, “Mapping the Terrain of Black Richmond,” *Journal of Urban History* 21, no. 3 (1995): 296-346.

Day 4, June 9: Thursday, 9:00am-12:00pm: “Bringing Spatial Humanities & Race Together;”

Lead Presenter/Facilitator: Dr. Bryan Carter (Arizona)

Readings:

- Andrew A. Beveridge “The Development, Persistence and Change of Racial Segregation in United States Urban Areas: 1880 to 2010,” in *Toward Spatial Humanities*.
- Bryan Carter, “Virtual Harlem Immersing Learners into the 1920s Renaissance Jazz Age,” <http://voicesofvr.com/54-bryan-carter-on-virtual-harlem-immersing-learners-into-the-1920s-renaissancejazz-age/>
- Angel David Nieves and Marla Jaksch, “Special Issue: Africa Mashup,” *The Journal of Interactive Technology and Pedagogy* (2014).

Thursday, 12:00-1:00pm: Lunch

Thursday, 1:00-5:00pm: Group Breakout Sessions – Theme: Agrarian Labor & Rural Life

Lead Presenter/Facilitator: Dr. Kim Gallon (Purdue)

Forman will address the importance of agrarian labor and rural life for African Americans, particularly in the early nineteenth-century U.S. resulting from slavery. Documenting the massive social and cultural changes in the move from rural to urban life cannot be overlooked in the interdisciplinary field of Africana/Black Studies.

- Theme(s): agrarian labor & rural life: how might we study agrarian labor & rural life using the spatial humanities in Africana/Black studies?
- Project(s): *Race and Place: An Examination of African Americans in Washington, DC from 1800-1954*; *The Haiti Lab*; and *Slave Revolt in Jamaica*
- Reading(s):

Day 5, June 10: Friday, 9:00am-12:00pm: “Africana Studies Spatial Humanities Projects Panel”

Lead Presenter/Facilitator: Dr. Kim Gallon (Purdue)

This opening panel session is based on digital humanist, Miriam Posner's blog "How Did they Make That" where she suggests that learning about digital projects involves thinking about "sources" "processed" and "presented." Panelists include:

Dr. Gabrielle Forman (U. Delaware), *Colored Conventions*
 Dr. Angel David Nieves (Hamilton), *Soweto SHGIS*
 Dr. Bryan Carter (Arizona), *Digital Harlem*
 Dr. Scott Nesbit (Georgia) *Visualizing Emancipation*
 Dr. Stephanie Y. Evans (Clark Atlanta) and/or Dr. Moya Bailey (Northeastern) *Swag Diplomacy*
 Dr. Daryle Williams (Maryland), *Broken Paths of Freedom*

Each panelist will present their theoretical, methodological and practical frameworks in the spatial humanities in order to provide participants with research models for moving into the second week of the Institute.

Reading(s):

- Gary Lock, "Representations of Space and Place in the Humanities," in *The Spatial Humanities* (2010).

Friday, 12:00-1:00pm: Lunch

Friday, 1:00-5:00pm: Group Breakout Session – Theme: Transnational Networks & Travel

Transnational networks, migration and mobility have all come to define the African American experience with the start of the global slave trade.

Lead Presenter/Facilitator: Drs. Stephanie Y. Evans (Clark Atlanta)

- Theme(s): transnational networks: how might we study transnational networks and travel using the spatial humanities in Africana/Black studies?
- Project(s): *Negro Traveler's Greenbook*; and *Mapping Black Methodism*
- Reading(s): Christine Chivallon, "Beyond Gilroy's *Black Atlantic*: The Experience of the African Diaspora," *Diaspora* 11, no. 3 (2002); Earl Lewis, "'To Turn as on a Pivot: Writing African Americans into a History of Overlapping Diasporas,'" *The American Historical Review* 100, no.3 (1995): 765-787.

Week 2 – Digital Applications & Research Methods in Spatial Humanities: Moving From Theory to "Making"

This week focuses on practice and implementation of the spatial humanities. Each participant works intensively in the Steelcase LearnLab IMPACT classroom with Institute faculty and staff. The afternoons will be devoted to hands-on activities and breakout sessions centered on case studies as outlined in the text *Placing History*.

