

The background features a complex, abstract pattern of diagonal pink and black stripes. Interspersed among these stripes are several white circles of varying sizes, each containing a series of concentric pink lines that create a tunnel-like or optical illusion effect. A series of black squares is arranged in a slightly curved path across the upper and middle sections of the page.

**ISSUE
#3**

COMMUNICATION
IS A FUNDAMENTAL
HUMAN RIGHT

DETROIT DIGITAL JUSTICE COALITION

VISION AND PRINCIPLES

The Detroit Digital Justice Coalition is comprised of community organizations, artists, educators, technologists and entrepreneurs in Detroit who believe that communication is a fundamental human right. We are securing that right for the digital age by promoting access, participation, common ownership, and healthy communities.

ACCESS

Digital justice ensures that all members of our community have equal access to media and technology, as producers as well as consumers.

Digital justice provides multiple layers of communications infrastructure in order to ensure that every member of the community has access to life-saving emergency information.

Digital justice values all different languages, dialects and forms of communication.

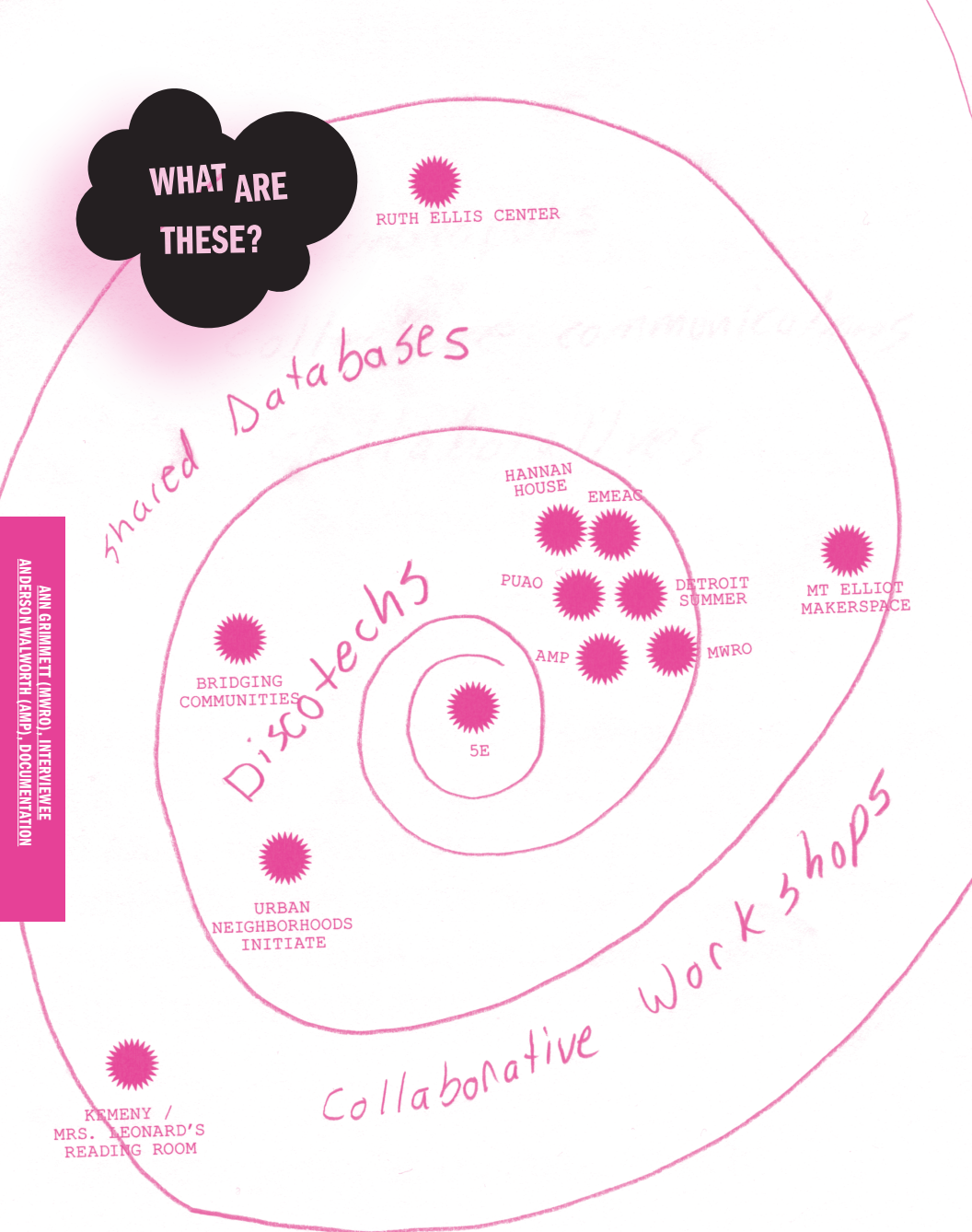
PARTICIPATION

Digital justice prioritizes the participation of people who have been traditionally excluded from and attacked by media and technology.

Digital justice advances our ability to tell our own stories, as individuals and as communities.

Digital justice values non-digital forms of

WHAT ARE THESE?



ANN GRIMMETT (MWRO), INTERVIEWEE
ANDERSON WALWORTH (AMP), DOCUMENTATION

THESE DIAGRAMS THROUGHOUT THIS ZINE WERE CREATED BY THE PUBLIC COMPUTER CENTER RECIPIENTS DURING A PEER-TO-PEER INTERVIEW PROCESS. EACH DIAGRAM ILLUSTRATES A UNIQUE VISION FOR OUR LABS' EVOLVING NETWORK, DESIGN AND INTERCONNECTIVITY.

communication and fosters knowledge-sharing across generations.

Digital justice demystifies technology to the point where we can not only use it, but create our own technologies and participate in the decisions that will shape communications infrastructure.

COMMON OWNERSHIP

Digital justice fuels the creation of knowledge, tools and technologies that are free and shared openly with the public

Digital justice promotes diverse business models for the control and distribution of information, including cooperative business models and municipal ownership.

HEALTHY COMMUNITIES

Digital justice provides spaces through which people can investigate community problems, generate solutions, create media and organize together.

Digital justice promotes alternative energy, recycling and salvaging technology, and using technology to promote environmental solutions.

Digital justice advances community-based economic development by expanding technology access for small businesses, independent artists and other entrepreneurs.

Digital justice integrates media and technology into education in order to transform teaching and learning, to value multiple learning styles and to expand the process of learning beyond the classroom and across the lifespan.

ENVIRONMENTAL JUSTICE AND DIGITAL JUSTICE GO WAY BACK

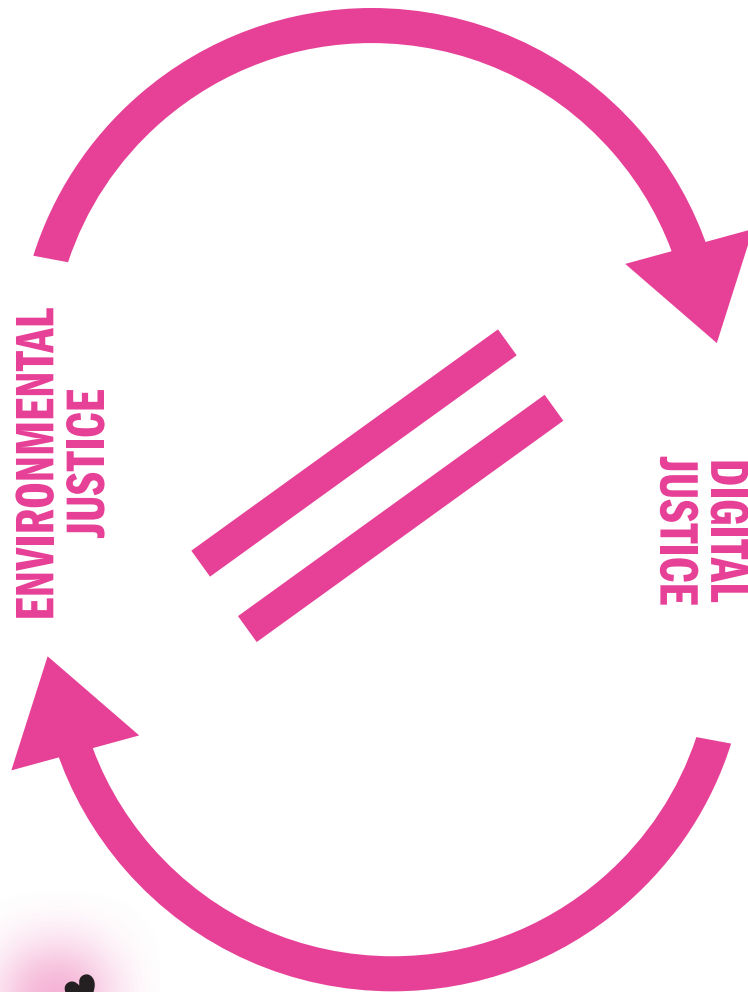
Patrick Geans

In understanding the link between digital and environmental justice, you have to start with the premise that both are inalienable fundamental human rights. All people have the inherent right to live in a clean and healthy physical environment. This is called environmental justice. Likewise, people have inherent rights to freely create, consume and control vital information, which they and others may find informative or helpful. This is digital justice.

On the other hand, there are segments of most societies that profit by dumping their toxic waste or extracting valuable resources at the expense of other populations. This is called environmental injustice. There are also vested interests that benefit from providing misleading information or withholding beneficial information to others. This is called media injustice when it just involves control of the media, or digital injustice when it involves control of technology.

Environmental justice predates the advent of our “Digital Age,” but that is not to say environmental protection was ever less dependent on media justice or the ability of regular citizens to

RECIPROCAL RELATIONSHIPS



THE RELATIONSHIP
BETWEEN DIGITAL JUSTICE
AND ENVIRONMENTAL JUSTICE
IS RECIPROCAL.

DISCOVERING TECHNOLOGY

6

DETROIT DIGITAL JUSTICE COALITION ISSUE 3 - 2011

7

tell your own stories. The literary works of Charles Dickens and the “yellow journalism” of Upton Sinclair were crucial in providing environmental justice as the Industrial Age blossomed at the turn of the last century.

