

movement(s) of ideas

2017-2018 *Black Movement(s)* Series

African American History, Culture, & Digital Humanities (AADHum)

October 9 - November 13, 2017



@UMD_AADHum

#aadhum

#blackDH

#digiDBK





What *ideas* do we study, and how?

Why do *ideas* matter?





DIAMONDBACK

VOL. LIX, NO. 51

UNIVERSITY OF MARYLAND—COLLEGE PARK

THURSDAY, JANUARY 5, 1967

The Negro on campus

By HOLLACE GOLDBERG

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The first Negro to attend the University was Donald Gaines Murray. A graduate of Amherst, Murray applied to the University Law School in 1935. By 1936 he was accepted. The year's delay in Murray's acceptance was due to a detour his application took -- a detour through the state Attorney General's office and the Circuit Court of Appeals.

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Defendant Murray, however, contended that a law education received at Howard would not be equal nor comparable to a law education gained at the University. Murray intended to practice law in Baltimore City, and the University legal curriculum included special courses in Maryland law. If he attended Howard, Murray felt he would be at a disadvantage when competing in a Baltimore court with white lawyers schooled in the state.

On the grounds that Murray had been denied admission to the University due only to the color of his skin, a violation of the Fourteenth Amendment was declared by the Court. Murray was admitted to the University's Law School in fall, 1936.

Three Negroes by 1936

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sional and graduate students were referred to out-of-state institutions on scholarship; and undergraduate applicants were rejected and steered toward Morgan State and Princess Anne Colleges.

Princess Anne embodied

Morgan and Princess Anne were two state-owned Negro institutions. Morgan operates apart from the University. Princess Ann was incorporated into the University in 1935 to comply with a section on Negro education in the Land Grant College. (The Morrill Act.)

This statute required that a share of land-grant allocations go to Negroes. By both annexing and recognizing Princess Anne as a land-grant college for colored students, the University could continue to receive Federal funds granted under the act.

mission described the institution as a "Jim-Crow school." Plumbing was deficient, dormitories inadequate and many buildings were of "indefinite origin." Academically, the institution was only a shadow of a college; it was unaccredited, its faculty was small, its enrollment had never surpassed 159 and half of the student body came from out of state.

The Commission concluded that Princess Anne had proved unsuccessful as a Negro institution. It was recommended that Morgan State College, the accredited Negro school in Baltimore, assume control of Princess Anne. Morgan State, the Commission felt, had greater resources and its location would attract more Negro undergraduates than the Somerset County school had.

Byrd opposed to change

This recommendation was received

#digiDBK #aadhum

What guides our engagement with these texts?

What strategies do we use when approaching, interacting with, and making meaning of this archive?

#digiDBK #aadhum

What other approaches are available to us
to understand a large corpus?

Example: *topic modeling*

Topics

gene 0.04
dna 0.02
genetic 0.01
...

life 0.02
evolve 0.01
organism 0.01
...

brain 0.04
neuron 0.02
nerve 0.01
...

data 0.02
number 0.02
computer 0.01
...

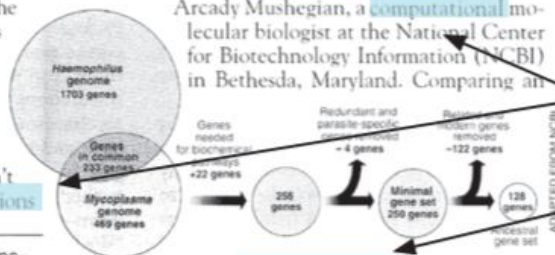
Documents

Seeking Life's Bare (Genetic) Necessities

COLD SPRING HARBOR, NEW YORK—How many **genes** does an **organism** need to **survive**? Last week at the genome meeting here,* two genome researchers with radically different approaches presented complementary views of the basic genes needed for **life**. One research team, using **computer** analyses to compare known **genomes**, concluded that today's **organisms** can be sustained with just 250 genes, and that the earliest life forms required a mere 128 **genes**. The other researcher mapped genes in a simple parasite and estimated that for this organism, 800 genes are plenty to do the job—but that anything short of 100 wouldn't be enough.

Although the numbers don't match precisely, those **predictions**

"are not all that far apart," especially in comparison to the 75,000 **genes** in the human genome, notes Siv Andersson of Uppsala University in Sweden, who arrived at the 800 number. But coming up with a consensus answer may be more than just a **genetic numbers** game, particularly as more and more **genomes** are completely mapped and sequenced. "It may be a way of organizing any newly **sequenced genome**," explains Arcady Mushegian, a **computational** molecular biologist at the National Center for Biotechnology Information (NCBI) in Bethesda, Maryland. Comparing an

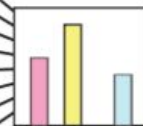




* Genome Mapping and Sequencing, Cold Spring Harbor, New York, May 8 to 12.

Stripping down. Computer analysis yields an estimate of the minimum modern and ancient genomes.