Day 6, June 13: Monday, 9:00am-12:00pm: "Introduction to Spatial Humanities Technologies"

Lead Presenter/Facilitator: Nicole Kong (Purdue)

Reading(s):

- Karen K. Kemp, “Geographic Information Science and Spatial Analysis for the Humanities,” in *The Spatial Humanities* (2010).
- Amy Hillier, Anne Knowles, *Placing History: How Maps, Spatial Data, and GIS Are Changing Historical Scholarship* (ESRI)

Themes/Questions:

- What are the technologies of spatial humanities?
- How spatial humanities can help in the study of African Americans/Africans in the Diaspora?
 - Spatial and temporal visualization
 - Data integration
 - Identify relationships
 - Spatial pattern and trend analysis

Monday, 12:00-1:00pm: Lunch

Monday, 1:00-5:00pm: Group Breakout Sessions – Research Topics in Spatial Humanities

- Group discussions: using participants’ own research topics to discuss possible strategies to integrate spatial information and methods into the research area.
- Report out: Provide group reports on topics and issues covered.
- Case studies in *Placing History*.

Day 7, June 14: Tuesday, 9:00am-12:00pm: “Spatial information in African American Studies;” Lead Presenter/Facilitator: Nicole Kong (Purdue)

Readings:

- May Yuan, “Mapping Text,” in *The Spatial Humanities* (2010).

Themes/Questions:

- What information makes the data “spatial”?
- How spatial information can be visualized on a map?
- How to collect spatial information?
- How to organize information for spatial humanities?
- How to integrate “time” into spatial data?
- Discuss the use of prevalent spatial data types.

Tuesday, 12:00-1:00pm: Lunch

Tuesday, 1:00pm-5:00pm: Group Breakout Session – Collecting Spatial Information

- Institute participants will discuss how to collect spatial information in their individual research projects. Are there any limitations or difficulties in collecting spatial data for studying African Americans or Africans in the Diaspora?

- Case studies in *Placing History*..

Day 8, June 15: Wednesday, 9:00am-12:00pm: “Data sources for Spatial Humanities;”
Lead Presenter/Facilitator: Nicole Kong (Purdue)

Readings:

- Paul S. Ell, “GIS, e-Science, and the Humanities Grid,” in *The Spatial Humanities* (2010).

Themes/Questions:

- Related datasets from Census Bureau. Key information included in these dataset. How to download them. How to bring them into maps.
- NHGIS.
- Historical maps, archive collections and other multimodal materials.

Wednesday, 12:00-1:00pm: Lunch

Wednesday, 1:00pm-5:00pm: Group Breakout Sessions: GIS Software

- Getting started with GIS software.
- Data acquisition from NHGIS and census bureau.
- Data visualization in GIS software.
- Case studies in *Placing History*.

Day 9, June 16: Thursday, 9:00am-12:00pm: “Cartography and Visualization Possibilities”

Lead Presenter/Facilitator: Nicole Kong (Purdue)

Reading(s):

- Worthy Martin, “Warp and Weft on the Loom of Lat/Long,” in *Deep Maps and Spatial Narratives* (2015).

Themes/Questions:

- Cartography
- Spatial visualization techniques for humanities
 - Differentiate categories by symbols
 - Pop-up window
 - Time animation
 - Using chart
 - Heat map

Thursday, 12:00-1:00pm: Lunch

Thursday, 1:00pm-5:00pm: Group Breakout Sessions

- Overview of available online resources: social explorer, Hypercities, ArcGIS Online, SimplyMap, etc.
- Case studies in *Placing History*.

Day 10, June 17: Friday, 9:00am-12:00pm: “Spatial data manipulation and query;”
Lead Presenter/Facilitator: Nicole Kong (Purdue)

Readings:

- May Yuan, Grant DeLozier, and John McIntosh, “GIS as a Narrative Generation Platform,” in *Deep Maps and Spatial Narratives* (2015).

Themes/Questions:

- Spatial data overlay
- Spatial data query by attribute
- Spatial data query by location
- Matrix based query
- Case Studies

Friday, 12:00-1:00pm: Lunch

Friday, 1:00pm-5:00pm: Group Breakout Sessions: Spatial Data: Metadata, Curation and Publication

- Discuss the differences between software or web-based tools in spatial humanities?
- Spatial data sharing and curation
- Metadata creation, data preservation/publication
- Case studies in *Placing History*.

Friday, June 18, 10:00am-1:00pm: Freetown Village (<http://www.freetown.org>) in Indianapolis, IN.

