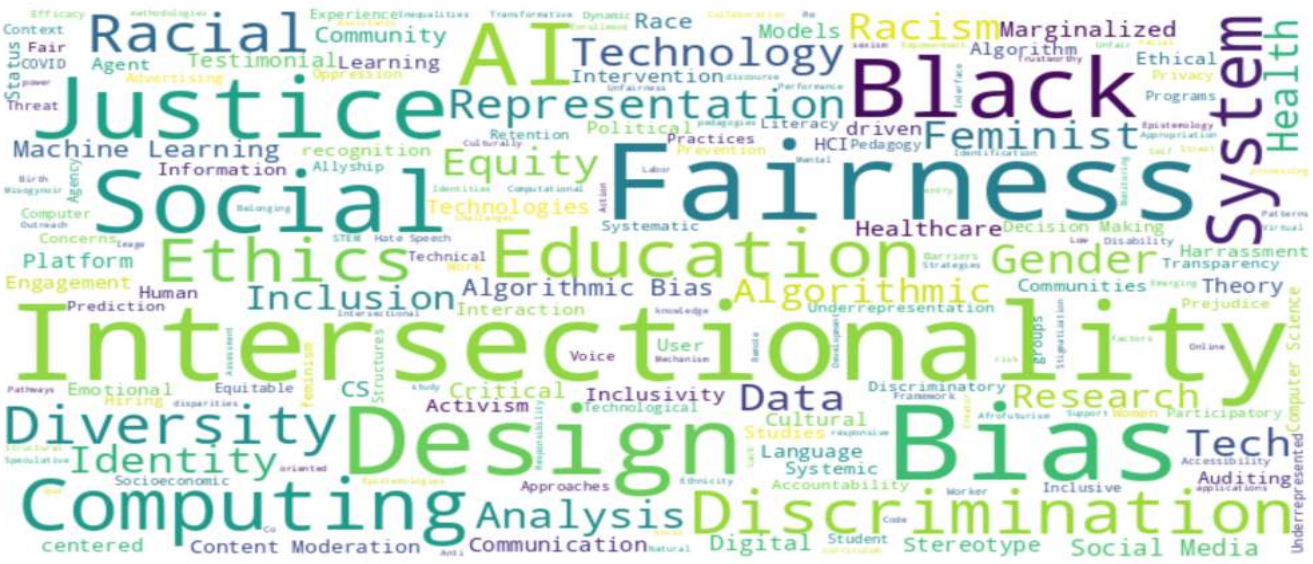

The Intersectional Divide: Exploring the Barriers and Opportunities for Black Women and Girls in AI – A Systematic Literature Review

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ABSTRACT

In recent years, the pervasive integration of Artificial Intelligence into modern society has intensified. Despite this widespread adoption, the contributions of Black women and girls to the field have been significantly overlooked, echoing broader trends within the computing community. This systematic literature review serves as our contribution to rectifying this oversight by critically examining existing research at the nexus of race, gender, and AI, with a focal point on Black women and girls. Utilizing an exhaustive search of the ACM Digital Library, encompassing peer-reviewed articles, conference papers, and scholarly works, we unearthed pivotal insights and identified prevailing themes, trends, and gaps in the literature. Our analysis not only sheds light on representation across AI education, research, industry, and leadership but also delves into the unique experiences, challenges, and opportunities encountered by Black women and girls within the AI landscape. Furthermore, we investigate the transformative impact these individuals have had on shaping the development and application of AI. In total, our comprehensive examination of 157 literary works published between 2014 and 2024 contributes to the evolving discourse surrounding Black women and girls in AI, offering crucial insights for advancing inclusivity and equity within the AI community.

KEYWORDS

Systematic Literature Review, Black women, Girls, Artificial intelligence, Machine learning, Big data, Intersectionality

1 INTRODUCTION

Artificial intelligence (AI) has become an increasingly popular field of research and development in recent years. Its applications are wide-ranging and have the potential to revolutionize many industries and transform the lives of its users. However, as with most technological advancements, there is a growing concern about the lack of diversity and inclusion in the development and use of AI. Specifically, there is a lack of representation and research on the experiences of Black women and girls in AI. This systematic literature review seeks to critically examine the existing research on the experiences of Black women and girls in the field of AI, with a focus on the challenges they face, potential solutions to address these issues, and the impact their contributions have had on the development and application of AI. The primary objective of this paper is to identify key themes, trends, and gaps in the existing research literature, namely, which narratives and perspectives about Black women and girls within AI are absent from the existing body of knowledge.

In contrast to existing literature reviews focusing solely on the representation or experiences of underrepresented groups in AI, our systematic literature review takes a comprehensive approach by examining the representation, experiences, and impact of Black women and girls in this field. While some reviews may primarily address the challenges faced by underrepresented groups or their contributions to AI, our review seeks to provide a holistic understanding by exploring the interconnected themes of representation,

experiences, and impact. We framed our literature review around 3 fundamental areas and our research questions were as follows:

- **Representation**: *What is the current level of representation of Black women and girls in AI education, research, industry, and leadership positions?*
- **Experiences**: *What are the unique experiences, challenges, and opportunities faced by Black women and girls in AI?*
- **Impact**: *What impact have Black women and girls had on the development and application of AI?*

In our comprehensive examination of the experiences of Black women in computing, we approached our research questions through a dual lens: the criticality of Artificial Intelligence (AI) and the specific experiences of Black women within the computing field. This approach allowed us to gain a nuanced understanding of the intersectional challenges and opportunities faced by Black women and girls in AI. Additionally, we explored relevant literature more broadly, encompassing diverse perspectives within the computing domain.

Our analysis uncovered significant insights into the representation, experiences, and impact of Black women and girls in AI. By critically examining the existing research literature, we uncovered the systemic disparities in representation across various sectors of AI, including education, research, industry, and leadership positions. Furthermore, we delved into the unique challenges and opportunities encountered by Black women within the computing landscape, highlighting the intersecting factors of race and gender that shape their experiences. Finally, we explored the profound impact that Black women and girls have had on the development and application of AI, despite facing persistent barriers and marginalization.

Our approach, grounded in both critical AI studies and the lived experiences of Black women in computing, offers a comprehensive perspective on this underexplored area. By centering the voices and experiences of Black women, we contribute to a more inclusive and equitable discourse within the AI community. Our study catalyzes further research and advocacy aimed at addressing systemic inequities and fostering diversity within the computing field.

Next, we highlight the influential work that posed as a guide for our literature review. Later, we delve into our employed methods, followed by a detailed explanation of the findings of each of our research questions.

2 RELATED WORK

The intersection of criticality of artificial intelligence (AI) and the experiences of Black women in computing provides a unique lens through which to examine the biases and limitations of AI and the systemic barriers faced by marginalized communities in technology.