Today’s digital age presents a new set of challenges as average citizens are now confronted with industrial interests more well-financed, powerful and sophisticated than ever.

The digital justice principles of access, participation, common ownership and a healthy environment have a confluence with the historical struggle for environmental and media justice. Whether explicitly expressed or not, an understanding of these basic principles must have been understood at the outset of the digital age when mass communication first became possible with the popularization of radio and television broadcasting in the 1920s and 30s. Government officials and their corporate backers, who maintain a cost free monopoly over the “public airwaves” to this day, salivated over the previously unheard of and unprecedented power that mass communications presented for commercial and military uses. Nevertheless, the Communications Act of 1934 was passed with this provision mandating a degree of public responsibility in exchange for this gift:

“In exchange for obtaining a valuable license to operate a broadcast station using the public airwaves,

each radio and television licensee is required by law to operate its station in the ‘public interest, convenience and necessity.’ This means that it must air programming that is responsive to the needs and problems of its local community of license.”

The Communications Act makes clear no discrimination is permitted when it comes to defining ‘local community’ by making clear these protections belong, *“to all the people of the United States, without discrimination on the basis of race, color, religion, national origin, or sex.”*

Unfortunately, even having the principles of digital justice expressly written into the spirit of the law hasn’t been enough to ensure their enforcement in the practice of the law. While it can be argued that common ownership and access were addressed in the original law, it’s much less clear that the principal concepts of participation and a healthy environment were given the same declarations. Amendments designed to shore up all four digital justice principles were fought for by more conscientious elements of the U.S. Congress like Senators Robert Wagner of New York and Henry Hatfield of West Virginia. However, in a classic bit of Orwellian logic just taking root at the time, those efforts were ignored because they represented “special interests” and the bill proceeded without those protections.

The shortcomings of the original law have been born out over time to such a degree that common

ownership and access are once again very much in question today. For example, a Kaiser Family Foundation study showed, *“that while 20% of all TV air time is devoted to paid commercials, only 0.4% of all TV air time goes to public service announcements, and almost half of these announcements air between midnight and 6 a.m.”*

This doesn’t address the fact that practically all of the remaining programming on commercial radio and television stations (the other 75 percent) is all but devoid of any socially responsible programming. Even news broadcasts today are seen as obvious venues for corporate interests by a large majority of the public. Where the public need for information and environmental protection conflicts with corporate interest, corporations – including news stations which are beholden to advertising revenue from corporations – have proven largely incapable of meeting the obligation given to them in return for free access to the public airwaves.

Although you’d never know it by some of the more regressive initiatives pursued in the early 2000’s under then chairman Michael Powel, the Federal Communications Commission’s own website clearly states, *“In exchange for obtaining a valuable license to operate a broadcast station using the public airwaves, each radio and television licensee is required by law to operate its station in the ‘public interest, convenience and necessity.’ This means that*





it must air programming that is responsive to the needs and problems of its local community of license...each station licensee must affirmatively identify those needs and problems and then specifically treat those local matters that it deems to be significant in the news, public affairs, political and other programming that it airs.”

Government failures notwithstanding, the true digital democracy afforded by new cellphone, internet, digital photography and micro computer technologies is just taking root. The widespread availability of these new digital technologies makes it possible for individual citizens to combat the media monopoly the law gifted to corporations and the government. Average citizens now have more tools than any time in history to combat digital injustice. The responsibility to use digital justice to ensure environmental justice and other human rights is literally in our hands.

The relationship between digital justice and environmental justice is reciprocal. In this “Information Age,” justice around any issue tends to hinge on from whom and how information is presented. Environmental justice is no exception and access to the various forms of media are the keys to presenting the information justly. The degree to which victims of environmental injustice can tell their stories will proportionally affect their ability to realize environmental justice.

**THE RESPONSIBILITY
TO USE DIGITAL
JUSTICE TO ENSURE
ENVIRONMENTAL
JUSTICE AND OTHER
HUMAN RIGHTS
IS LITERALLY IN
OUR HANDS.**



DETROIT DIGITAL JUSTICE COALITION'S DETROIT MEDIA ECONOMY COLLABORATIVE

BROADBAND TECHNOLOGY OPPORTUNITIES PROGRAM

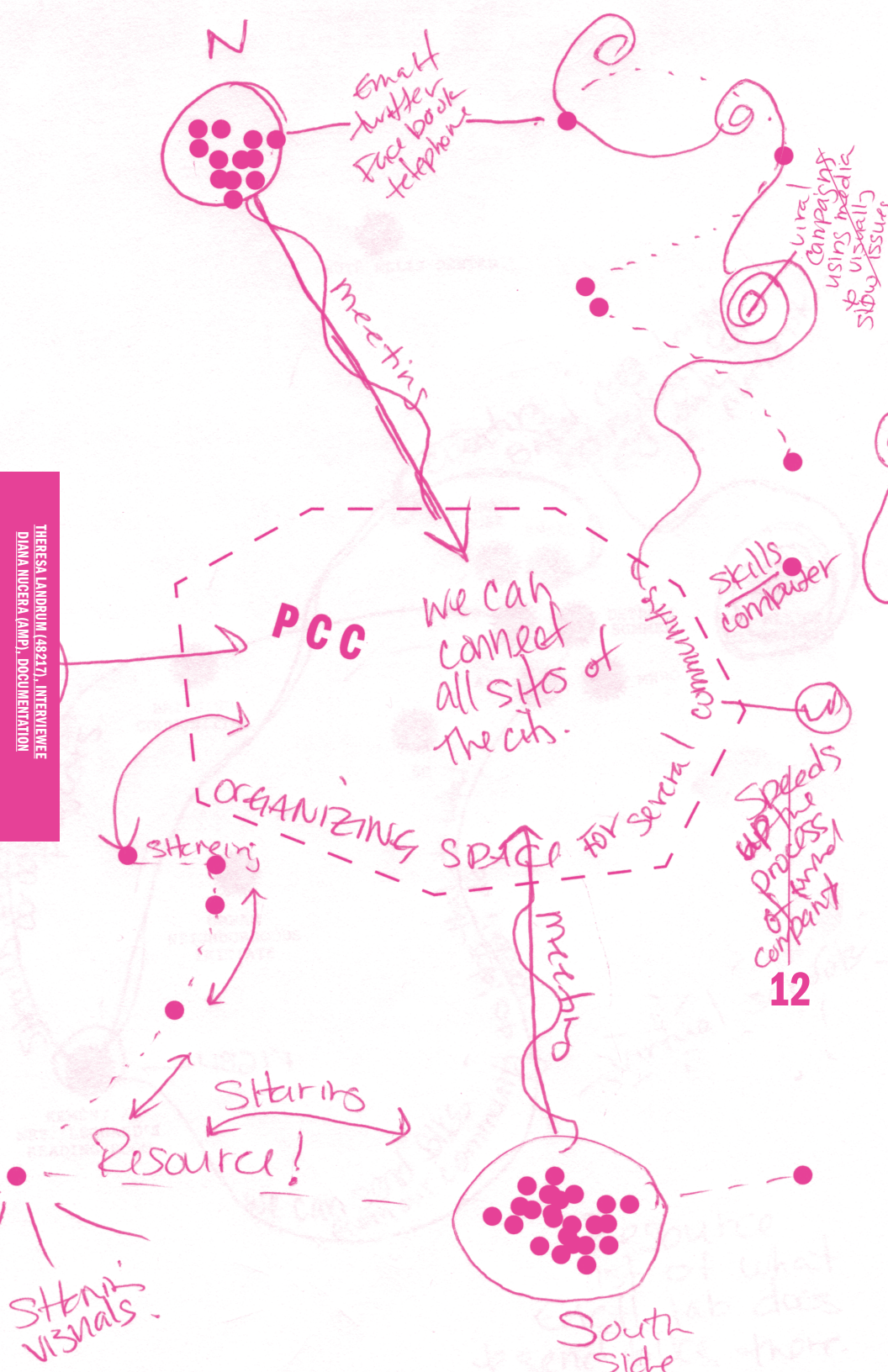
The Detroit Digital Justice Coalition is using media and technology to build a more just, creative and collaborative city. In partnership with Michigan State University, we are using \$1.8 million in federal stimulus funds to launch the Detroit Media Economy Collaborative (DMEC). Our goal is to help educators, community organizers, artists, and entrepreneurs use media and technology to transform education and economic development in Detroit. DMEC consists of three core parts:

DETROIT FUTURE MEDIA WORKSHOPS

DFM Workshops train Detroiters in advanced digital media skills, entrepreneurship and creative teaching methods. Participants learn strategies for using media to investigate and solve community problems. Upon completion of Detroit Future Media, participants are prepared to meet the growing demand for digital media trainings and services in the Metro Detroit area, and are listed in an online catalog of digital media service providers.

DETROIT FUTURE MEDIA PROFESSIONAL DEVELOPMENT FOR TEACHERS

The DFM Professional Development program is a year-long training for teachers in Detroit, Highland Park and Hamtramck. Through this training, teachers learn how to integrate digital media arts into core subjects like English, Math, Science and Social Studies, as well as ESL, Foreign Language, and Art. They design



media projects that build student leadership and school-community interaction. Each teacher is partnered with a graduate of the Detroit Future Media Workshops to design and implement a year-long curriculum, infusing digital media arts into their classroom.

DETROIT FUTURE YOUTH MEDIA NETWORK

The Detroit Future Youth Media Network connects young people across the city who are using digital media to transform ourselves and our communities. Youth organizations are using the network to share digital media resources, collaborate on media projects and build cooperative, youth-run businesses. The goal of the Youth Media Network is to grow our collective capacity to shape the future of Detroit.

Through these three programs the Detroit Media Economy Collaborative is growing the base of trainers who can lead digital media trainings and other programming in the Community Media Labs of the Detroit Digital Justice Coalition. These labs are located in community organizations across the city, including: senior centers, youth media organizations, environmental justice organizations, music venues and art galleries, an LGBTQ teen drop-in center, a transitional housing building, a hackerspace, a city recreation center, and a vegetable oil-powered mobile media lab.