SCIENCE • VOL. 272 • 24 MAY 1996

Topic proportions and assignments



- 
1. court, state, said, school, freedom
 2. world, united, people, freedom, states
 3. editor, manager, editorial, managing, chief
 4. state, said, education, freedom, president
 5. faculty, freedom, said, president, administration
 6. said, freedom, time, life, president
 7. people, freedom, like, world, editor
 8. press, said, freedom, people, service
 9. freedom, state, hall, years, time
 10. said, vietnam, freedom, draft, president
- 

Topic modeling on
documents containing the
word “**freedom**” in the
Diamondback corpus

ideas...

are contingent upon language

have histories

are dynamic in texture and “elasticity” over
time

ues, modern usage,
riters of the highest
by establishing the
private property of
ame light as that of

n of the Senate to
of Chief Justice
United States vs.
3:

mark that it is very
t, for the conqueror
vereign and assume
e modern usage of
would be violated;
which is acknowl-
lized world would
ould be generally
nnulled. The peo-

intimated that the act of emancipation makes
them citizens. Then here are four million peo-
ple made free, according to his doctrine made
citizens of the United States, as free as any
Senator upon this floor, as free to contract,
as free in every respect, I may say, as any of
us, so far as their former relations are concerned.

If they have been made free and brought into
the class of citizens, upon what principle do we
authorize the officers of the Government to buy
~~homes~~ for them? Upon what principle can you
authorize the Government of the United States
to buy lands for the poor people in any State
of the Union? They may be very meritorious;
their cases may appeal with great force to our
sympathies; it may almost appear necessary to

"had
free"

*

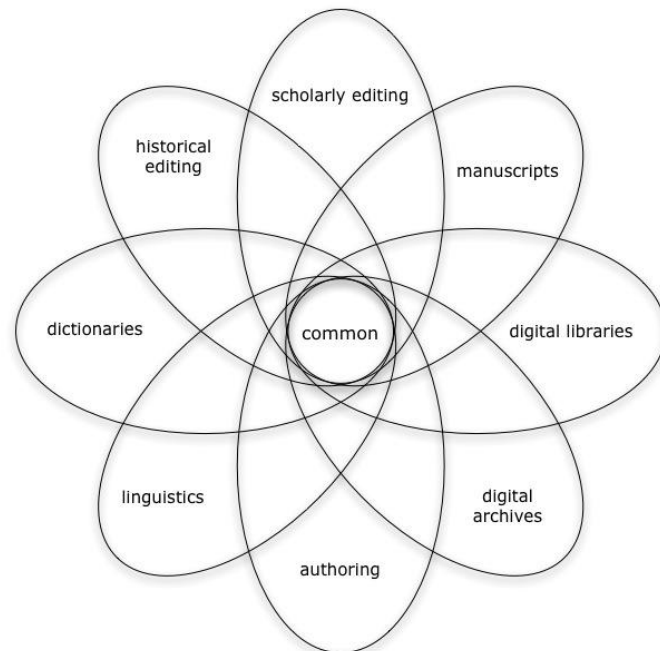
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made free, according to his doctrine
citizens of the United States
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as free in every respect, I may say, as any of
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the class of citizens, upon what principle do we
authorize the officers of the Government
homes for them? Upon what principle can you
authorize the Government of the United States
to buy lands for the poor people in any State
of the Union? They may be very meritorious;
their cases may appeal with great force to our
sympathies; it may almost appear necessary to
prevent suffering that we should buy a home
for each poor person in the country; but where
is the power of the General Government to do
this thing? Is it true that by this revolution
the persons and property of the people have
been brought within the jurisdiction of Congress
and taken from without the control and jurisdiction
of the States? I have
heretofore that it has never been
duty to provide for the poor, the insane,
the blind, and all who are dependent upon society,
rests upon the States, and that the power does

Text Encoding Initiative

A **community-driven** standard for encoding text

Descriptive approach:

mise-en-page (italics) vs *mise-en-page* (foreign)



From Overview of the TEI, Bauman and Flanders 2007



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How can digital tools and methods enrich
our understanding of **ideas** and African
American history and culture?



How can centering black people and African
American histories challenge and/or enrich
digital tools and methods?

Movement(s) of Ideas

Ideas are dense, dynamic, and constituted through language

We can approach local newspapers as rich texts for ideational analysis

We will explore the potential and limitations of *encoding* as one method of tracing ideas' movements through text and time

Movement(s) of Ideas

Session 2: introduction to the TEI standard for encoding, basics of TEI headers, role of power in cataloguing practices

Session 3: encoding text body, searching the TEI guidelines, considering the limits of TEI for “marking up” African American historical texts

Session 4: *Pick Your Practice*: Encoding & Python “office hours”

Session 5: building and publishing a digital edition, ethics of collaboration and documentation

Session 6: project-share, next steps for developing digital projects and supporting communities of #blackDH encoders

For next Monday:

1. Browse January 1967 issues of *The Diamondback*
2. Review the **Atom Download and Configuration Guide**, available at <http://go.umd.edu/AADHumIncubator>
3. Come prepared with a powered-up laptop and your free Atom software
4. Direct questions or concerns to [**aadhum@umd.edu!**](mailto:aadhum@umd.edu)