2.1 Critical Approaches to Artificial Intelligence

Artificial Intelligence(AI), while rapidly growing and wildly popular in today's society, has become a pervasive party in various areas of our lives. However, recent research has highlighted the existence of biases in AI systems that perpetuate existing societal inequalities. These biases can and have resulted in the unfair or discriminatory treatment of marginalized groups, specifically Black women and girls. [18][139]

Researchers have begun to adopt critical perspectives to examine the ethical implications and societal impacts of AI. Specifically, Safiya Noble's book 'Algorithms of Oppression' provides a comprehensive analysis of how AI systems encode and amplify racial and gender biases.[98] These approaches emphasize the need to address systemic biases and covert racism, as well as acknowledge the power dynamics that shape the development and deployment of AI systems.

2.2 Black women's experiences in Computing

Historically, the experiences of Black women in computing have been overlooked, marginalized, and in some instances erased as major players throughout the history of technological advancements. Despite their significant contributions to the field, their perspectives have often been excluded from mainstream media.[112]

Recent initiatives have emerged to bring awareness to the experiences of Black women in computing. Books such as 'Hidden Figures' have brought to light the hidden contributions of Black women during the early days of computing. [87] While authors such as Erete, and Rankin, Thomas, and more have made it a goal to deliberately publish more candidly about Black feminist epistemology and the experiences of Black women. These efforts have highlighted the systemic barriers and biases that have prevented Black women from fully participating in the field.

2.3 Intersectional Perspectives

Intersectional approaches to AI and computing recognize the unique experiences of Black women and girls at the intersection of multiple marginalized identities. These perspectives consider how race, gender, class, and other social factors shape their experiences and access to opportunities.[55] Additionally, the intersection of these two areas reveals the many ways in which AI perpetuates biases that disproportionately affect Black women.

By integrating critical approaches to AI with an understanding of Black women's experiences in computing, researchers can develop a more nuanced and comprehensive understanding of the challenges and opportunities facing Black women and girls in the field of AI.

3 METHODOLOGY

We conducted a systematic literature review(SLR) focusing on Artificial Intelligence as it pertains to Black Women and Girls via the ACM Digital Library.

3.1 Initial search

We began our systematic literature review (SLR) by first identifying relevant literature using a systematic query generation approach to curate a comprehensive corpus. This involved crafting a robust set of search terms that cover various aspects relevant to the intersection of Black women and girls within Artificial Intelligence. The primary search terms included variations of race and gender identities including the terms ("Black women," "Black girls," "African American women," "African American girls"). In addition to primary terms, we incorporated topic specific AI-related terms ("Artificial Intelligence," "AI," "machine learning," "big data") to target literature within our domain of interest. To enhance the breadth and depth

of our search, we also included the supplementary terms ("representation," "diversity," "inclusion," "women of color," "race," "gender," "gendered racism," "BIPOC," "POC," and "racial equity"). Ultimately, this led to a composite list of 18 key search terms, which served as seeds for our final ACM search.

To generate our queries we engaged in a key term pairing process. The first pairing involved combining primary and topic search terms to identify articles discussing or analyzing issues related to Black women and girls in the context of AI. The next pairing was conducted by bringing together each of the topic search terms with the supplementary search terms. This was done to broaden the search scope and capture a comprehensive range of relevant literature. This process yielded a total of 56 queries, meticulously tailored to navigate the ACM digital library and retrieve relevant scholarly works for our analysis.

Of these 56 queries, 53 of them successfully returned results. This indicates that our search strategy had an approximate efficiency rating of 95% in finding relevant articles. However, there were 3 queries that did not yield any results, which could suggest that these specific queries were too narrow, obscure, or not well-covered or indexed by the ACM's database. Notably, 20 queries returned results exceeding 1,000 articles. As a result, we needed to further assess the search results to determine the accuracy and relevance of the keyword combinations used in these queries. In the end, we were able to ascertain usable articles from 31 of the queries for our review. After eliminating duplicates and conference proceedings, we identified a total of 906 unique articles that formed the foundation of our literature review.

Afterward, we utilized our inclusion and exclusion standards to identify which articles were suitable for the systematic literature review. This will be discussed in the following section.

3.2 Application of selection criteria

The selection criteria for this literature review were carefully crafted to ensure that studies meeting specific parameters were included while filtering out those that did not align with the research objectives. Firstly, selected studies needed to address the experiences, challenges, contributions, or perspectives of Black women and girls within the realm of Artificial Intelligence (AI), emphasizing inclusion across different identities within this demographic. Additionally, the focus was specifically on topics related to Artificial Intelligence, Machine Learning, or Big Data, narrowing the scope to pertinent areas of study. To maintain the currency of the review, only studies published within the last decade were considered for inclusion. Furthermore, selected studies had to be published in reputable peer-reviewed journals, conference proceedings, or reports to ensure their reliability and quality. Various research methods, including empirical studies, qualitative or quantitative research, case studies, surveys, literature reviews, and theoretical papers, were eligible for selection as long as they directly addressed the experiences or perspectives of Black women and girls in AI.

Conversely, studies that did not meet the defined selection criteria were excluded from consideration. This included studies that did not mention the experiences, challenges, contributions, or perspectives of Black women and girls in the field of AI. Language also posed a limitation, with papers published in languages other than English excluded due to potential language barriers. Additionally, studies published more than 10 years ago were excluded to prioritize recent research findings and advancements. Finally, non-research-based papers, such as opinion pieces, editorials, blog posts, or news articles, were excluded to maintain the scholarly focus and rigor of the literature review.

3.3 Data Extraction

During the data extraction phase, we systematically reviewed academic literature pertaining to Black women and girls in the field of artificial intelligence (AI). Our primary data sources included peer-reviewed journal articles, conference papers, and research reports sourced from the ACM Digital Library. To facilitate this process, we developed a structured data extraction form encompassing various fields such as author, title, publication year, literature type, abstract, and codes. Additionally, we included specific questions aimed at addressing our research inquiries, namely:

(1)*Are Black women positioned as objects of study or agents of knowledge?*

(2)*Is there any discussion of power (as defined by Patricia Hill Collins in BFT book) and its manifestation/impact?*

(3) *Does the conference paper or research article attend to social justice?*

Utilizing a tiered approach for quality assessment, we evaluated each paper based on the number of affirmative responses to these questions. Papers receiving three affirmative responses were considered of the highest quality, those with two affirmative responses were deemed of medium quality, while those with one or fewer affirmative responses were regarded as of the least quality.

To establish codes for data categorization, we identified key terms or phrases within the titles and abstracts of the papers, supplemented by additional keywords found within the texts. This coding scheme allowed us to systematically categorize the extracted data according to our research inquiries.

Before proceeding with the full data extraction, we conducted a pilot test to identify potential issues or challenges. Feedback from the pilot test was instrumental in refining our criteria and strengthening the focus of the data extraction on Black women and girls, as well as other critically marginalized communities.