The Detroit Digital Justice Coalition is comprised of people and organizations in Detroit who believe that communication is a fundamental human right. We are securing that right through activities that are grounded in the digital justice principles of: access, participation, common ownership, and healthy communities. DDJC member organizations include: 5E Gallery, 48217 Health and Community Organization, The Reading Corner / Kemeny Rec Center, Bridging Communities, Inc., East Michigan Environmental Action Council, Allied Media Projects, Michigan Welfare Rights Organization, People United As One, Urban Neighborhood Initiatives / Real Media, Detroit Summer, Luella Hannan Memorial Foundation, Sierra Club Detroit, the Open Technology Initiative, Mt. Elliot Makerspace, the Work Department and the Ruth Ellis Center.

DDJC member organizations Allied Media Projects and East Michigan Environmental Action Council are responsible for the implementation of DMEC programs. Documentation and Evaluation is provided by the Open Technology Initiative of the New America Foundation.

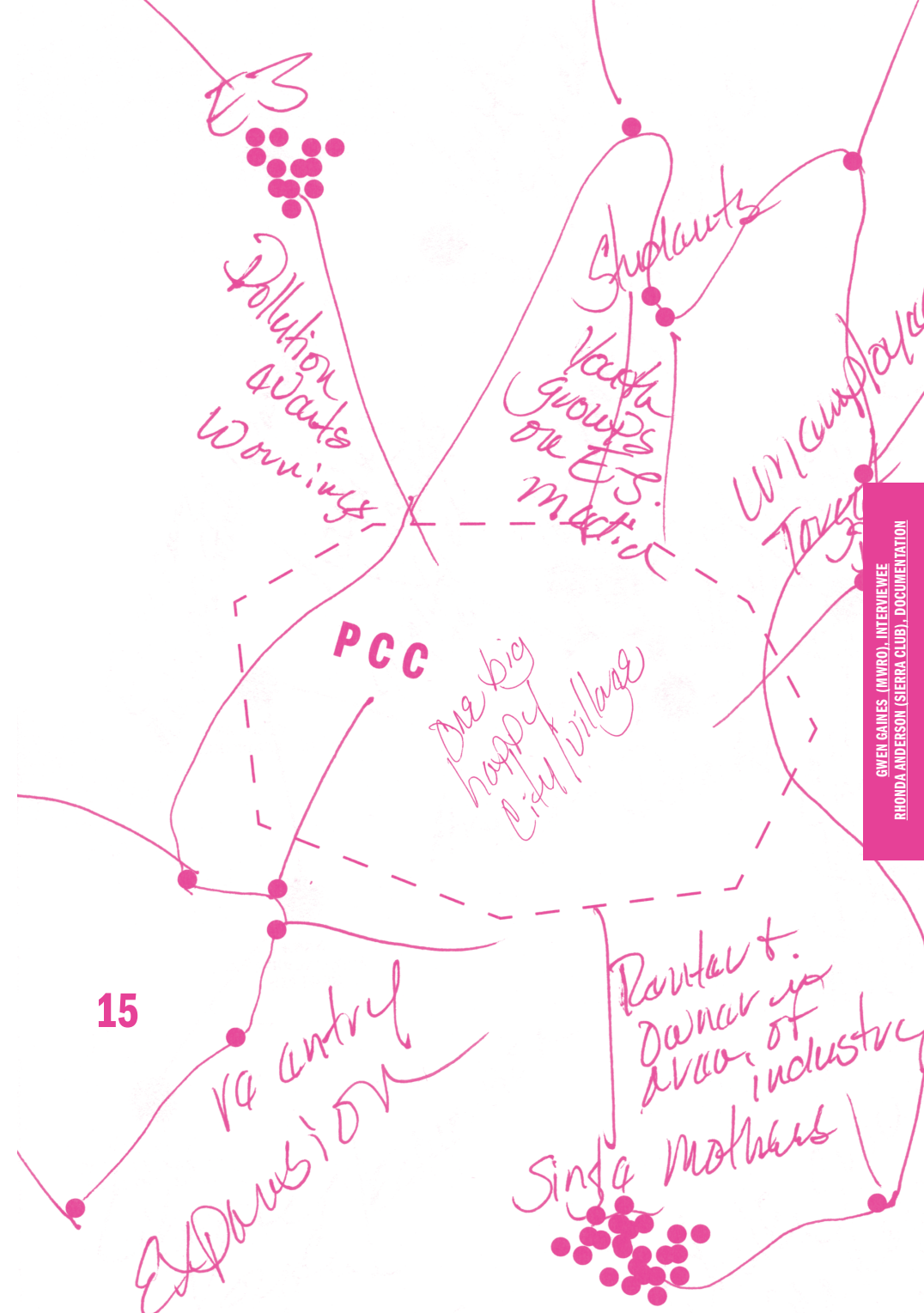
The Detroit Media Economy Collaborative is made possible through funding from the Broadband Technology Opportunities Program of the American Recovery and Reinvestment Act.

FOR MORE INFORMATION VISIT: <http://www2.ntia.doc.gov/>

DISCOVERING TECHNOLOGY

14

15



GWEN GAINES (MIWRO), INTERVIEWEE
RHONDA ANDERSON (SIERRA CLUB), DOCUMENTATION

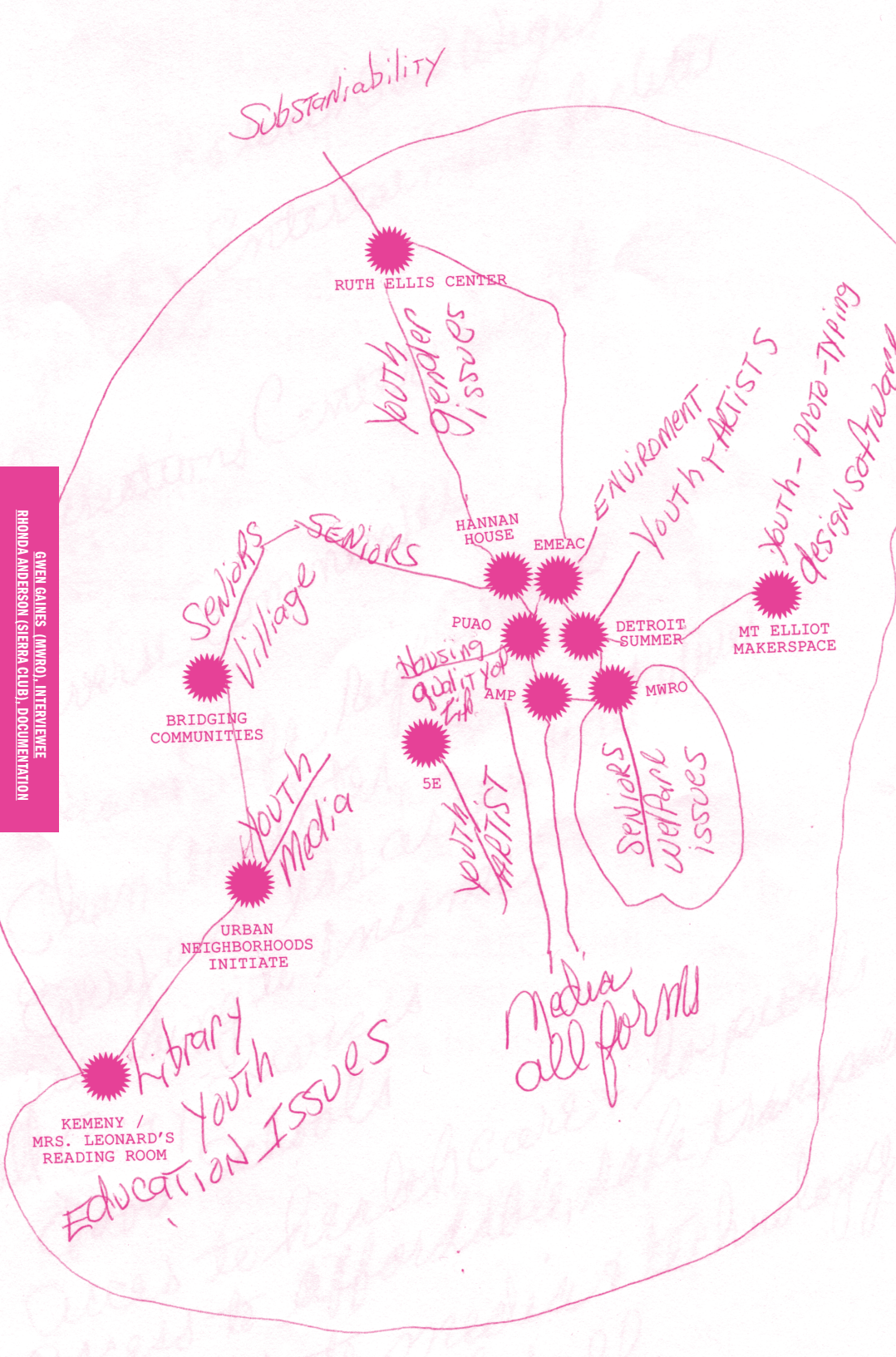
TACTICS ON SETTING UP AMAZING LEARNING SPACES

Diana J Nucera

Learning occurs when an individual is confident and comfortable with their peers, instructor and environment. We all approach learning in different ways and require different methods of teaching to retain information. It is hard to meet everyone's needs. Learning spaces should be constructed in a thoughtful and intentional way that promotes collaboration and creativity. Here are a few things to keep in mind when setting up a learning space.

CIRCLES ARE BETTER THAN LINES

Because of our learning experiences growing up it is easy to revert to setting up a traditional class room where students are in rows and the instructor is at the front of the room. This approach sets up a hierarchy in a learning space which gives the teacher all the power to distribute information. To avoid this hierarchy, it is best to set up a space that puts the instructor on the same level as the students. Circular formations are a great solution. Circular formations give participants even access to the instructor and encourage participants to interact with each other. Dialogue can occur because people are facing each other. When sitting



in rows, participants are forced to see each other's backs, giving the front row the most access to the instructor (and set up an individual style of learning). When participants have their backs to each other, there is less of a chance that peer-to-peer learning will occur. Circular spaces promote community and equal learning opportunities.