Week 3: Individual Project Development in the Spatial Humanities

Ten participants will each be paired with a faculty advisor or librarian who will spend the morning reviewing and assessing the scope and methods of their proposed spatial humanities project. During this time, the other ten participants will be working individually. Each afternoon individual participants will work on their specific projects, working towards the final lightning round presentations scheduled for Friday afternoon. The day-long event will be open to the public.

The following people will be available the entire week: Bailey, Carter, Evans, Gallon, Hillier, Nieves, Williams, and the Graduate Student Researcher (TBN); and the following

people will be available for several “office hour” days in the LearnLab IMPACT classroom: Bodenhamer and Kong.

Day 11, June 21: Monday, 9:00am-10:30am: Ten-participants

Monday, 10:30am-12:00pm: Ten-participants

Monday, 12:00-1:00pm: Lunch

Monday, 1:00-5:00pm: Individual projects

Readings:

- Trevor M. Harris, “Challenges for the Spatial Humanities,” in *The Spatial Humanities* (2010).
- David J. Bodenhamer, “Narrating Space and Place,” in *Deep Maps and Spatial Narratives* (2015).

Day 12, June 22: Tuesday, 9:00am-10:30am: Ten-participants

Tuesday (10:30am-12:00pm): Ten-participants

Tuesday (12:00-1:00pm): Lunch

Tuesday (1:00pm-5:00pm): Individual projects

Readings:

- Philip Ethington and Nobuko Toyosawa, “Inscribing the Past,” in *Deep Maps and Spatial Narratives* (2015).

Day 13: Wednesday, 9:00am-10:30am: Ten-participants

Wednesday, 10:30am-12:00pm: Ten-participants

Wednesday, 12:00-1:00pm: Lunch

Wednesday, 1:00pm-5:00pm: Individual projects

Readings:

- Trevor M. Harris, “Deep Geography—Deep Mapping: Spatial Storytelling and a Sense of Place,” in *Deep Maps and Spatial Narratives* (2015).

Day 14: Thursday, 9:00am-10:30am: Ten-participants

Thursday, 10:30am-12:00pm: Ten-participants

Thursday, 12:00-1:00pm: Lunch

Thursday, 1:00pm-5:00pm: Individual projects

Readings:

- Barney Warf, “Deep Mapping and Neogeography,” in *Deep Maps and Spatial Narratives* (2015).

Day 15: Friday, 9:00am-12:00pm: Lightning rounds

Friday, 12:00-1:00pm: Lunch

Friday, 1:00pm-4:00pm: Lightning rounds

Friday, 4:00pm-5:00pm: Institute Evaluations (Purdue Institute)

Readings:

- John Corrigan, “Genealogies of Emplacement,” in *Deep Maps and Spatial Narratives* (2015).

2017 Workshop at Hamilton College

After the three-week Institute at Purdue, participants will return to their home institutions and work on their individual projects. Participants will post weekly updates on the BlackDH.org website. The site will be moderated by Gallon and Nieves with Institute lecturers/faculty commenting as needed. Institute participants will post draft copies of their essays for initial review as part of a proposed edited volume in the Spatial Humanities Series at Indiana University Press. On the first morning of the workshop Institute participants will review and evaluate interim work period using BlackDH.org.

Hamilton Session (14-16 April 2017)

Friday, April 14

6:00pm -7:00pm, Keynote Lecture, Dr. Marisa Parham, Amherst College,
“Africana/Black Studies in the Digital Age: Digital Humanities & Critical Race Studies”

7:15pm-9:00pm – Working Dinner – Initial Project Updates and Discussion Concerning Publication (Gallon and Nieves will assemble a draft Table of Contents for the volume to discuss on Saturday.)

Saturday, April 15

8:30am – 9:00am – Breakfast

9:00am – 12:00pm – Impact and evaluation of interim discussions and work via BlackDH.org.

12:30pm – 1:30pm – Lunch

1:00pm – 3:00pm – Scholar Presentations & comments by lecturers.

3:30pm – 4:00pm – Coffee Break

4:00pm – 6:00pm – Scholar Presentations & comments by lecturers.

6:30pm – 8:00pm – Working Dinner – General discussion on promoting scholarship in the spatial humanities and Africana/Black studies at home institutions.