3.4 Data Synthesis

3.4.1 Positioning of Black Women and Girls. Upon analyzing the extracted data, it became evident that the positioning of Black women and girls within the literature on artificial intelligence varied significantly. Of the 157 articles within our corpus 39 articles specifically highlighted Black women and/or girls as the focal point of the paper. The remaining 118 either did not mention Black women or girls at all or simply relegated them to mere data points within a larger study. From our analysis, we concluded that while some studies positioned Black women and girls as agents of knowledge, actively engaged in the development and application of AI technologies, others portrayed them more commonly as objects of study, often overlooked or marginalized within AI research and discourse.

3.4.2 Discussion of Power Dynamics. The analysis revealed a nuanced portrayal of power dynamics within the literature. Out of the 157 articles reviewed, 64 (approximately 40.8%) acknowledged

and discussed power as defined by Patricia Hill Collins, demonstrating a significant engagement with this aspect of the discourse. These discussions often centered on the manifestation and impact of power structures within the context of AI, particularly as they relate to the experiences and agency of Black women and girls. However, it's noteworthy that a majority of the articles (93 out of 157, approximately 59.2%) did not address power dynamics explicitly. This implies a considerable gap in the literature regarding discussions of power and its intersection with race and gender within the field of artificial intelligence. The variations in the depth and extent of these discussions across different studies highlight the need for more comprehensive and nuanced examinations of power dynamics in future research.

3.4.3 Attention to Social Justice. In examining the literature, we found varying degrees of attention to social justice concerns. Out of the 157 articles reviewed, 109 (approximately 69.4%) explicitly addressed social justice issues relevant to Black women and girls in AI, indicating a significant level of engagement with these critical concerns. These papers delved into topics such as equity, fairness, and inclusivity within the AI field, demonstrating a recognition of the systemic challenges faced by Black women and girls. However, it's important to note that a considerable portion of the literature (48 out of 157, approximately 30.6%) did not explicitly attend to social justice issues. This implies a gap in the literature regarding the integration of social justice considerations into AI research and discourse, particularly as they relate to marginalized communities. The variations in the extent of engagement with social justice concerns across different studies underscore the need for more comprehensive and intersectional approaches to address systemic inequities within the field of artificial intelligence.

3.4.4 Cross-Cutting Themes and Patterns. Across the reviewed literature, several cross-cutting themes and patterns emerged. These included the intersectional experiences of Black women and girls in AI, the impact of structural inequalities on their participation and representation, and the potential for AI technologies to either reinforce or mitigate existing power imbalances. Additionally, there was a notable emphasis on the importance of centering the voices and perspectives of Black women and girls in AI research and policy-making.

4 RESULTS

In this section, we present the findings of our review of the current literature discussing the representation, experiences, and impact of Black women and girls in the field of Artificial Intelligence (AI). Our analysis aims to provide a comprehensive understanding of the current state of AI as it pertains to this underrepresented demographic, addressing the aforementioned research questions. We will delve into the challenges and barriers faced by this underrepresented group, as well as the unique contributions they have made to the field. Our analysis reveals the extent of under-representation and disparity in AI education, research, industry, and leadership positions, highlighting the need for targeted interventions to address these imbalances. Furthermore, we explore the intersectional experiences of Black women and girls, considering the influence of race, gender, and other social factors on their opportunities and outcomes in AI. We take a look at some of the major trends identified within the literature and we identify the most common and under-explored themes.

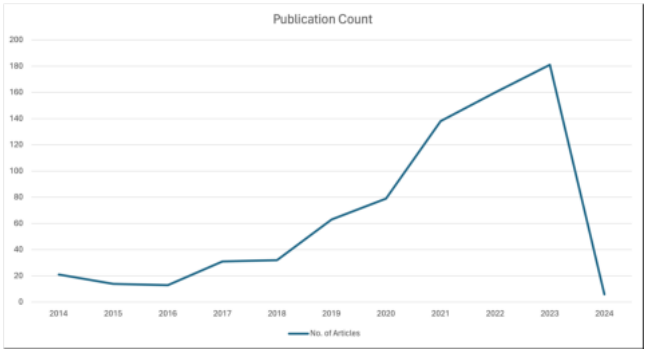

Figure 1: Literature Trends

4.1 Major Themes

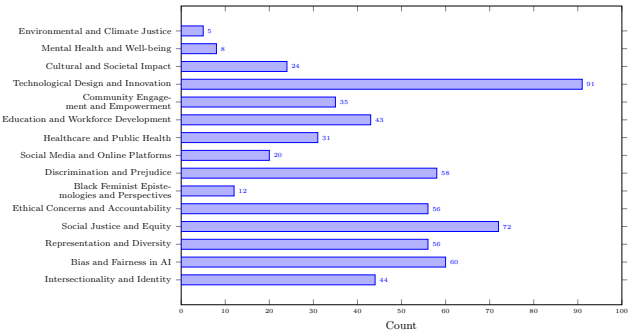

Figure 2: Themes

The systematic literature review yielded a total of 157 articles that explored the intersection of Black women and girls with artificial intelligence (AI). Those articles were then coded and further analyzed to identify any reoccurring themes within the data. Figure X illustrates the findings of this analysis. From this histogram you can see that our analysis of the articles identified 15 key themes:

- Technological Design and Innovation
- Social Justice and Equity
- Bias and Fairness in AI
- Discrimination and Prejudice
- Ethical Concerns and Accountability
- Representation and Diversity
- Intersectionality and Identity
- Education and Workforce Development
- Community Engagement and Empowerment
- Healthcare and Public Health
- Cultural and Societal Impact
- Social Media and Online Platforms
- Black Feminist Epistemologies and Perspectives
- Mental Health and Well-being
- Environmental and Climate Justice

The analysis of the collected articles revealed a clear distribution of themes related to Black women and girls in artificial intelligence (AI). A histogram depicting the frequency of these themes provides valuable insights into their prominence within the dataset.

Other prominent themes include 'Social Justice and Equity,' 'Representation and Diversity,' and 'Bias and Fairness in AI.' These findings suggest that the academic discourse on Black women and girls in AI is heavily focused on addressing societal inequalities, promoting inclusive representation, and mitigating potential biases in AI systems. The popularity of these themes could also indicate that there is a desire to acknowledge and support Black women with their call to action to the tech community at large in addressing the social and ethical issues related to AI's impact on marginalized communities, specifically Black women and girls.

Consequently, themes of Discrimination and Prejudice, Ethical Concerns and Accountability, and Education and Workforce Development also received significant attention. This underscores the ongoing challenges faced by Black women and girls in the AI field and the need for interventions to promote equity and opportunity.