MAKE SPACES WITHIN YOUR SPACE

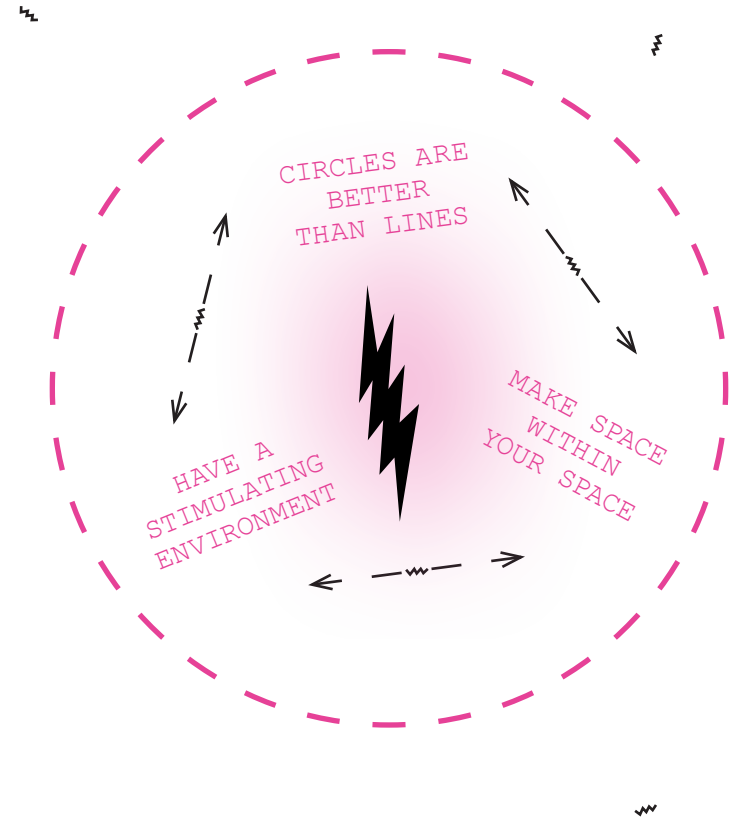
If multiple subjects are being taught in your learning space, your classroom should reflect that.

It is often too easy to set up computers and a dry erase board and call it a classroom. Even though computers are a great learning tool, they should not take up the whole space. Leave room for participants to read, write, brainstorm and talk with each other. One way of doing this is by setting up stations. If you have a computer lab leave a few tables computer-free for folks to work on. If you are teaching subjects like graphic design that requires some sketching, computing, printing, and maybe even silkscreening, set up stations for each part of the process. If you do not have room for this, it might be good to invest in modular furniture, or furniture that can change shape or simply roll around. This allows you to easily set up an environment that accommodates what you are teaching.

HAVE A STIMULATING ENVIRONMENT

Learning spaces should be fun and interactive! When a participant walks into a learning space

they should feel like they are at home, not in an institution. Stimulating visuals and comfortable furniture can help create an environment that participants look forward to attending. Support your local artist by displaying their work in your learning center or create a workshop where your participants create art work for the space. If your work is about Environmental Justice, have your participants create a poster campaign and transform your learning center into a gallery that displays participant's work. People have a sense of ownership of the space when they see their work up, which ultimately leads to the desire to be fully present and active.



TRACKING THAT COMPUTER LAB



Anderson Walworth

So you've received your lab equipment, the boxes have long been broken down. The screens are on and the fun has begun. You're probably thinking 'How do I keep track of all of this stuff?'

There are many ways of keeping track of your computer lab. Here are a few of the ways to get started.

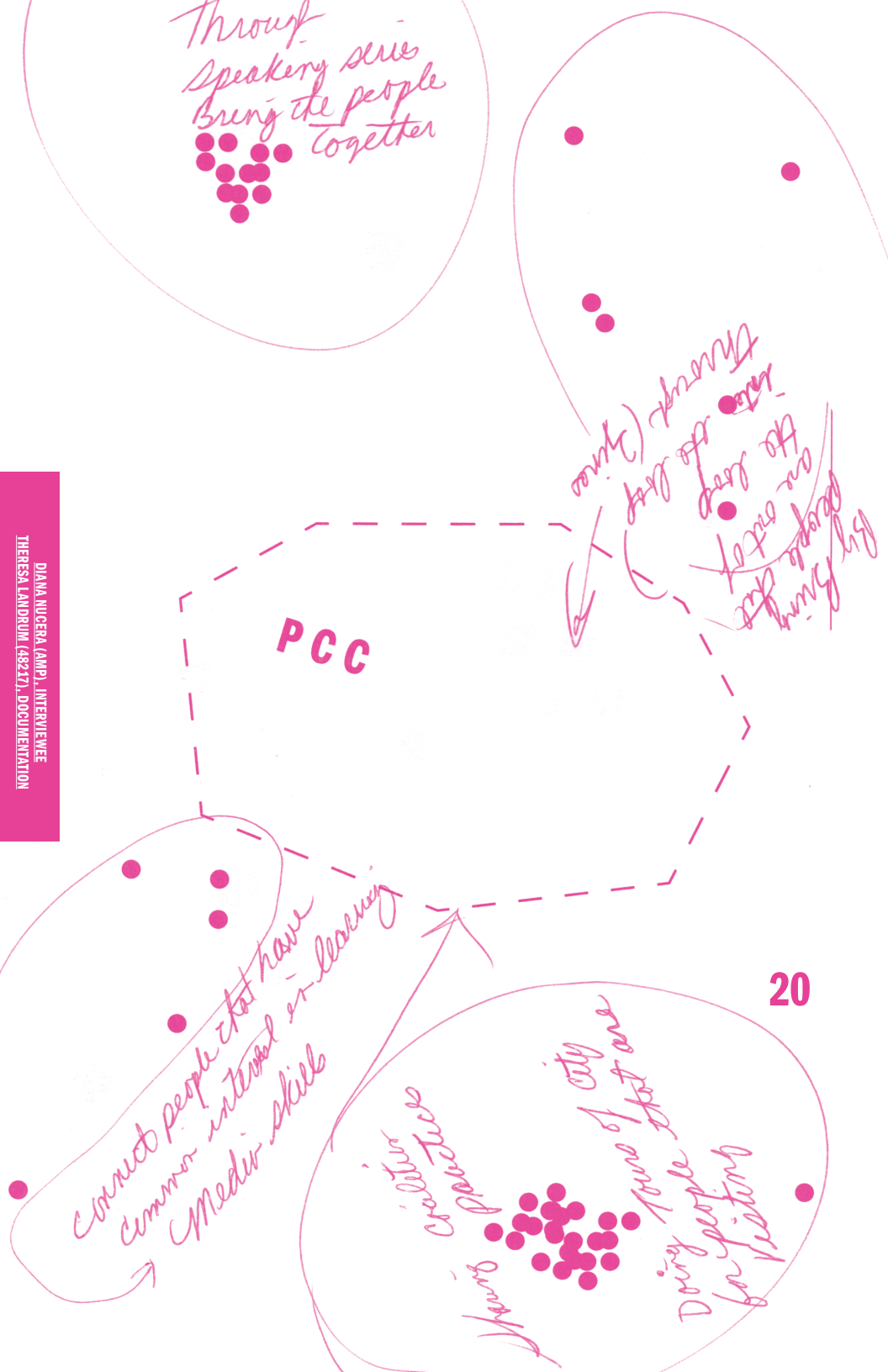
1. CROSS REFERENCE

Cross reference your orders/invoices with the delivered equipment to make sure you received everything you ordered for your lab. A free and simple way is by using a spreadsheet. Enter each item into a spreadsheet as you check them.

(more about spreadsheets later!)

2. BUY A LABEL MAKER!

Things in a computer lab that aren't labeled with an 'Item ID' have the tendency to walk away or can get mixed up with someone else's equipment. For example, if it is a computer you could label it something like "AMP IMAC1" (*which stands for Allied Media Projects + type of computer + number*). If you have multiple of the same item, change the number at the end. If you plan on lending out equipment, labels are a must for tracking checkouts!



3. DOCUMENT AND ORGANIZE

Start a spreadsheet with a list of your equipment. OpenOffice.org works great and it's free for Mac, Linux, and Windows computers. (At AMP, we use Google docs, it is free with any gmail account, and is available anytime you have access to the internet, no matter what!)



HERE'S HOW YOU CAN MAKE A SPREADSHEET

Make a spreadsheet from your gmail account:

1. Login to your gmail account. In the upper left of the screen, click the link that says "Documents." A new page will open.
2. Under where it says "google docs" click on the "New Document" button.
3. In the dropdown list choose "spreadsheet." In your spreadsheet, you'll want to have a column for Item ID, model, serial number. The serial numbers are very important for more expensive items.



SERIAL #

22

You can find the serial number on the back or bottom of most electronics, the number can sometimes start with 'SN'.

You can make the spreadsheet as detailed as

you like, including such info as location, hardware specifications such as ram, operating system, hard-drive space, warranty information etc. You can also make different tabs in your spreadsheet for different types of items such as: audio, video, cables.

5. SECURITY AND MAINTENANCE

Q. What is noisy and scary and can save your lab from becoming an empty room?

A. An alarm system!

If you can, it's good to physically lock computers (especially laptops) down to their desks. Store digital cameras, projectors, laptops in metal cages, locking cabinets or a locked room. Plastic bins are also great to keep smaller items protected and organized.

6. MONITORING THE LAB

It's important for someone to watch over the lab to help people with logins, questions and general assistance. It's worth investing in IT support and IT training to keep your equipment running for as long as possible. If you don't have the support readily available, keep a log of complaints or equipment/computer problems so they don't slip through the cracks. Last but not least... No food or drinks in the lab!

23

Congratulations and Good Luck!