Sunday, April 16

8:30am – 9:00am – Breakfast

9:00 am -10:30 – Discussion of best practices in project sustainability

11: 00am – 12:00pm – Discussion of proposed edited volume. General

Appendix 3: Bibliography

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Spatial Humanities Projects in Africana/Black Studies

Chicago Defender Standing Dealer's List
<http://blackpressresearchcollective.org/visualizing-the-black-press/>

Colored Conventions
<http://coloredconventions.org/maps>

Digital Harlem
<http://digitalharlem.org/>

Early African American Student Experiences with Housing Segregation in West Lafayette
(Lisa King)
<https://www.lib.purdue.edu/gis>

The Haiti Lab
<http://www.fhi.duke.edu/labs/haiti-lab/research-projects-working-groups>

In Motion
<http://www.inmotionaame.org/migrations/resources.cfm?type=map>

Mapping the African American Past
<http://maap.columbia.edu/index.html>

Mapping Black Methodism
<http://www.drew.edu/library/2011/12/4411>

Mapping Black Studies
<http://ebblackstudies.org/mapping/newyork.html>

Mapping Inequality
<http://bighumanities.net/national-redlining-collection/mapping-inequality-redlining-in-new-deal-america/>

Negro Traveler's Greenbook (University of Southern California)
<http://library.sc.edu/digital/collections/greenbook.html>

Texas Runaway Slave Project
<http://digital.sfasu.edu/cdm/newspapermap/collection/RSP>

Slave Revolt in Jamaica (Vincent Brown, Harvard)
<http://revolt.axismaps.com/>

Soweto Historical GIS (Angel David Nieves, Hamilton)
<http://mappingsoweto.org>

The Spread of U.S. Slavery, 1790-1860
<http://lincolnmullen.com/projects/slavery>

Visualizing Emancipation
<http://dsl.richmond.edu/emancipation/>

Swag Diplomacy: Black Travel Memoirs
<http://viewshare.org/views/drevans/swag-diplomacy-black-travel-memoirs/> (Moya Bailey and Stephanie Evans)

Visualizing Race and Foreclosure
<http://www.thepolisblog.org/2012/04/visualizing-race-and-foreclosure-in.html>

The Ward: Race and Class in Du Bois' Seventh Ward
<http://www.dubois-theward.org>

Appendix 4: Faculty

Carter, Bryan Dr., Assistant Professor, Africana Studies, University of Arizona

Bailey, Moya, Dr. Postdoctoral Fellow, Women, Gender & Sexuality Studies and Digital Humanities, Northeastern University

Bodenhamer, David, Dr., Executive Director of the Polis Center, Indiana University-Purdue University Indianapolis

Evans, Stephanie, Y, Dr., Chair of the Department of Africana Women's Studies, African American Studies and History (AWH), Clark Atlanta University

Everett, Anna, Dr. University of California Santa Barbara

Forman, P., Gabrielle Dr., Ned B. Allen Professor of English, University of Delaware

Gallon, Kim Dr., Assistant Professor of History, Affiliate Faculty, Africana Studies, Purdue University

Hillier, Amy, Dr. Associate Professor, Faculty Co-director, Cartographic Modeling Lab, University of Pennsylvania

Kong, Ningining, Nicole, Dr., GIS specialist, Assistant Professor of Library and Information Science, Purdue University

Nesbit, Scott, Dr., Assistant Professor of Digital Humanities, University of Georgia's College of Environment and Design.

Nieves, Angel Dr. David, Associate Professor of Africana Studies and Digital Humanities, Hamilton College

Parham, Marisa, Dr., Associate Professor English; Director of the Five College Digital Humanities Project, Amherst College