4.1.1 Technological Design and Innovation. Our analysis revealed that research about *technological design and innovation* emerged as the most frequently discussed theme within the corpus of literature (N=91). This finding is not surprising as it speaks to an influx in the utilization of artificial intelligence and the desire to create more innovative systems that leverage AI and machine learning technologies. It underscores a substantial scholarly interest in exploring how technology is designed and innovated in the context of AI. Many of the papers emphasized the importance of considering intersectionality in technology design, aiming to address potential biases and disparities in AI systems. The goal is to highlight the impact on society and the need for diversity and inclusivity.

As we make this big push towards AI we must start by engaging the youth as they are being positioned as the designers of the future. Some researchers are already taking steps in the right direction. In one study, young girls are encouraged to envision themselves as creators of future AI systems that prioritize responsibility and fairness. By empowering young girls to see themselves as active participants in the design and development of AI technologies, we can cultivate a more diverse and inclusive AI ecosystem. This shift in perspective not only fosters creativity and innovation but also ensures that the values and priorities of diverse communities, including those of Black women and girls, are reflected in the design and implementation of AI systems. Ultimately, empowering young girls to engage with AI design from a young age can help to address longstanding biases and inequalities in the field, paving the way for a more equitable and socially responsible future of AI. [136]

This is important because technological design has historically lacked diversity, perpetuating racist ideologies and contributing to social inequality, particularly affecting Black communities. [110] For this reason, there is a growing number of Black women researchers whose studies advocate for equitable design practices that recognize and value the contributions of Black people, positioning them as creators and innovators in the technology landscape. As Black feminist technologists, they advocate for equitable design practices that recognize the historical contributions and cultural richness of Black people, positioning Black youth as creators and innovators in the technology landscape. [110]

As a consequence of biased design practices, the AI community has been relegated to simply perpetuating existing systems of privilege and exclusion instead of expanding its breadth of knowledge by actively seeking diverse perspectives and incorporating inclusive design principles. Traditional approaches to technology design have marginalized Black perspectives, leading to the exclusion of Black individuals in the conceptualization and creation of future technologies. Biases and prejudices inherent in design concepts and technical systems perpetuate existing systems of privilege, benefiting dominant groups at the expense of non-dominant groups. [110]

Additionally, by examining the prevalence of whiteness as the norm in technology design the research reveals a trend where designs primarily serve dominant groups, leaving marginalized communities neglected. Whiteness has become the standard in technology design, with designs often catering to dominant or privileged groups while neglecting the needs and perspectives of marginalized communities. [110] Conversely, there is an opportunity to leverage speculative design and design fiction to elicit radical visions and socio-political dimensions crucial for equitable design and innovation. [46]

Ultimately, about technological design and innovation, the research reveals that there is a significant need for a deeper assessment of approach framing, inclusivity in design research, and commitments to inclusive design practices. Efforts must be made to include diverse voices and perspectives in design engagements to ensure equitable outcomes for all. [49]

4.1.2 Social Justice and Equity. This theme emerged as a key concern due to the recognition that AI systems can perpetuate and amplify existing social inequalities. The literature highlights that Black women often face systemic barriers and discrimination in various domains, including education, employment, and healthcare. AI systems, if not designed with equity in mind, can exacerbate these biases, leading to unjust outcomes and limiting opportunities for Black women. Understanding the systemic nature of the challenges we face in creating sustainable change requires a grasp of critical epistemologies. Engaging in interdisciplinary teams that include experts from cultural anthropology, gender and race studies, sociology, and other relevant fields can provide the necessary language and perspectives for this work. [134]

As a result of these challenges, there is a stark disparity in the number of minority computing professionals. Addressing this shortage requires a focus on long-standing equity, diversity, and inclusion challenges within the field, particularly concerning racially marginalized groups. [153]

Solving the industry shortage problem generates more resources to tackle new initiatives like transformative justice. Technology has the potential to amplify the efforts of transformative justice initiatives in creating more just and safe futures. This involves examining and countering the racial ideologies and policies that perpetuate oppressive conditions and contribute to high rates of violence while embracing a transformative justice framework to heal communities. [31] If done effectively this could provide a trickle-down effect

that would impact the education systems providing more opportunities for transformative justice of the academy and academia at large. Justice-centered computing education would allow educators and students to deeply engage with questions of history, place, and culture, recognizing the techno-social politics inherent in computing. Building dynamic and broad coalitions that connect justice-concerned individuals in computing and education with those actively involved in justice projects is essential for fostering a more equitable and inclusive computing ecosystem. [76]

Embracing critical epistemologies, fostering diversity and inclusion, leveraging technology for transformative justice, and promoting justice-centered computing education are pivotal steps toward fostering a more equitable and inclusive computing ecosystem.

4.1.3 Bias and Fairness in AI. The literature identified bias and fairness as critical issues in AI development. AI algorithms are trained on data that often reflects the biases and prejudices of the society in which they are created.[85] However, intersectionality is often used as the benchmark for fairness despite it being fundamentally flawed by emphasizing attributes over systemic oppression. This ultimately leads to an innate inability to adequately reflect genuine fairness in AI algorithms. [72]

This can lead to biased predictions and decisions that disproportionately affect Black women. For young Black girls, fairness is often perceived as kindness or equality, but they encounter challenges in understanding equity, underscoring the urgent need for AI literacy to empower them to be better equipped to design just AI technology in the future. [136] The literature emphasizes the need for transparency and accountability in AI systems to mitigate bias and ensure fairness.

4.1.4 Discrimination and Prejudice. Research findings highlighted the prevalence of discrimination and prejudice throughout the overall infrastructure of Artificial Intelligence. AI systems can be used to perpetuate and reinforce stereotypes, leading to discriminatory practices in areas such as hiring, lending, and criminal justice. The literature calls for addressing these biases and promoting inclusive AI practices that value diversity and respect human rights.

Concerns about racism and discrimination have escalated in the creator economy, particularly on social media platforms. Black content creators across various platforms face challenges with racism and discrimination, perpetuated by platform users, collaborating companies, and platform algorithms. This not only impacts their self-esteem and mental health but also exacerbates disparities in representation and treatment.[50]

This same semblance of discrimination and prejudice has infiltrated the academic space as well. As a result, the research suggests that it is imperative for CS educators to critically reflect on their own biases, undergo cultural training, and adopt pedagogical approaches that engage Black students with the levels of support they need to be successful. This necessitates designing advanced pedagogical methods to bridge social disparities, combat digital discrimination, and address the CS digital divide, ultimately fostering empathy and mitigating prejudicial behaviors. [13]

The historical legacy of slavery has entrenched institutional racism and discriminatory practices against Black women in the U.S., shaping their experiences within technology and society. There's a pressing need for overdue discussions on how race and racism influence technology design and usage, ensuring a more equitable and just technological landscape. This is the plight of Black women and girls in AI. [110]

Persistently raising concerns about discrimination and prejudices faced by Black professionals is crucial, even in the face of potential retaliation or retribution. Within the computing community, racial discrimination has often been overlooked, perpetuating the myth of neutrality in technology. The technologies developed to benefit society can inadvertently perpetuate systemic biases and racial profiling, necessitating greater awareness and action to address these issues.[17]

Addressing discrimination and prejudice faced by Black individuals in technological contexts is essential for fostering equity and inclusion in the computing field, necessitating ongoing efforts to combat systemic biases and promote awareness of these issues.

