Society of Florida Archivists
Collaborative Approaches to Sustainable Archives

Unique Collaborations at FIU: From the Academy to the Community

FIU Special Collections & University Archives and the Cuban Genealogy Club
Digital Library of the Caribbean and Haiti: An Island Luminous

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Tallahassee, FL
“This is an extraordinary addition to our collection,” said Laura Probst, FIU Dean of Libraries. “We are proud to be the custodians of this rich collection of the family and cultural history of Cuba and its diaspora. Our long-term vision is to create a public Center for Cuban Genealogy, but need support from the community to make this a reality.”
After squeezing into the front door we saw this:

And we turned to the left and saw this.
Somebody invited me to open a closet and I found this:

We continued into the living room and found the main aisle:

Find the chair in here.
We found the couch:

And the picture window: (it’s that foot of light to the right!)
Bravely, we kept going to find the bedroom:

And, finally, the master bath:

Me in mirror, reflecting more books
We kept coming back and scary closets became cleared:
And finally:

Living room and couch!

There’s the picture window!

A dance floor revealed!
The last day:

View from living room down bedroom hallway.

Bedroom and not a book to be found.
Lourdes del Pino begins the arduous task of alphabetizing the genealogical charts.
Plane tickets, taxi cab receipts, decades-old credit card receipts, laundry bills, kleenex box seals as book-marks, supermarket and pharmacy receipts, vet bills.... We threw away a few recycling bins full of that stuff.

45 more boxes to go!
In one of those junk-trashing frenzies we thought we had thrown away an important paper and had to turn the bin over and almost crawl inside to retrieve it.

It turned out to be ..... JUNK!
We began separating the papers, books, periodicals and copies of books and putting them in a very preliminary order on the tables just to figure out what we had to work with.

Once we had opened about a dozen boxes, we more or less knew what categories to divide the papers into and the organization began in earnest.
We now began to separate the genealogies and papers into boxes.

We organized the papers into categories and began the scanning process.

Somewhere in here is my husband’s grandmother. I just have to sort it all out.
Examples of the remarkable work from Lourdes Del Pino & Mariela Fernandez that was accomplished in the past two years:
Alberto Ferrer-Vaillant was the Historian of Camaguey and an avid genealogist. He had unlimited access to civil and church records therefore his genealogies were extremely accurate.
Family Tree Drawing
This is a sample of the information and documents that people sent EHM along the years, either at his request or so that he would help them trace their ancestry using the books, files and unpublished sources he had.
Copy of a manuscript detailing the genealogy of the first families of Santiago de Cuba

This family in Philadelphia had a manuscript that began in the first half of the XVI century by the son of one of Diego Velázquez' fellow colonists and founder of the very first Cuban "Villas", Hernando de Castro.

Three copies were made and this is a transcription of the book. This document is a treasure because it is probably the only glimpse that exists of life in the early years of Santiago de Cuba.

In terms of genealogical value it is extremely important because early church and civil records of Santiago were destroyed in several pirate attacks.
Pedigrees

Enrique would take the information given to him and he would elaborate these pedigrees.
Credits

Lourdes del Pino
Mariela Fernandez
Fr. Sanchez
Gina Chin Fatt
Haiti: An Island Luminous

- Guided tour of Haitian history
- Historical context for materials
- Graduate Student led project
- dLOC administrative and technical support
- Commentaries by external experts
- English, French and Haitian Creole
- In-kind support and external funding
1789 to 1804

Three years into the French Revolution, the National Assembly in Paris awarded free blacks in Saint Domingue the same liberties as whites. When whites in the colony rebelled this decree, free blacks revolted. Meanwhile, slaves rose in the northern port city of Cap-François and they allied with Spain, which was at war with France. In an attempt to throw off the colonists and save the colony, the French commission, Léger-Félicité Sonthonax, proclaimed an end to slavery. While some enslaved people moved to Spain, Toussaint L’Ouverture switched sides to help the French expel the Spanish. This was not yet accomplished in late 1799 when Britain, which too was at war with France, invaded the colony.

Within two years, however, Spain made peace with France and, so, it withdrew and let France have eastern Hispaniola. Meanwhile, exiles led by Toussaint and free blacks, now called “ancient libertés,” led by André Rigaud, defeated the British, who withdrew in 1798.

A year later Rigaud disputed Toussaint’s authority and the two went to war. Toussaint, the victor, became the colony’s new dictator and he liberated the slaves in eastern Hispaniola. In 1802, however, Napoleon sent an army to reconquer the island. Toussaint was imprisoned. And France took eastern Hispaniola, which was later returned to Spain. Toussaint’s lieutenants, Jean-Jacques Dessalines and Henri Christophe, surrendered and briefly aided with Léopold as they waited for an opportune moment to continue the French and regain the revolution. In the meantime, to consolidate power, they persecuted other, often less revolutionary, enslaved men who had not surrendered to Léopold. Finally, in late 1802, they turned on the French, who were weakened by Yellow Fever and war with British General Alexandre Pélois, who had invaded under Rigaud, they vanquished the French commander. The Comité de Défense. The last battle was on January 1, 1803. On 1 January 1804, Dessalines proclaimed Haiti independent.