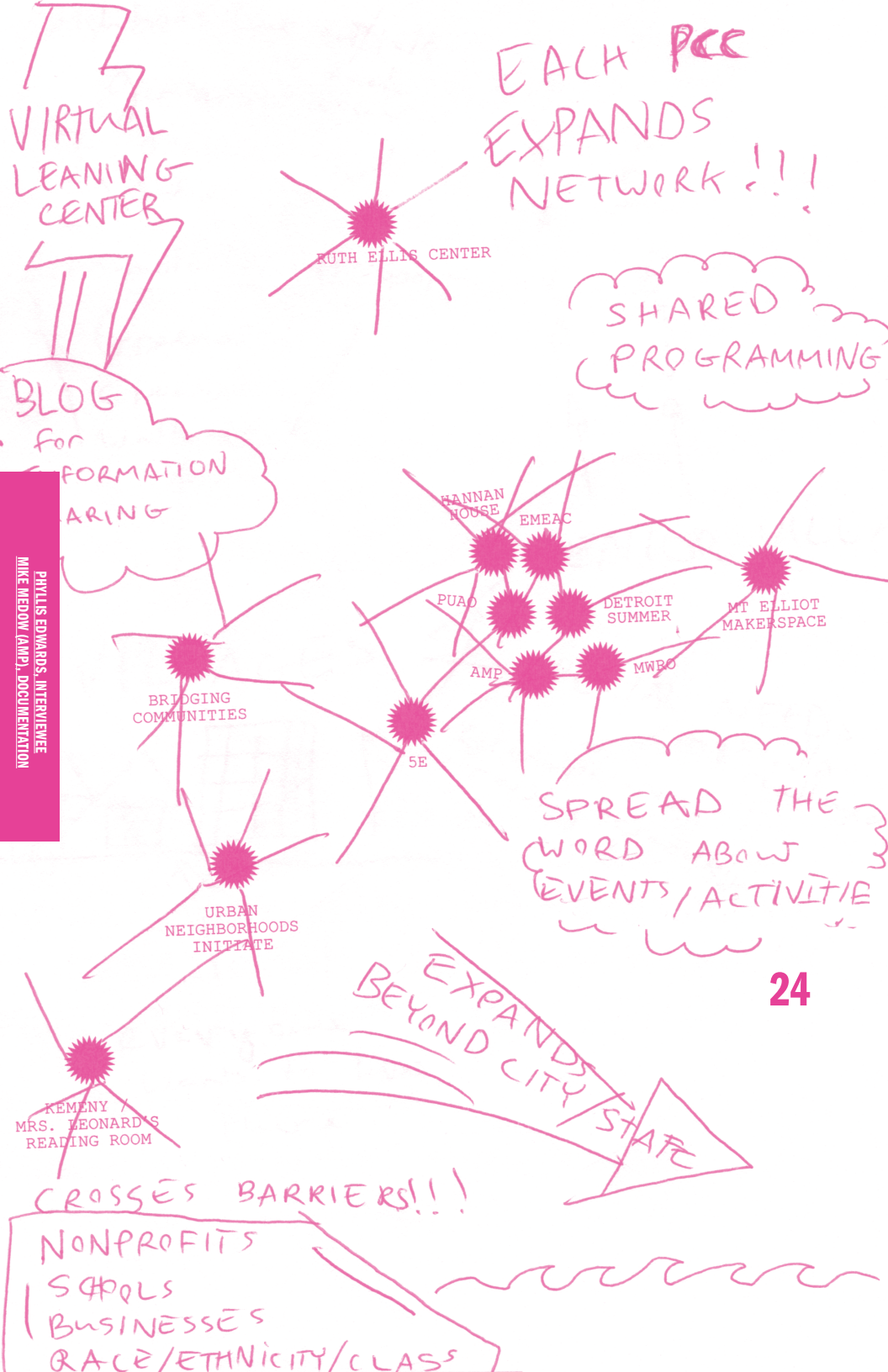
DEVELOPING ORAL HISTORIES

Clarence “Gabriell” Turner

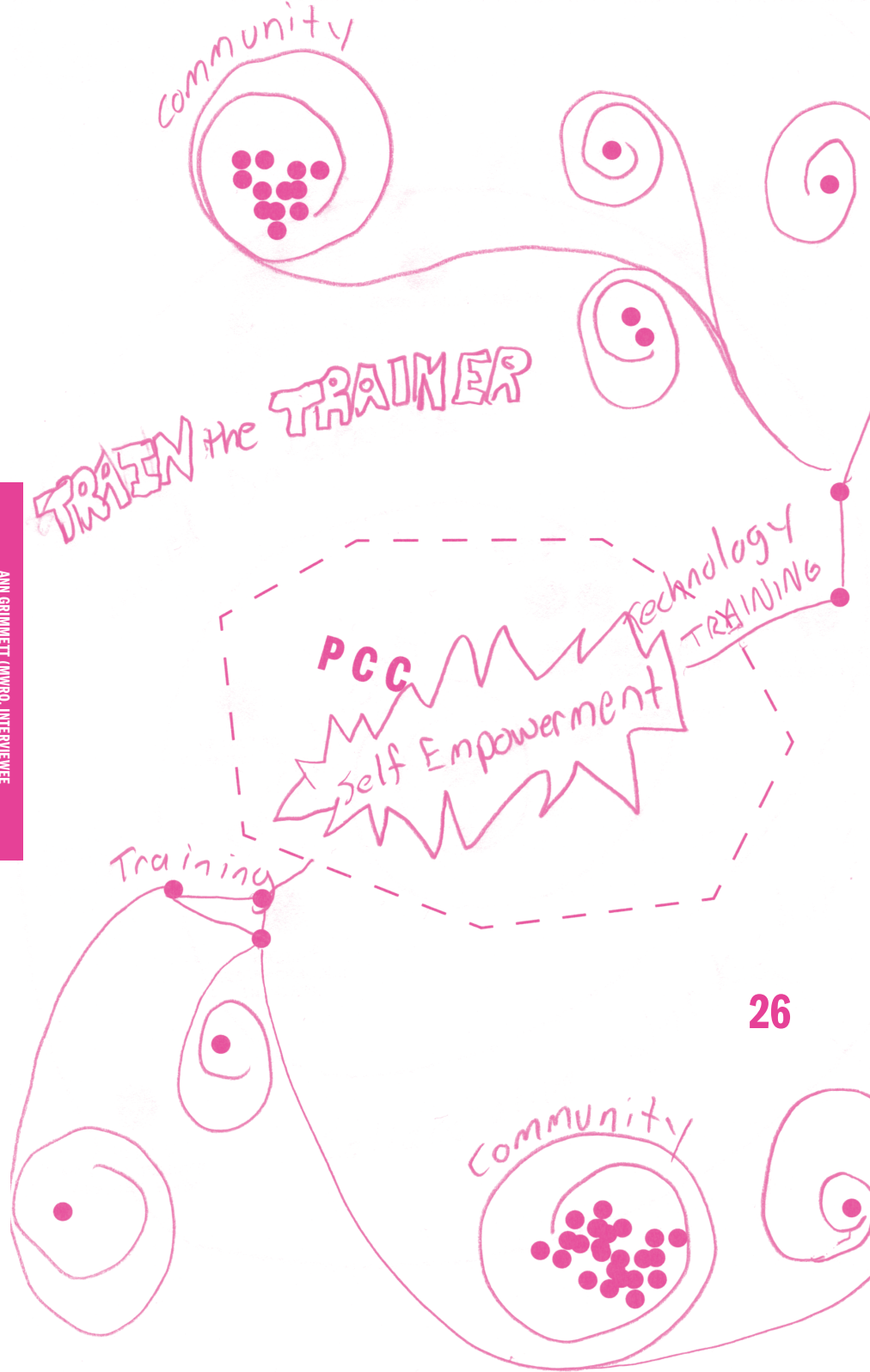
First, let’s begin with a definition. Oral Histories are our oldest means of using personal experiences to communicate information, teach a lesson and entertain. *(or any combination of the three.)*

Most likely Oral History was first a few days after Adam and Eve were transferred from the Garden of plenty to the land of need. In the midst of their transfer, they became certified human beings. So, the first thing they did was to argue and play the ‘blame game’ to convince each other that it was their fault that they got evicted.

The significance of Oral History is its ability to teach timeless lessons with the use of metaphors and similes, (long before their terms were defined) to educate. With just a few words a mental scene is created, understood and remembered. These same oral or verbal lessons are still being taught and passed on through generations. A few examples are “Treat others as you would like to be treated.” or “Look before you leap.” Or “What you do in the dark will come to light.” We’ve all heard the more modern ones, “stop and look both ways before you cross the street”, “look before you leap” or “a hard head makes a soft bottom.”



PHYLIS EDWARDS, INTERVIEWEE
 MIKE MEADOW (AMP), DOCUMENTATION



Because there is no specific documented beginning or author, or referenced guidelines, the value of Oral History can be lost in today's society where everything of importance is referred by some authority and hyped by marketing techniques. The authority of Oral History comes from the subtle wisdom of common people's experience with life lessons. The results are interpreted and explained with their common sense and creative ability, then taught and passed on for free.

In the final analysis Oral History is what it always was and still is what it is and that's all that it is.

Oral histories begin with experiences. For example, learning which food to eat and which to avoid. With today's technology we have the ability to transform Oral History stories into the three major forms of communication: print, video, sound. All of which can be displayed in different forms of digital media over the internet. But this is the end product. Let's go back to the idea of interviewing a family member about the good old days.

- 27** Begin by letting the family member know your idea and ask their permission. Respect their decision because there are family secrets that should remain secret even if you don't agree or understand. If you don't have another specific idea or topic, ask them if they have a favorite story or experience that they would like to talk about. Listen and take notes of detail to research and schedule another meeting. In between meetings,

do some research using the 5w's and h (who, what, where, when, why, and how) to guide your research. An example could be about describing the social climate at the time, like the Depression or World War II, or the Freedom Marches. Or the history of the location of the story. At the next meeting you'll be able to help them remember more details and maybe more information that will enhance their story.

Remember details which show the story to the reader. For example if your interviewee said "I had a dog," that's a fact. Describing the dog's coat, tan or black, or short hair or saggy. Her ears floppy or one up and one down. These details help the reader develop a mental picture of the dog.

Now, write or record their story and ask questions from your research. Make more notes for editing.

Schedule another meeting for review. Because during this time more information may surface from their memory that will enhance and complete their story. Schedule yet another meeting for review and maybe approval. Then you'll have a polished story you'll both be proud of and others will enjoy.

THE AUTHORITY OF ORAL HISTORY COMES FROM THE SUBTLE WISDOM OF COMMON PEOPLE'S EXPERIENCE WITH LIFE LESSONS. THE RESULTS ARE INTERPRETED AND EXPLAINED WITH COMMON SENSE AND CREATIVE ABILITY, THEN TAUGHT AND PASSED ON FOR FREE.