> "Sitting on the sidelines because one is not directly affected by discrimination is not sufficient, nor is diversity a transaction to be undertaken only when it is convenient or serves one's interest."

4.1.5 Representation and Diversity. Representation and diversity are essential for developing AI systems that are inclusive and equitable. We found that Black women are underrepresented in the field of AI, both as developers and users. This lack of diversity limits the perspectives and experiences that are considered in AI design, contributing to biased and unfair outcomes. This literature review advocates for increasing representation and diversity to foster a more inclusive and equitable AI landscape.

Retention and representation are significant factors influencing the field of Computer Science (CS). While some efforts have been made to address representation issues in existing literature, there is a lack of direct focus on barriers faced by Black women in CS. [153]

Specifically, as it pertains to young Black girls, we found that empowering learners to take on a designer role in AI projects can lead to the incorporation of their identity and values, thereby enhancing representation in the technology they create. For instance, learners introduced robot representations with hairstyles similar to their own, which are often absent in mainstream media and children's materials. [136] These types of design changes while minor in the grand scheme of things matter most to underrepresented minorities who long to see themselves in the designs of the technologies they so frequently use.

Artificial Intelligence should be inclusive of all its users. Recognizing and acknowledging discrimination and prejudice is not enough; institutions must actively assess, reset, and redesign their procedures and systems to promote equity. Superficial diversity initiatives, such as publicizing diversity metrics or issuing performative statements, have not led to meaningful progress for Black individuals. Corporations must engage in critical self-reflection, dismantle unjust systems, and hold individuals accountable for perpetuating harm. [17]

While efforts have been made to empower learners to incorporate their identity and values into technology design, there remains a significant gap in directly addressing the barriers faced by Black women. Institutions must move beyond superficial diversity initiatives and actively assess and redesign their systems to promote equity and accountability. By taking meaningful action to dismantle

unjust systems and hold individuals accountable for perpetuating harm, we can create a more inclusive and welcoming environment for all individuals in AI and Computer Science as a whole, regardless of their background or identity.

4.1.6 Ethical Concerns and Accountability. The ethics of AI and concerns surrounding accountability within AI emerged as another prominent theme in the literature. With AI increasingly integrated into decision-making processes, ethical questions regarding transparency, privacy, and potential harm have garnered significant attention. Critical analysis of the literature underscores the necessity for robust ethical guidelines and accountability mechanisms to ensure responsible AI deployment, mitigating the risk of perpetuating discrimination or harm against Black women and other marginalized communities.

Throughout recent years, we have witnessed a surge in research addressing data ethics and fairness in AI. However, existing efforts primarily focus on mitigating bias and building fair algorithms, often overlooking broader systemic issues. These approaches tend to place the onus of injustice on individual actors or technical systems, resulting in solutions that are perceived as superficial "technological Band-Aids." Consequently, there is a pressing need for more holistic strategies that address underlying systemic inequalities. Intersectional approaches to model evaluation, exemplified by the work of Buolamwini and Gebru, emphasize the importance of considering various dimensions of identity, such as skin tone and gender, in evaluating the performance of AI systems. [138]

About accountability, activists collecting counterdata to confront dominant narratives or institutional practices, play a pivotal role in responsibility and power reclamation, especially when employing an intersectional lens.[138] Based on principles from Black feminist scholarship and feminist epistemology, the "situating" methodological approach emphasizes that scientific and technological knowledge is fundamentally shaped by the particular disciplinary, cultural, and political contexts in which it arises. This recognition underscores the imperative of accountability and acknowledges that knowledge production can either challenge or perpetuate intersecting oppressions. [69]

Learners engaging with AI design envision accountability as extending beyond developers to include users and influential individuals. They emphasize the importance of investing in fairness and responsiveness to the diverse contexts, materials, and communities affected by AI systems. [136] Similarly, corporations are urged to undertake critical self-reflection, dismantling unjust systems, and holding accountable those who perpetuate harm. [17]

A multifaceted approach that integrates intersectional perspectives, situating methodologies, and collective accountability is essential to navigating the ethical complexities of AI deployment. Such an approach is crucial for fostering equitable and responsible AI systems that uphold the rights and dignity of all individuals, particularly those from marginalized backgrounds like Black women.

Theme	Count
Technological Design and Innovation	91
Social Justice and Equity	72
Bias and Fairness in AI	60
Discrimination and Prejudice	58
Ethical Concerns and Accountability	56
Representation and Diversity	56
Intersectionality and Identity	44
Education and Workforce Development	43
Community Engagement and Empowerment	35
Healthcare and Public Health	31
Cultural and Societal Impact	24
Social Media and Online Platforms	20
Black Feminist Epistemologies and Perspectives	12
Mental Health and Well-being	8
Environmental and Climate Justice	5

4.2 Underexplored Themes

In contrast, our analysis reveals that the three least-explored themes: 1)Environmental and Climate Justice, 2)Mental Health and Well-being, and 3)Black Feminist Epistemologies and Perspectives exhibit relatively lower counts within the dataset. This indicates a notable gap in the literature, suggesting that these crucial topics receive less attention compared to others in the field of study. Despite their lower representation in current discourse, these themes are of significant importance, holding profound implications for both future research endeavors and policy formulation. Consequently, there is a pressing need for increased scholarly engagement and policy attention directed toward these underrepresented areas to ensure a comprehensive understanding and effective response to pertinent issues at the intersection of race, gender, and technology. Also, it is worth noting that the works of researchers like Erete, Rankin, Thomas, and others have continuously employed Black feminist epistemologies as the crux of their work to challenge dominant narratives within computer science research. These works, by design, foster a more inclusive and equitable discourse that acknowledges the unique perspectives and experiences of Black women and girls in the field. While these works were not heavily represented in the current corpus, they serve as crucial frameworks for guiding future research endeavors to implement these ideals effectively, ensuring a more inclusive and representative approach to computer science scholarship.

4.3 Black Women and Girls in AI

Black women and girls are a doubly marginalized group in the field of AI. Not only do they face the same challenges as other marginalized groups, but they also face the additional burden of gender and racial discrimination. Despite efforts to increase diversity in the tech industry, Black women and girls remain severely underrepresented in AI-related fields. According to a report by the AI Now Institute, only 2.5% of Google's workforce and 2% of Microsoft's workforce are Black women. [151]

This under-representation has far-reaching consequences. It limits the perspectives and experiences that are represented in the

development of AI systems, which can perpetuate biases and inequalities. It also hinders the advancement and career opportunities for Black women and girls in the field of AI.

