

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*

Althea “Vicki” Silvera
Brooke Wooldridge

Friday 10th May, 2013
Tallahassee, FL



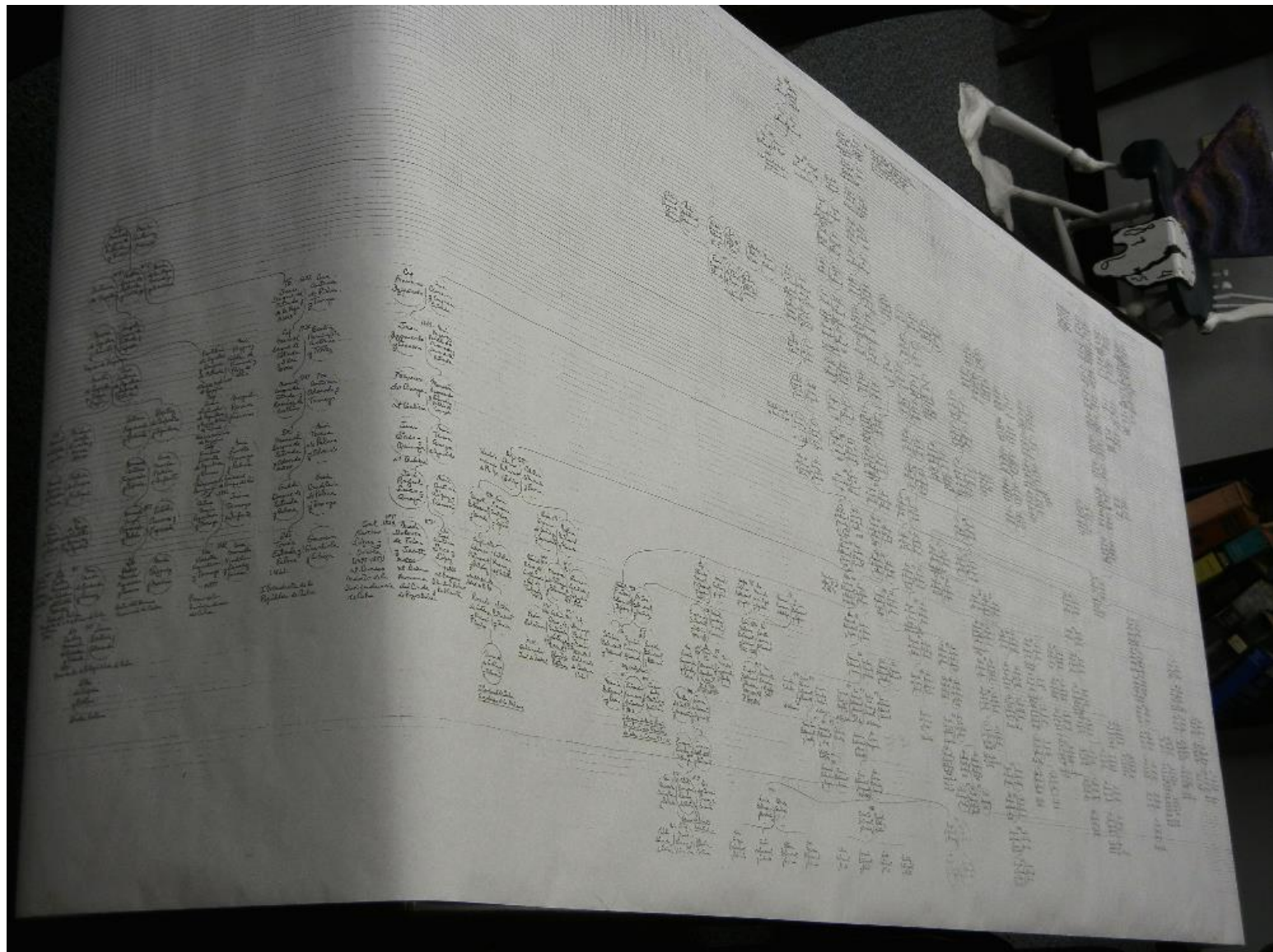
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03/09/2012

FIU Libraries announces acquisition of important Cuban genealogy collection

By Sissi Aguila

“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.”