CONDUCTING INTERVIEWS

TIPS FOR A SUCCESSFUL INTERVIEW

Rachel Jacobsen

(adapted from Mike Smith)

One mic. Listen. An interview is not a dialogue

Start with easy, non-controversial questions

Ask questions one at a time

Listen closely, show interest with your eyes – give the interviewee your full attention

Don't interrupt a good response because the interviewee is straying from your outline

If the interviewee strays into non-pertinent subjects, try to gently return to the main subject as soon as possible

29 Don't let periods of silence frustrate you – give the interviewee a moment to recall past events

Take notes when you can – important people and places to check on later

Be prepared to follow-up on unexpected avenues of information

Try to establish at every important point where

your interviewee was and what was his/her role

If information from the interviewee appears to be false, don't challenge the point. If possible, point out that there are conflicting stories over an issue

Maintain an atmosphere where your interviewee is relaxed and responsive

Do not worry about fumbled or poorly phrased questions – as long as the interviewee understands your question, content and response are most important

Try not to inject personal biases and judgments into the questions

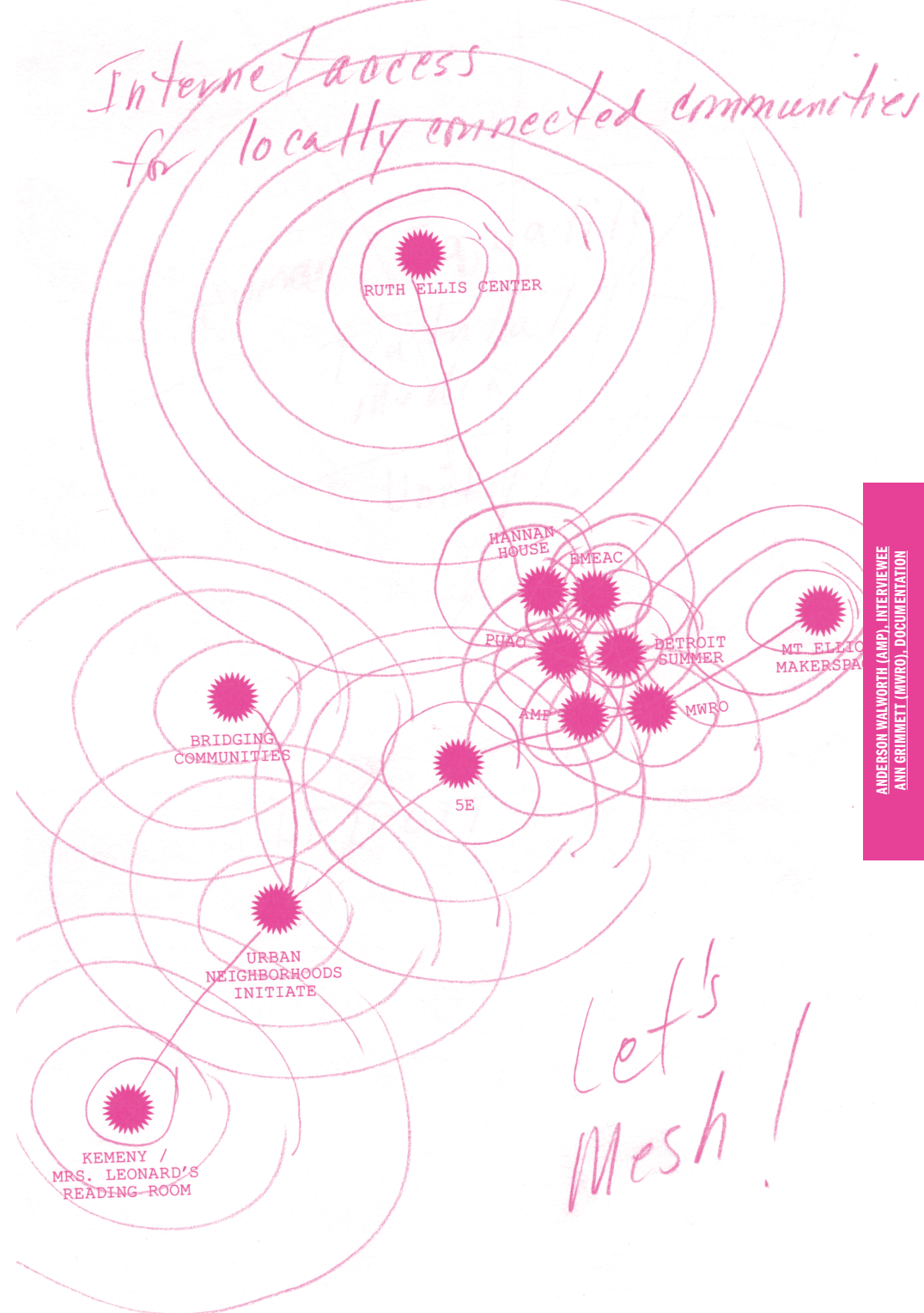
Clarify physical descriptions of events whenever possible

Try to avoid off-the-record information

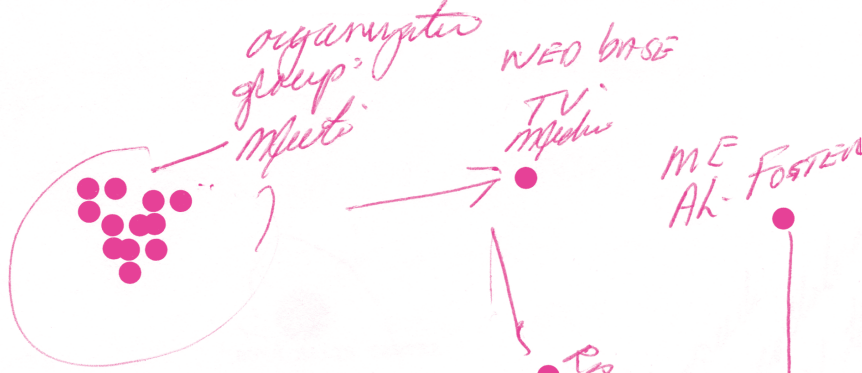
Interviewees may feel more comfortable relating their story to you before recording it. There is still a chance to request the story be retold and recorded

Interviews are usually more successful if the interviewee alone is recorded

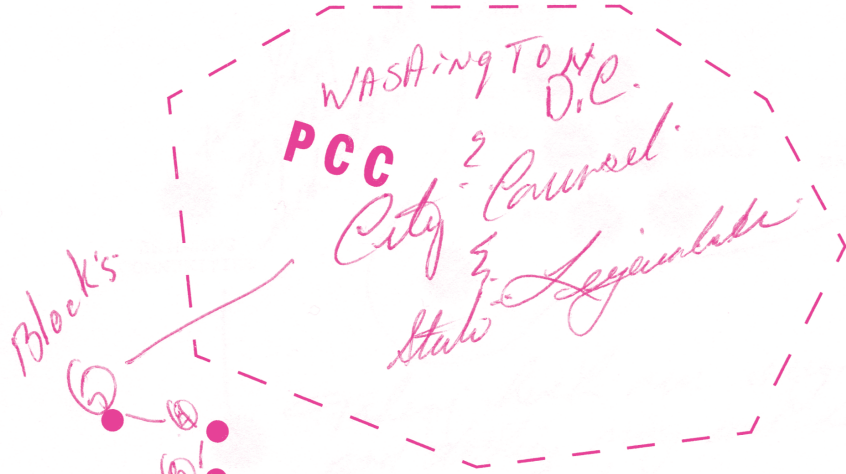
End the interview after a reasonable time



Let's Mesh!



RADIO MEET
EMERGENCY SERVICE



Block's

32

Community Outreach

Other community groups

Block Club

RUTH ELLIS CENTER

Youth Hip Hop Producers Having a show tonite! Come join + learn!

The incinerator is spouting BLACK SMOKE! Everyone get you cameras and upload some vids!

HANNAN HOUSE EMEAC
PUAO DETROIT SUMMER
AMP MWRO
MT ELL MAKERSH

BRIDGING COMMUNITIES

5E

URBAN NEIGHBORHOODS INITIATE

We're offering a workshop on alternative energy. Who wants to join?

33

KEMENY / MRS. LEONARD'S READING ROOM

Anyone have any experience setting up a high power wifi antenna or mesh network?

WE SERIOUSLY LOVE THE INTERNET IS SERIOUS BUSINESS



Ann Grimmett

Being a *mature* person, I was behind the times as far as *Technology* goes. In fact, I'm still contemplating *Facebook!* However, when I was fortunate enough to view the short film The Internet is SERIOUS Business, I was completely stunned at how easily it was explained!

Prior to the very first 'DISCO(vering) TECH(nology)' event thrown by the Detroit Digital Justice Coalition, I was introduced to the film. I have been in a position, since then, to help generate interest in the film!

The film is instrumental in engaging people in disenfranchised communities, who have been previously intimidated by the internet.

DISCOVERING TECHNOLOGY

34

Upon viewing the film, people will go home and feel comfortable diving into the internet with wreckless abandon! In simple *laymans* terms, it is understandable by ANYONE from age 8 to 80. The Internet is SERIOUS Business made clear, concise and totally self-explanatory the internet in all it's glory! I had long wondered how do you get from its satellite, to lines you can't see, to integration into ANY computer, TV, DVD/VCR, or any other number of electronics equipment? Had I not seen it for myself, there is no way someone could've convinced me that a *single short film*, could answer ANY & ALL questions about what, how & why the internet IS!!

I advise EVERYBODY to see this film before you engage in anything internet related, it will afford you the clarity to always move forward boldly & with confidence!

The Internet is SERIOUS Business is definitely a MUST SEE!!