4.4 Challenges Faced by Black Women and Girls in AI

This literature review identifies several challenges faced by Black women and girls in AI. These challenges can be categorized into three main areas: representation, bias, and inclusion.

Firstly, the lack of representation of Black women and girls in AI-related fields means that their perspectives and experiences are often excluded from the development and deployment of AI systems. This leads to a lack of diversity in the data used to train these systems, which can result in biased and discriminatory outcomes.

Secondly, the existing biases in the tech industry, particularly in the field of AI, can have a disproportionate impact on Black women and girls. This can manifest in various forms, such as discriminatory hiring practices, unequal pay, and limited career advancement opportunities.

Lastly, the lack of inclusion and support for Black women and girls in the AI industry can create a hostile and unwelcoming environment. This can lead to feelings of isolation and exclusion, making it difficult for Black women and girls to thrive in this field.

5 DISCUSSION

In this section, we delve into the key findings and implications gleaned from our comprehensive analysis of the existing research landscape on Black women and girls in Artificial Intelligence. Through a critical examination of the literature, we aim to synthesize and contextualize the findings, identify emerging trends, and highlight gaps in knowledge. This section provides a platform to explore the broader implications of our findings, discuss their relevance to the field, and propose potential avenues for future research. By engaging in this discourse, we seek to contribute to a deeper understanding of AI and its implications for theory, practice, and policy as it pertains to underserved populations, specifically Black women and girls.

5.1 Power vs Empowerment

The interplay between power and empowerment in addressing the needs of Black women and girls in AI demands the navigation of intricate power structures and systemic obstacles while striving for agency, representation, and inclusion within the field. Power, often concentrated in dominant groups or institutions, governs access to resources, opportunities, and decision-making processes in AI. Empowerment involves furnishing Black women and girls with the necessary tools, support, and autonomy to challenge existing power dynamics, champion their rights, and induce substantial change within AI.

Meeting the needs of Black women and girls in AI mandates recognizing the deep-rooted power disparities and committing to an exchange of power. This exchange necessitates acknowledging and dismantling the privileges and advantages accorded to dominant groups while strengthening the voices, perspectives, and leadership of Black women and girls. It requires abandoning patriarchal tendencies and embracing collaborative and participatory approaches that value community ownership and self-determination.

The exchange of power poses challenges, requiring those in power to relinquish control and cede decision-making authority to individuals affected by systemic injustices. Confronting implicit biases, addressing historical injustices, and re-evaluating privilege and oppression systems can be taxing but imperative for those holding positions of influence.

Moreover, true empowerment demands more than tokenistic gestures demands a commitment to eliminating the systemic obstacles that prevent Black women and girls from fully participating in the AI field. This involves providing access to education, mentorship, and professional opportunities, along with support for policies and practices that foster equity and inclusion.

Ultimately, progress in AI demands a paradigm shift in how we conceptualize diversity and inclusion, by acknowledging the distinct obstacles faced by Black women and girls. To establish a more inclusive and equitable AI landscape, it is crucial to amplify the perspectives and experiences of Black women and girls, providing spaces for leadership and innovation.

5.2 Intersectionality as a construct of Social Justice

Another key interest area revealed by the research is the idea of intersectionality as a construct of social justice. At its core, intersectionality recognizes that individuals possess multifaceted identities—such as race, gender, ethnicity, socio-economic status, and sexuality—that coalesce and interact to shape their experiences, opportunities, and outcomes within society. Within AI research, intersectionality provides a critical framework for comprehending the intricate and diverse experiences faced by Black women and girls in the discipline.

An intersectional approach enables researchers to transcend narrow examinations of race or gender and delve into the interconnectedness of various identities and social classifications. This perspective empowers researchers to gain a clearer understanding of the challenges and obstacles confronting underrepresented communities, specifically Black women and girls within the realm of AI. For example, intersectionality empowers researchers to delve into the interplay between race and gender, illuminating its influence on access to education, career prospects, encounters with bias and discrimination, and avenues for leadership and impact within the AI ecosystem.

Moreover, intersectionality encourages researchers to recognize and challenge the interconnected systems of power and oppression that underlie inequities in AI. It compels researchers to examine how intersecting systems of racism, sexism, classism, and other forms of oppression converge to marginalize Black women and girls in the AI field. Unveiling these intersecting dynamics enables researchers to design more comprehensive and impactful interventions aimed at fostering equity, inclusivity, and social justice within AI.

Intersectionality guides research methodologies and approaches, emphasizing the value of participatory and community-based research methods that prioritize the perspectives and experiences of the non-majority. By actively involving Black women and girls as

partners and co-researchers in the research process, researchers can ensure that their perspectives, priorities, and expertise are fully integrated into the research design, analysis, and interpretation.

In essence, intersectionality serves as a potent tool for promoting social justice in AI research by revealing the intricate intersections of race, gender, and other social categories that shape the experiences of Black women and girls. By centering intersectional perspectives and approaches in research, researchers can contribute to a more inclusive and equitable AI ecosystem that caters to the diverse needs and goals of all individuals, irrespective of their intersecting identities.

5.3 Ethics and Bias

Another area of concern that came up during the research was the topic of ethics and bias. The major premise is that researchers should critically examine the ethical implications of AI technologies for underrepresented communities, including issues of algorithmic bias, fairness, accountability, and transparency. This conversation should prioritize the development of ethical guidelines and standards that prioritize the interests and well-being of diverse populations.

The results of our systematic literature review shed light on how ethics and bias intersect with the experiences of Black women in Artificial Intelligence (AI). Our findings reveal a concerning trend: Black women and girls were often overlooked as subjects of research or sources of knowledge in many of the articles examined. This lack of attention and recognition perpetuates biases within AI systems, leading to discriminatory outcomes and reinforcing systemic inequalities. Moreover, when Black women were the main subjects of research, they were frequently portrayed as objects to be studied rather than active contributors of knowledge. This objectification not only undermines the agency and autonomy of Black women but also perpetuates harmful stereotypes and biases.

Furthermore, our review highlights the pervasive presence of bias within AI systems, which can have detrimental effects on Black women's access to opportunities, resources, and fair treatment. Algorithmic bias, for example, occurs when AI systems perpetuate or amplify existing societal biases, leading to discriminatory outcomes for Black women. This bias can manifest in various stages of the AI lifecycle, from data collection and preprocessing to model training and deployment. Addressing bias requires a concerted effort to identify and mitigate sources of bias, as well as a commitment to diversity and inclusion within the AI community. Diverse teams are better equipped to recognize and address bias in AI systems, leading to more equitable outcomes for Black women and other marginalized groups.

The results of our systematic literature review underscore the critical importance of addressing ethics and bias in AI research and practice. By prioritizing ethical principles and combating bias within AI systems, the AI community can create a more inclusive and equitable environment where Black women are empowered to fully participate and thrive. This brings us to our final point, transformation.