CLICK ON TEXT LINKS ON THE LEFT TO LEARN MORE

an island luminous
an island luminous

VIII. 1915 to 1934

When a rival provincial leader killed Haiti's new president, Guillaume Sam, in 1915, the United States sent its military to intervene and occupy Haiti, as it had already done in Cuba, Puerto Rico, Nicaragua, and the Philippines. The United States chose a senator, Sidney D. Cushing, to become Haiti's next president. Cushing's endorsers were those that allowed the United States to build a new army to police the nation. Since America was at war with Germany in Europe, over twenty of Haiti's Germans were put in an internment camp. Other Haitians were forced to build new roads. As resistance brewed, a provincial leader, Charles Duvalier, mobilized a peasant army and rebelled. So violent was the war that the United States revised its tactics. A new president, Louis Borno, and an American commissioner were put in power. And they oversaw the creation of vocational education, for which there was extensive debate.

The occupation reawakened Haitian nationalism. Writer many intellectuals, including Jean Price-Mars, looked to Haiti's peasantry and vodou to build a new national identity. Americans were interested in vodou, too, but only as a commodity. In Haiti there was a movement to incorporate peasant culture into music, poetry, and more. Meanwhile, nationalists and politicians united to create the Union Patriotique, which opposed the occupation with help from sympathetic African Americans. However, it was not until students went on strike and American soldiers killed a dozen protesters in Les Cayes, a city in the south, that the United States decided it would leave Haiti.

In 1930, Haiti's National Assembly selected a new president, Steiné Vincent, to oversee the transition to independence. Vincent appointed Haitians to take over public works, the army, and the new vocational education system. Finally, in 1934 the United States withdrew and Vincent proclaimed Haiti's newest independence.
VII. 1915 to 1934

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The occupation reawakened the anti-Americanism that had long characterized Haiti's relationship with the United States. In 1929, the Haitian government seized the American-owned sugar mill of the San Juan Company, leading to a brief war with the United States in 1934. The occupation ended in 1934, and Haiti's constitution was reinstated. However, the country continued to struggle with political instability and economic challenges.

The literary response to the US occupation of Haiti, which lasted from 1915 to 1934, was varied and sustained. Ethnologist Jean Price-Mars exhorted Haitians to look to Africa for inspiration in their writings. While not all writers heeded his call, there was certainly a flurry of literary activity during those early decades of the 20th century. Poetry, short stories, novels and plays were all produced and published in abundance. Newspapers and journals such as La Revue Nippone offered both political commentary and literary pieces.

A number of Haitian novels were published during the US Occupation. Six of them explicitly take the intervention as both subject and setting, featuring foreign characters who attempt to exploit or humiliate Haitian ones. Two of these were Fanm Andilal: L'Art de La Révolution (1933) and Une Grève au Ciel (1934). In this short novel, a Cuban sweeper claims the main Haitian character out of $5000 and reduces his wife. This private scandal is juxtaposed with the more public one of the US occupation.

Also published during this period was Leon Laferriere Le Choc (1933), in which a young Haitian man goes from feelings of admiration and sympathy for the foreigners to those of contempt and resentment after he is continually humiliated by US Marines. Stephen Alain 's Le Nègre Marié (1932) portrays a Haitian lawyer who engages in armed resistance against the occupation, while struggling to reconcile his love for a Frenchwoman with his nationalist identity. Both Cédrice Vincent's Le Blanc Sans Éducation (1934) and Anne Dewory's Le Juge (1934) explore issues of patriotism and national identity within the context of US occupation. They also explore the social ramifications of the occupation, including themes such as racism, sexual exploitation, and gender relations. Maurice Cassé's Véry (1935), published one year after the intervention ended, portrays a Haitian protagonist who eventually kills a representative of US suppression.

Indeed, these occupied novels position themselves firmly against the US occupation. Most of them feature main characters, Haitian or foreign, that either flee or are removed from the country at the narrative's end, indicating that there cannot be peaceful cohabitation between Haitians and foreigners within the context of foreign occupation.
Le choc

Léon Laleau

Le Choc

Librairie LA PRESSE

972.9405
L194c
Le choc

I

Un matin de dimanche à La Coupe, en Septembre...

La messe est dite.
L’église, remplie jusqu’au bord, libère péniblement la foule, par toutes ses portes, ouvertes à deux battants, une foule bariolée, bourdonnante, congestionnée.

Et qui se houeule pour sortir. Et c’est un continu frisson d’étoffes froissées, sur lequel tranche, par moments, une voix qui s’exauce, un amical salut qui débute par une boutade et s’achève d’une cordiale poignée de mains.

Vêtus de blanc, le col de chemise évasé, des souliers sans talons veloutant leur démarche, tout de même que s’ils accouraient au tennis, des bellâtres...
Why choose open, collaborative models

Openness matters for the digital humanities for reasons of interoperability, discovery, usability and reusability...[Resources] can be mixed and mashed up and others can add value to them.

Skills for successful collaboration

Establish goals and responsibilities
Know the team culture / sub-culture
Face time to build relationships
Define communication strategies
Recognize financial and in-kind collaborations

[Digital Humanities] research typically involves the need to coordinate efforts between academics, undergraduate and graduate students, research assistants, computer programmers/developers, librarians, and other individuals as well as the need to manage financial and other resources.

Siemens L. 'It's a Team If You Use "Reply All": an exploration of research teams in digital humanities environments. Literary & Linguistic Computing 2009;24(2):225-33.
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