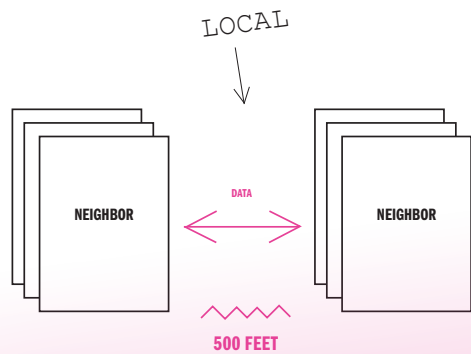
CHECK IT OUT AT: www.vimeo.com/13830730

FOR MORE INFORMATION VISIT: anothercupdevelopment.org OR peoplesproductionhouse.org
IF YOU WOULD LIKE TO ARRANGE A SCREENING AND DISCUSSION, PLEASE CONTACT THE DDJC

DETROIT DIGITAL JUSTICE COALITION ISSUE 3 - 2011

35

LET'S KEEP OUR DATA + NETWORKS LOCAL



DISCOVERING TECHNOLOGY



GROWING COMMUNITY NETWORKS IN DETROIT

Benjamin Chodoroff

Remember way back when the Internet was only a twinkle in Al Gore's eye and you had to copy to a floppy and wear out your sneakers just to share a file with your friend? Those days, as we all know, are long gone... we can just use the web to communicate what we produce... for now.

In so many ways, our freedom to communicate via the Internet is being challenged – whether it's by economic forces making it hard to buy a connection, or state forces telling us how we can and can't communicate. The Detroit Digital Justice Coalition sees a solution to these problems in community networks: communication systems that we own and control.

The DDJC sees these community networks as digital community gardens. In the same way we can reclaim unused land to grow our own food, we can use public airwaves to communicate freely. As with gardening, it takes some special skills to build and maintain a community network. Read about how to get involved at the end of this article.

Community wireless is growing all over the city. Read all about these projects on the following pages!

DETROIT DIGITAL JUSTICE COALITION ISSUE 3 – 2011

COMMUNITY WIRELESS IN DETROIT

NORTH CORKTOWN

This network is centered around Spaulding Court and extends a few blocks to the west and north.

Over the past few months, our network has expanded to 9 households and 20-40 daily users. During the AMC we will be attempting a long-distance link between North Corktown and the Corridor.

CASS CORRIDOR

People United as One has worked with the Open Technology Initiative to use a mesh network inside its apartment building to serve residents, as well as an aerial mast on the roof broadcasting a signal to the north for future expansion. Allied Media Projects and OTI are working to connect AMP's media lab to PUAO's.

HAMTRAMCK

There are two neighborhoods in Hamtramck with community wireless networks; one on Holbrook and the other near Klinger and Campbell. Evan Major helps organize the Holbrook network. Here's what he has to say:


“Many neighbors know each other. Some don't. But when I flip open my laptop at any given time, I see a half dozen password protected wireless

networks within range of my house, most of which are linked to the neighborhood businesses ... the density of our neighborhood and the activity of its anchoring businesses provide the perfect foundation for a successful mesh network. Houses are close, often times occupied by 2 or 3 families. ... We are recent immigrants from Bosnia and West Africa. We are local college students who found an affordable place in a good neighborhood. We are transplanted Detroiters who love the walkability and opportunities for connectedness of our adopted town, it is this connectedness I believe we can build on to make us even stronger.”

FARNSWORTH

On Farnsworth between Elmwood and Moran, a community wireless network has been set up to serve about ten residents.

48217

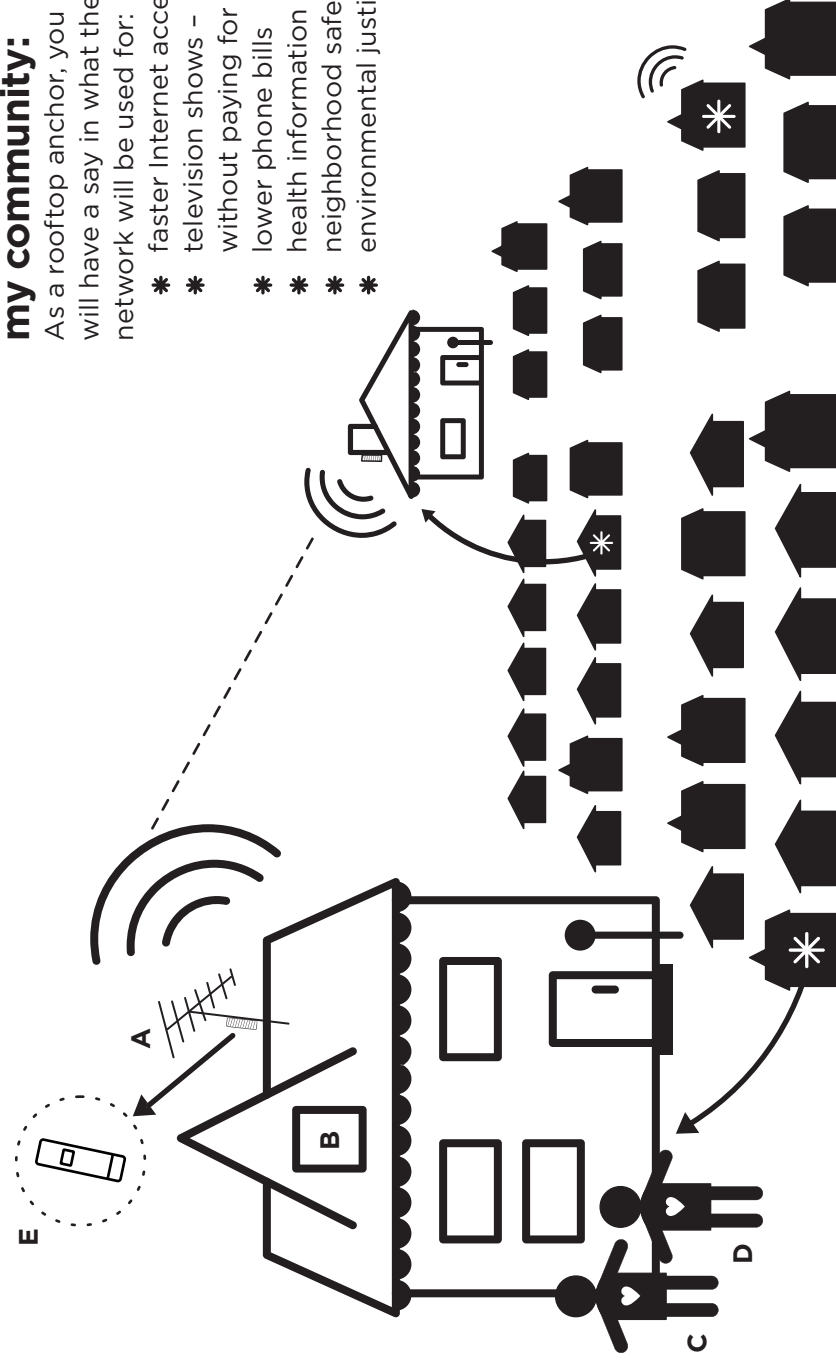
The DDJC has a few member organizations in 48217 who are working with the Open Technology Initiative to experiment with community wireless and local-intranet-based applications. 48217 organizers are surveying their neighbors to find potential participants in a mesh. 

Read more about this project at detroitdjcc.org/wireless-mesh

Come to OmniCorpDetroit on "open hack nights" Thursdays 8pm-11pm to experiment with the hardware and software used in community networks. Contact the DDJC if you are interested in building a network in your neighborhood

Share Your Rooftop for a Stronger Neighborhood

HELP BUILD A
COMMUNITY
WIRELESS NETWORK



Potential benefits for my community:

As a rooftop anchor, you will have a say in what the network will be used for:

- * faster Internet access
- * television shows - without paying for cable
- * lower phone bills
- * health information
- * neighborhood safety
- * environmental justice

You contribute:

- A:** a chimney or antenna on your roof
- B:** an electric power source near to the roof
- C:** your strong commitment to your neighborhood

We contribute:

- D:** a commitment to help build the network and the community
- E:** a wireless network device, installed on the roof

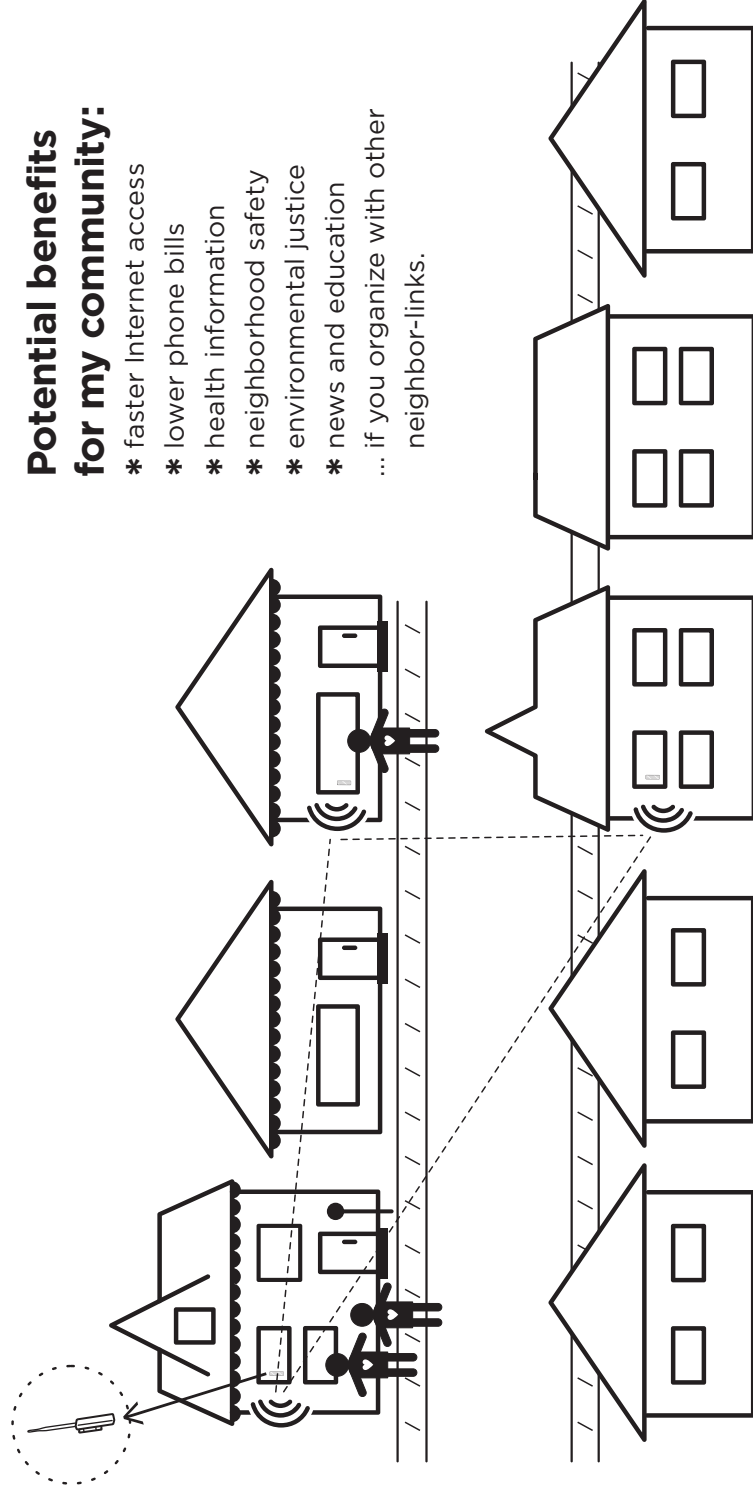
The cost to you is about 63¢ worth of electricity each month, about as much as it takes to power a clock radio.