Williams, Daryle, Dr. Associate Professor of History, University of Maryland

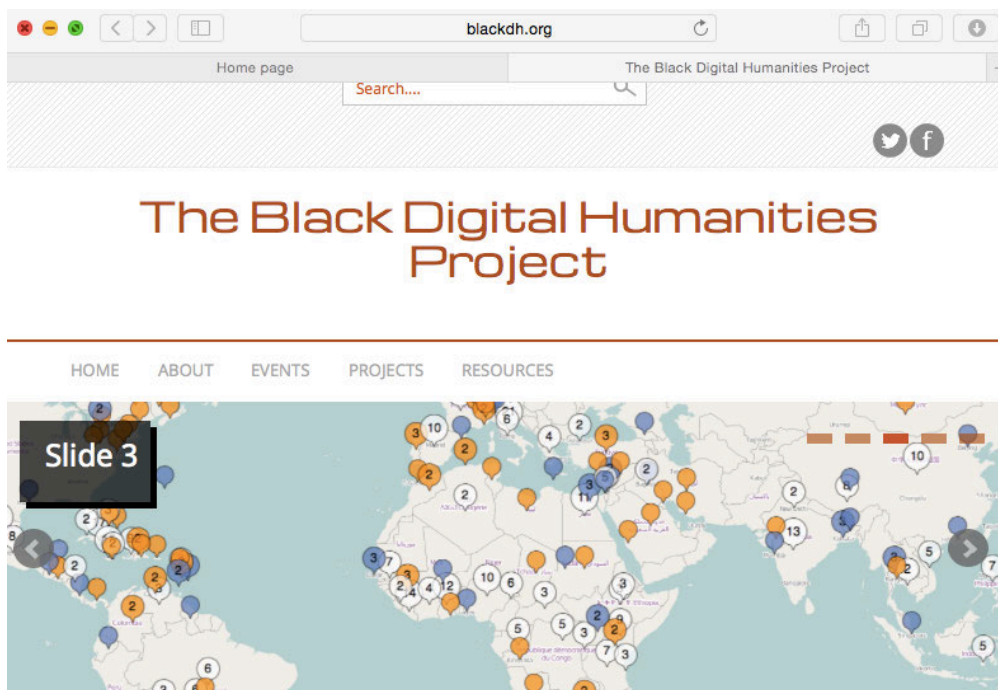
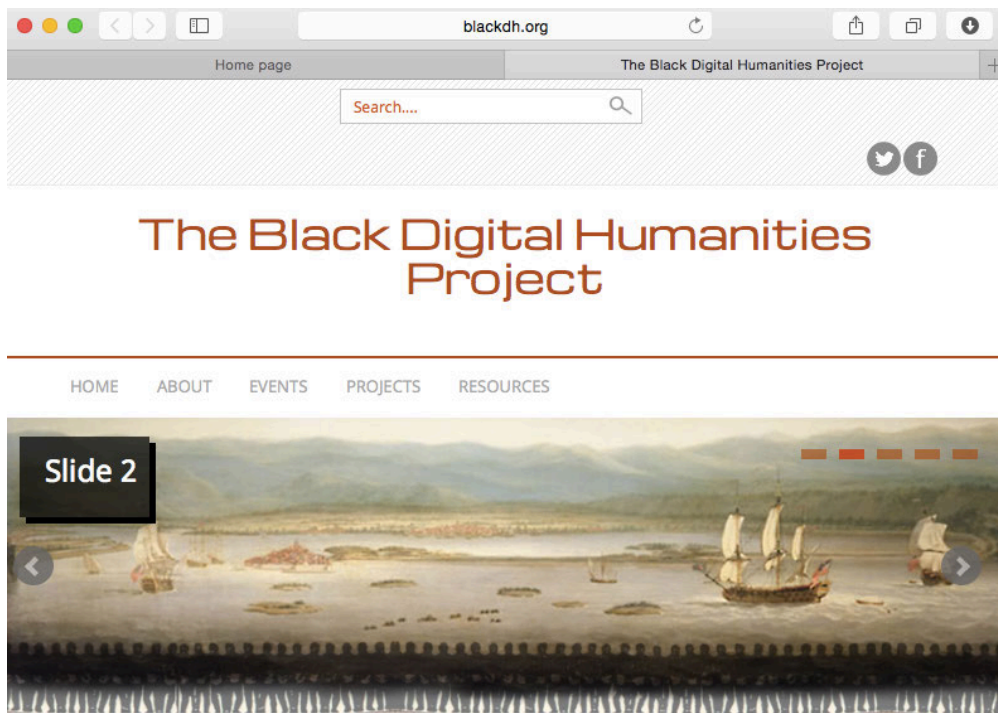
Staff

Matilda Stokes, Administrative Assistant, African American Studies and Research Center

Undergraduate programmer (Purdue) – TBD

Undergraduate research assistant (Hamilton) TBD

Appendix 8: Screenshots of BlackDH.org



Appendix 9: Photograph of Steelcase LearnLab IMPACT