5.4 Transformative Impact

Despite systemic barriers, Black women and girls have made significant contributions to AI development and application. Their impact points to the untapped potential that could be harnessed with greater support and recognition. This level of support extends beyond mere acknowledgment of their presence to active engagement and advocacy.

Genuine support seeks inclusive research practices, such that the AI community can ensure that the voices and perspectives of Black women are not only heard but also valued and integrated into the research process. By actively involving Black women as partners and co-researchers, researchers can foster a culture of collaboration and co-creation that amplifies their contributions and expertise. Additionally, community engagement and outreach initiatives play a crucial role in building trust, fostering collaboration, and empowering Black women within the AI community. By creating spaces for dialogue, mentorship, and skill-building, these initiatives provide opportunities for Black women to network, share experiences, and access resources to further their careers in AI.

Furthermore, policy advocacy is essential for addressing systemic barriers and promoting equity and inclusion within the AI ecosystem. By advocating for policies and practices that prioritize the needs and interests of Black women, the AI community can contribute to creating a more equitable and just environment where Black women can thrive and realize their full potential in AI.

5.4.1 Inclusive Research Practices. Researchers should discuss methods for conducting research that is inclusive, participatory, and culturally sensitive. This conversation should emphasize the importance of engaging with diverse communities as partners in the research process and respecting their perspectives, knowledge, and expertise.

5.4.2 Community Engagement and Outreach. Researchers should explore ways to engage with underrepresented communities and foster collaboration, trust, and mutual understanding. This conversation should involve initiatives to increase access to AI education and resources, empower community members to participate in AI research and decision-making processes, and address the digital divide.

5.4.3 Policy and Advocacy. Researchers should advocate for policies and practices that promote equity and social justice within the AI field and beyond. This conversation should involve efforts to address systemic inequities in access to technology, healthcare, education, and other areas, as well as initiatives to promote diversity and inclusion in AI research, development, and deployment.

6 LIMITATIONS

While this systematic literature review endeavors to provide a comprehensive analysis of the representation, experiences, and impact of Black women and girls in the domain of artificial intelligence (AI), several limitations should be acknowledged.

Firstly, the scope of this review is limited to available literature written within the past decade. Despite efforts to encompass a wide array of scholarly works, there may exist relevant studies beyond this timeframe that were not included in our analysis. Additionally, the selection criteria for inclusion in this review, while designed to ensure relevance and rigor, may inadvertently exclude valuable contributions that fall outside the specified parameters.

Furthermore, the inherent biases and limitations within the existing body of literature may have influenced the findings and interpretations presented in this review. The underrepresentation of Black women and girls in AI-related research may result in gaps and biases within the available literature, potentially skewing the overall understanding of their experiences and contributions.

Finally, it's important to recognize that this review represents a snapshot of the current state of knowledge within the field of AI as it pertains to Black women and girls. As the landscape of AI continues to evolve, new research may emerge that complements or challenges the findings presented herein, necessitating ongoing inquiry and revision.

7 FUTURE WORK

To build upon the findings and insights discovered by this systematic literature review, we have identified several avenues for future research. To start, long-term developmental studies tracking the representation, experiences, and impact of Black women and girls in AI over time could provide valuable insights into evolving trends and persistent challenges within the field.

Another area of future exploration is the intersectionality of Black women and girls' experiences in AI. Research should examine how factors such as socioeconomic status, sexual orientation, and disability impact their participation and outcomes in the field. Additionally, studies should investigate the role of systemic racism and bias in shaping their experiences.

Further investigation into the mechanisms driving the underrepresentation of Black women and girls in AI, as well as strategies for promoting their inclusion and advancement, is warranted. This could entail qualitative inquiries into organizational practices, policy interventions, and community initiatives aimed at fostering diversity and equity within AI ecosystems. Moreover, the development and evaluation of targeted interventions, such as mentorship programs and educational interventions, may help mitigate barriers and enhance opportunities for Black women and girls pursuing careers in AI. Research should evaluate the effectiveness of these interventions and identify best practices for scaling them up.

Finally, it is imperative to engage Black women and girls in the research process. Their voices and experiences are essential for informing the design and implementation of future studies. By involving them as co-researchers, researchers can ensure that their perspectives are accurately represented and that the research is relevant and responsive to their needs.

8 CONCLUSION

In conclusion, this systematic literature review has provided a comprehensive examination of the representation, experiences, and impact of Black women and girls in artificial intelligence. Through an analysis of existing scholarly works, we have shed light on the multifaceted challenges and opportunities facing this demographic within the AI landscape. Despite persistent barriers and inequalities, Black women and girls have made significant contributions to AI development and application, enriching the field with diverse perspectives and innovative approaches.

Moving forward, it is imperative to continue advocating for diversity, equity, and inclusion within AI research, education, and practice. By centering the voices and experiences of Black women and girls, we can create a more inclusive and equitable AI ecosystem that harnesses the full potential of all its participants. Through collaborative efforts across academia, industry, and civil society, we can strive towards a future where diversity is celebrated, and everyone has the opportunity to contribute to and benefit from advancements in artificial intelligence.

A APPENDIX A: SYSTEMATIC LITERATURE REVIEW

Table 1: Inclusion and Exclusion Criteria

Inclusion Criteria	Exclusion Criteria
• Be relevant to Black Women and Girls (inclusive) • Specifically focus on Artificial Intelligence, Machine Learning, Big Data • Be published within the last 10 years • Include research papers, posters/extended abstracts published in reputable peer-reviewed journals, conference proceedings, and reports • Include empirical studies, qualitative or quantitative research, case studies, surveys, literature reviews, and theoretical papers that directly discuss the experiences or perspectives of Black women and girls in AI	• Papers that do not mention the experiences, challenges, contributions, or perspectives of Black women and girls in the field of Artificial Intelligence. • Papers published in languages other than English. • Studies published more than 10 years ago • Papers that are not research-based, such as opinion pieces, editorials, blog posts, or news articles.