How do the wireless devices form a network?

The rooftop wireless devices are called NanoStations, made by a company called Ubiquiti. They have a “mesh” feature that allows every device to send and receive its own messages while also passing along data for others. If you attach one to a chimney or other structure on the roof, it can connect with other NanoStations blocks away, as long as they’re up high enough. Then smaller devices can bring the messages into people’s homes nearby. A rooftop network is like a neighborhood association that brings together block captains. They can talk to each other and pass along information to the rest of the people on the block.

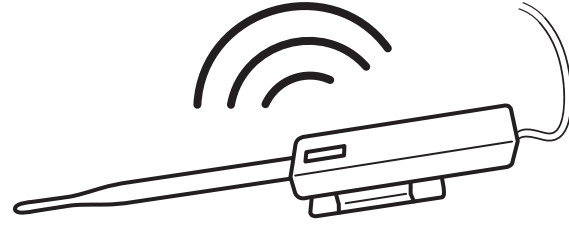
Link With Your Neighbors For a Stronger Community

HELP BUILD A
COMMUNITY
WIRELESS NETWORK



Potential benefits for my community:

- * faster Internet access
- * lower phone bills
- * health information
- * neighborhood safety
- * environmental justice
- * news and education
- ... if you organize with other neighbor-links.



A basic device costs \$45, with higher quality ones, like the PicoStation pictured above, costing \$80. Your neighbors are organizing to see that everyone can afford one.

How do the wireless devices form a network?

You place the wireless device near a front window of your home and plug it in to a regular electrical outlet. If your neighbors also have them in their homes, the devices will automatically connect, forming a digital block club. You can connect your computer, laptop or smart phone to this network using wi-fi so you can send and receive messages with anyone else on the network. If you or one of your neighbors has a wireless device on the roof, you can connect with blocks and community institutions in other parts of the neighborhood. And you can share an Internet connection with your neighbors, cutting costs, improving speeds and allowing you to communicate beyond the neighborhood. How you use the network will be collaboratively determined by you and other neighbor-links.

CYBER COMMUNICATION

PROGRESS OR PROBLEM?

Redwan Binrouf

Holbrook Elementary School

Award Winning Speech, Grade 7

Cyber communication is an important part of modern life. Bill Gates said “Never before in history has innovation offered promise of so much to so many in so short a time”. Cyber communication is communicating with someone indirectly through the internet. Some examples are e-mail, texting, video chat, and so on. Cyber communication has ups and downs.

One way that cyber communication is helpful is that it is quick and easy to send and receive. It is useful because you can communicate with people as far away as 10,000 miles. Through cyber communication, you could “talk” to people whom you otherwise couldn’t reach. It is very fast, as opposed to sending a real letter. Old-fashioned communication is sluggish and obsolete compared to cyber communication. Sending a letter from one end of the world to the other end can take weeks. It may even go astray! However, an e-mail can be sent and received within seconds. Additionally, it is more cost-effective. For example, if you live in Alaska, and want to call your buddy in London on

the phone, you would need to buy a phone card or pay a steep bill at the end of the month. Your time would be limited. Cyber communication is more efficient.

Many interesting links and files can be shared across the Internet. If a person in Hamtramck really likes a song or movie, he could share a link with his friend in Texas in an instant. They could both watch and enjoy the link at the same time and discuss it. They will feel connected because of this shared experience.

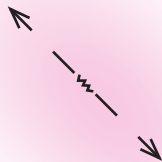
In contrast, cyber communication has its downside. It can be dangerous because the Internet is full of strangers, predators, and stalkers. Some people are naïve and still don't even know about these kind of people. Some don't worry about them, which also leaves them vulnerable to the cyber risks. These cyber criminals seek out innocent or unsuspecting individuals' personal information. For example, cyber crooks can try to get social security numbers, credit card information, bank account numbers and other sensitive information. Cyber bullying is also a problem. Cyber bullying is when someone threatens you on the Internet. That can cause people to be fearful of actions against them in real life. It is no different from regular bullying. It hurts people, makes them feel nervous, and makes them feel bad about themselves.

People should be more aware about the benefits and risks of the Internet. If they are more

informed, prepared and protected, they can enjoy cyber communicating more safely. People should be taught more about these issues, especially parents. Parents need to know the dangers of the Internet in order to supervise their children, yet also how it can be helpful. There has to be an effort to educate these parents. For example, parents could attend cyber safety seminars. Parents could also position the family computer in plain view so they can monitor their child's cyber activity. Cyber communication isn't a new thing. Although the World Wide Web is only about 20 years old, it has grown exponentially since then. However, we as people must not allow cyber communication to preclude direct communication with real live human beings. There is no substitute for face-to-face interactions with our friends, family, classmates, and coworkers. In conclusion, cyber communication is progress and a problem.

DISCOVERING TECHNOLOGY

46



WHO IS THE DETROIT DIGITAL JUSTICE COALITION?

5E GALLERY, 48217 HEALTH AND COMMUNITY ORGANIZATION, THE READING CORNER / KEMENY REC CENTER, BRIDGING COMMUNITIES, INC., EMEAC, AMP, MWRO, PEOPLE UNITED AS ONE, URBAN NEIGHBORHOOD INITIATIVES / REAL MEDIA, DETROIT SUMMER, HANNAN HOUSE, DETROIT SIERRA CLUB'S ENVIRONMENTAL JUSTICE PROGRAM, OPEN TECHNOLOGY INITIATIVE, WORK DEPARTMENT, DETROIT PROJECT ARCHIVE, MT. ELLIOT MAKERSPACE, RUTH ELLIS CENTER :: FACILITATION, ADRIENNE BROWN



PREVIOUS ISSUES

TO GET COPIES OF OUR PREVIOUS, AWESOME ZINES: DOWNLOAD DIGITAL PDFS: [HTTP://DETROITDJC.ORG/ZINES/](http://DETROITDJC.ORG/ZINES/) FOR PRINT COPIES, EMAIL: HELLO@NINABIANCHI.COM

ABOUT THE FRONT COVER

COVER DESIGNED BY WESLEY TAYLOR
WWW.WESLEY-TAYLOR.COM
WWW.EMERGENCEMEDIA.ORG

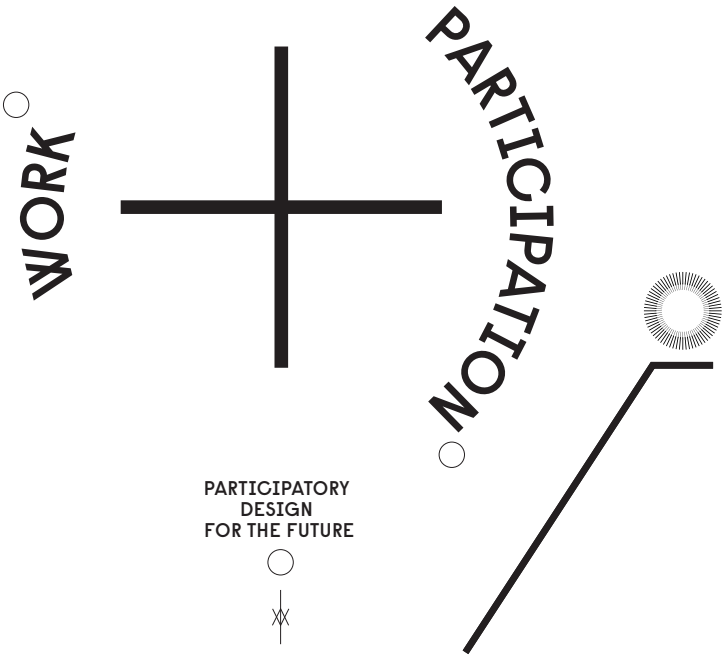
ABOUT THE BACK COVER

DETROIT'S NEW ECONOMIES ARE GROUNDED IN "WORK." GRACE LEE BOGGS SAYS, "UNTIL THE EMERGENCE OF CAPITALISM A FEW HUNDRED YEARS AGO, JOBS OR LABOR THAT YOU DID FOR A PAYCHECK DID NOT EXIST. PEOPLE WORKED TO PROVIDE GOODS AND SERVICES FOR THEIR COMMUNITIES AND TO EXERCISE AND DEVELOP THEIR SKILLS. AS WE ENTER THE 21ST CENTURY, WE ARE IN THE MIDDLE OF A GREAT TRANSFORMATION OR REVERSAL: FROM INCREASINGLY UNAVAILABLE JOBS TO MEANINGFUL WORK."

INSPIRED BY + CITED FROM DETROIT'S GRASSROOTS ECONOMIES BY JENNY LEE & PAUL ABOWD. DESIGN: DETROIT PROJECT ARCHIVE

DESIGN: DETROIT PROJECT ARCHIVE - DETROITPROJECTARCHIVE.COM
PRINTING PAID BY: BROADBAND TECHNOLOGIES OPPORTUNITY PROGRAM

REDEFINE ECONOMY



OPEN SYSTEMS

BOTTOM UP

DETROIT'S NEW ECONOMIES ARE GROUNDED IN "WORK"