Enrique

Enrique Hurtado de Mendoza
Cuban Genealogy Collection

After squeezing into the front door we saw this:

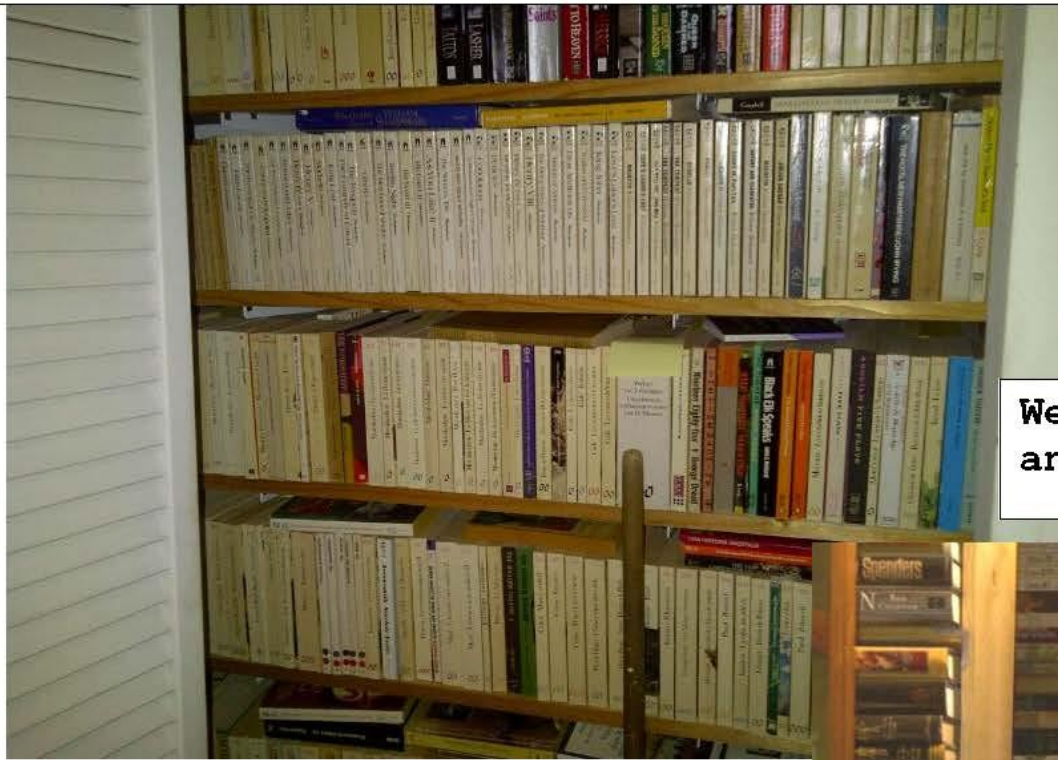


And we turned to the left and saw this:



Stove. →

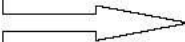
Somebody invited me to open a closet and I found this:



