CFP Link: http://bit.ly/between-DH-and-me-CFP

Call for Proposals
Digital Humanities Quarterly Special Issue

Between DH and Me[1]: Special Issue on Black Studies in/for the Rising Digital Humanities Generation

Those of us who stand outside the circle of this society's definition of acceptable women; those of us who have been forged in the crucibles of difference – those of us who are poor, who are lesbians, who are Black, who are older – know that survival is not an academic skill. It is learning how to take our differences and make them strengths. For the master's tools will never dismantle the master's house.
- *"The Master's Tools Will Never Dismantle the Master's House" by Audre Lorde*

Special Issue Editors:

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Digital Humanities is in the midst of a paradigm shift. This realignment requires comprehensive engagements with equity and justice, which Jessica Marie Johnson calls "black digital practice." Guided by initiatives such as #transformDH, Black Digital Humanities Projects and Resources collaborative document, Association for Computers and the Humanities Conference, Postcolonial Digital Humanities, and the 2018 Intentionally Digital, Intentionally Black conference, DH is poised to address histories of exclusion and broaden how the field understands the foundational role of Black studies. The call to #transformDH, most notably by addressing race and racism, has been issued by a cadre of critically important scholars (Moya Bailey, Jessica Marie Johnson, Catherine Knight Steele, Alan Liu, Roopika Risam, Trevor Muñoz, Ruja Benjamin, Anne Cong-Huyen, André Brock, Angel David Nieves, Bethany Nowviskie, Alexis Lothian, Tara McPherson, Elizabeth Losh). Calls for DH to meaningfully engage with critical race theory and Black studies resonate with emerging DH scholars. This special issue of *Digital Humanities Quarterly* aims to highlight and canonize the rising generation's take on Black studies in DH, including their methodologies, pedagogies, projects, and practices.

The goal of this special issue is to set the tone for the field's future by recognizing Black studies, politics, and scholars as part of the DH canon, not a "niche" pocket of the field. In order to achieve this goal, this issue will explore the state of Black studies in DH through the eyes and work of rising scholars to think through the ways in which Black politics and

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[1] Title inspired by Ta-Nehisi Coates' *Between the World and Me*

ideologies are embedded in methods, pedagogy, projects, and practices. Ideal proposals will use DH tools or methods to integrate or break down the ways in which Black politics are present or absent in DH projects and teaching. We seek to include all rising scholars who merge Black studies, the study of Blackness, or Black cultural production and DH. We particularly encourage rising Black DH scholars who recupretively or restoratively study Black perspectives and materials.

By providing a platform for rising scholars to be in conversation with influential scholars and scholarship, this special issue can make clear a lineage of DH work that centers Black studies. In order to acknowledge this lineage, this special issue will spotlight short reflections by influential scholars who have paved the path to transform DH in their works by integrating race, Black Studies, and DH. Several influential scholars have agreed to write these reflections, including Jessica Marie Johnson, Moya Bailey, Roopika Risam, Angel David Nieves, Bethany Nowviskie, Élika Ortega, and Elizabeth Losh.

The Rising Generation

The definition of "rising generation" is flexible. We encourage proposals from scholars in graduate school, recent graduates, and junior faculty members who recently accepted positions in Black studies, DH, or other related fields. We also encourage proposals from scholars who are under-published in DH and are seeking tenure. The overall goal for centering the rising generation is to invite new perspectives and voices to conversations about DH and Black studies.

We recognize some rising scholars do not have access to particular knowledge about publishing, so we will be holding a virtual symposium and workshop. If you are interested in writing a proposal, but are unsure about the process or how to formulate your ideas, please fill out this survey to join this workshop: http://bit.ly/between-DH-and-me-workshop. The workshop will be held on Friday, January 10th, 2020 during a time based on participants' preferences.

Proposal Format

Proposals will be submitted using Google forms (http://bit.ly/between-DH-and-me-proposal-form) and reviewed by the co-editors. Submitted proposals should include:
- Range from 300–600 words in the proposal body, excluding a short bibliography
- Include a tentative title and brief biographies of all the authors
- Include the genre your proposal falls under (see "Genres" below)
- Provide links to primary sources when necessary. For example, if submitting a "pedagogy" proposal, provide a link to an online syllabus. Or if submitting a "project-based" proposal, provide a link to the project.
- Submit to http://bit.ly/between-DH-and-me-proposal-form by January 17th, 2020

CFP Link:

We will respond to your proposals by mid-February 2020. If your proposal is accepted, we will provide further information about the process for writing the full length article. If your proposal is not accepted, we still encourage you to write the article and submit it to future *DHQ* issues or another journal.

Genres

Each article should identify the ways in which the rising generation of DH + Black studies scholars are defining themselves, their work, their frameworks, their teaching, their processes, and their methods. How do the rising generation of scholars shift, adapt, transform, and take up current scholarship? In addition to traditional academic articles, we also encourage the following genres:

Pedagogy

Pedagogical articles are those that provide case studies for incorporating Black Studies + DH in classrooms led by rising scholars. These articles should incorporate detailed descriptions of the course and its dynamics, and substantive critical reflections. The summaries of classroom decisions may include curriculum creation, pedagogical materials used in the classroom, and analysis of student work. The critical reflection portions should include frameworks that helped shape the decisions, a clear identification of rising scholars' pedagogies, as well as specific achievements, processes, and failures. We imagine these articles will provide frameworks for integrating these pedagogical structures in other learning environments. Because all pedagogical materials are created in specific contexts, how might these pedagogies be translated across other contexts? We especially encourage proposals that explicitly consider disability and encourage accessibility in the classroom. An effective pedagogy based article will articulate how Black studies and DH has shaped the authors' classroom and teaching choices as well as identify pedagogical practices for the rising generation of Black Studies + DH scholars.

Project

These write-ups would give further insight into existing DH projects that rising scholars are either working on—or have started—that highlight their work, the effects of their work, and the theories that drive their projects. This would be an ideal opportunity to showcase important moves in the field—including upcoming trends— that will hopefully influence other potential projects to take up similar ethoses.

These project-based articles should include a contextualization of the project, the theoretical framework(s) that impacted project decisions, a summary, and a critical reflection, including the specific achievements, processes, failures, and moments of learning. These articles should position the project within other conversations in DH, by looking to previous and contemporaneous projects or designs for throughlines. An effective

project based article will articulate how Black studies and DH has shaped project decisions and designs as well as identify workflow and theoretical practices for the rising generation of Black Studies + DH scholars.

Methodologies

Methodological articles will explore methodologies in DH that explicitly intertwine Black studies with DH methods. These articles should not only provide theoretical and methodological frameworks, but also demonstrate how these methods can be implemented through case studies. Specifically, these methodologies should draw a clear lineage of particular methods, frameworks, and approaches that are already used in DH and Black Studies. An effective methodology based article will articulate this methodological lineage while also identifying new branches for the rising generation of Black Studies + DH scholars.

Contact Us

Have questions for the co-editors? Please use this Google form:
http://bit.ly/between-DH-and-me-contact