Table 2: Figure
Quality Criteria for Study Selection

Criteria	Responding grade	Percentage of affirmative responses(%)
Are Black women positioned as objects of study or agents of knowledge?	[1, 0] (yes, no)	24.84
Is there any discussion of power (as defined by Patricia Hill Collins in BFT book) and its manifestation/impact?	[1, 0] (yes, no)	40.76
Does the conference paper or research article attend to social justice?	[1, 0] (yes, no)	69.42

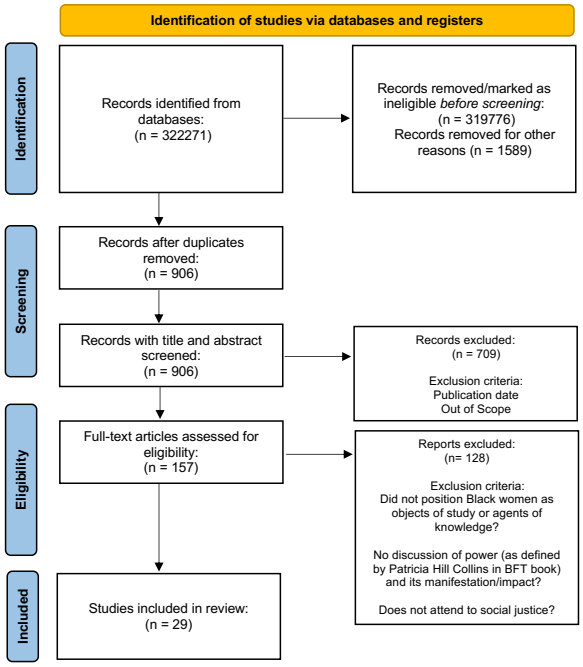

Figure 3: PRISMA Diagram

Table 3: Article Counts for Queries

Query #	Query Text	# of Articles
1	"Black women" AND "Artificial Intelligence"	105
2	"Black women" AND "AI"	135
3	"Black women" AND "machine learning"	147
4	"Black women" AND "big data"	26
5	"Black girls" AND "Artificial Intelligence"	20
6	"Black girls" AND "AI"	23
7	"Black girls" AND "machine learning"	20
8	"Black girls" AND "big data"	4
9	"African American women" AND "Artificial Intelligence"	19
10	"African American women" AND "AI"	15
11	"African American women" AND "machine learning"	21
12	"African American women" AND "big data"	5
13	"African American girls" AND "Artificial Intelligence"	2
14	"African American girls" AND "AI"	0
15	"African American girls" AND "machine learning"	0
16	"African American girls" AND "big data"	0
17	"Artificial Intelligence" AND "representation"	68,701
18	"Artificial Intelligence" AND "diversity"	16,640
19	"Artificial Intelligence" AND "inclusion"	11,941
20	"Artificial Intelligence" AND "women of color"	38
21	"Artificial Intelligence" AND "race"	4,611
22	"Artificial Intelligence" AND "gender"	10,240
23	"Artificial Intelligence" AND "gendered racism"	3
24	"Artificial Intelligence" AND "BIPOC"	25
25	"Artificial Intelligence" AND "POC"	222
26	"Artificial Intelligence" AND "racial equity"	10
27	"AI" AND "representation"	44,579
28	"AI" AND "diversity"	11,101
29	"AI" AND "inclusion"	11,086
30	"AI" AND "women of color"	64
31	"AI" AND "race"	4,705
32	"AI" AND "gender"	7,330
33	"AI" AND "gendered racism"	4
34	"AI" AND "BIPOC"	49
35	"AI" AND "POC"	215
36	"AI" AND "racial equity"	20
37	"machine learning" AND "representation"	60,274
38	"machine learning" AND "diversity"	19,152
39	"machine learning" AND "inclusion"	11,403
40	"machine learning" AND "women of color"	57
41	"machine learning" AND "race"	5,595
42	"machine learning" AND "gender"	11,403
43	"machine learning" AND "gendered racism"	3
44	"machine learning" AND "BIPOC"	34
45	"machine learning" AND "POC"	301
46	"machine learning" AND "racial equity"	20
47	"big data" AND "representation"	10,018
48	"big data" AND "diversity"	4,477
49	"big data" AND "inclusion"	2,528
50	"big data" AND "women of color"	15
51	"big data" AND "race"	1,381
52	"big data" AND "gender"	2,611
53	"big data" AND "gendered racism"	1
54	"big data" AND "BIPOC"	7
55	"big data" AND "POC"	74
56	"big data" AND "racial equity"	6

Table 4: Themes and Codes

Theme	Codes
Intersectionality and Identity	Intersectionality, Ethnoracial Identity, Social Identity Markers, Gender Conceptualization, Multiplicity of Gender, Belonging in CS
Bias and Fairness in AI	Bias and Fairness, Fairness, Fairness in AI, Fairness/Unfairness, Fairness Constraints, Fair Learning Algorithms, Fairness Metrics, Multi-dimensional Discrimination, Algorithmic Decision Making, Algorithmic Bias, Algorithmic Discrimination, Fair Machine Learning, Machine Learning Fairness, Dynamic Fairness Modeling, Ethical Structures
Representation and Diversity	Representation in technology, Underrepresentation in Computing, Inequities in CS Education, Lack of Representation, Diversity in Tech, Equity and inclusion for underrepresented groups in CS, Gendered or racial representations, Racial Identity Portrayal, Stereotypes, Gender Disparity in Tech, Gender Diversity, Racial Equity in AI, Marginalized Health, Trans* Communities
Social Justice and Equity	Social Justice, Justice-centered computing education, Justice-centered approaches, Equity in Computing Education, Justice-oriented Pedagogy, Equity and Inclusion, Equity in Data-Driven Tech, Health Disparities, Racial Equity, Gender Equality
Ethical Concerns and Accountability	Ethical concerns, Ethics in curriculum, Ethics in Computing, Ethical AI, Algorithmic Accountability, Data ethics and Fairness, Accountability, Transparency, Regulatory Ambiguity
Black Feminist Epistemologies and Perspectives	Black Feminist Epistemologies, Black Feminist Epistemology, Black Feminist Thought, Black Feminism, Feminist Perspectives, Feminist and participatory methodologies
Discrimination and Prejudice	Discrimination, Prejudice, Racial Bias in Tech, Hate Speech, Misogynoir, Racism and sexism, Algorithmic bias, Cybersecurity threat and risk analysis
Social Media and Online Platforms	Social Media, Online Harassment, Online Advertising Platforms, Content Moderation, Toxicity in Gaming, Cybersecurity threat and risk analysis
Healthcare and Public Health	Healthcare Accessibility, AI in Healthcare, Bias in Healthcare, Gender Bias in Tech, Women's Health, Healthcare Equity
Education and Workforce Development	Computer Science Education, CS Identity, Computing Education Pedagogy, Workforce Development, CS for All movement, Re-entry Programs, Emerging Technologies for Women, Student Agency
Community Engagement and Empowerment	Community Engagement, Empowerment vs. Oppression, Empowerment and Voice, Street Outreach, Transformative Justice, Feminist Solidarity, Allyship and Support, Collective Sensemaking
Technological Design and Innovation	AI Literacy, AI-driven decision-making, HCI, Design and Intervention, Technological Systems Design, Socially Responsible Computing, Speculative Co-Design, Wearable Technology, Algorithmic Systems
Cultural and Societal Impact	Afrofuturism, Afrofuturist feminism, Black culture, Black imaginary, Cultural Impact, Cultural Context in AI Design, Cultural Sensitivity, Social Cultural, Social and Cultural Impact
Mental Health and Well-being	Mental Health, Emotional Labor Expectations, Emotional Privacy, Mental Health Distress
Environmental and Climate Justice	Climate Change, Climate Change Education, Environmental Justice, Environmental Impact

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