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



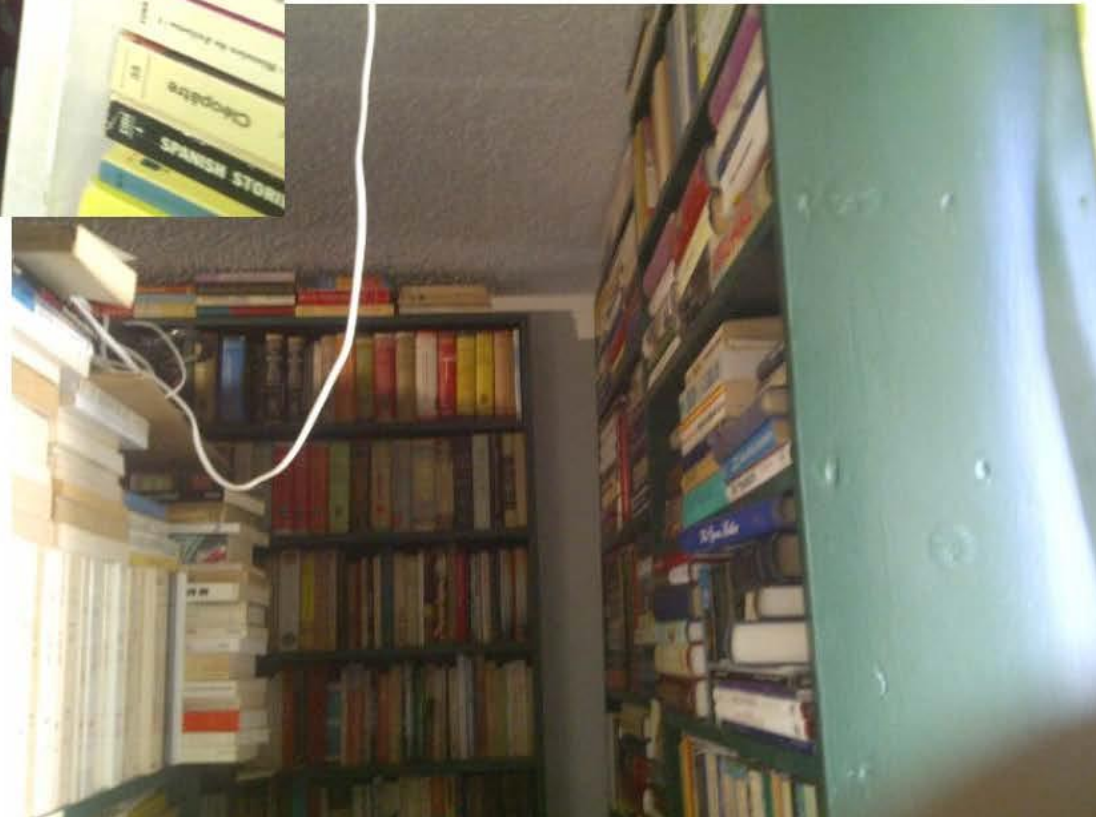
Find the chair in here.



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:



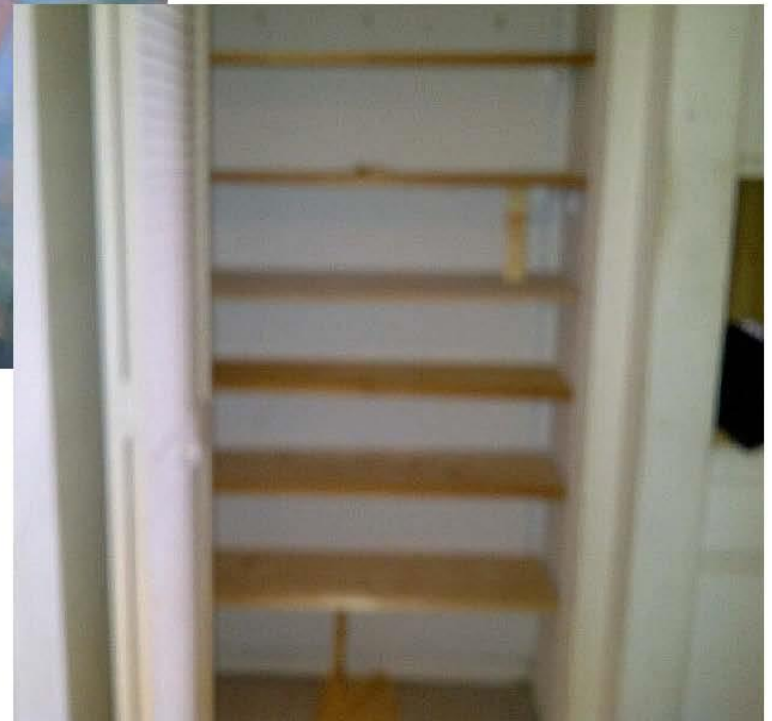
Miami- room

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.



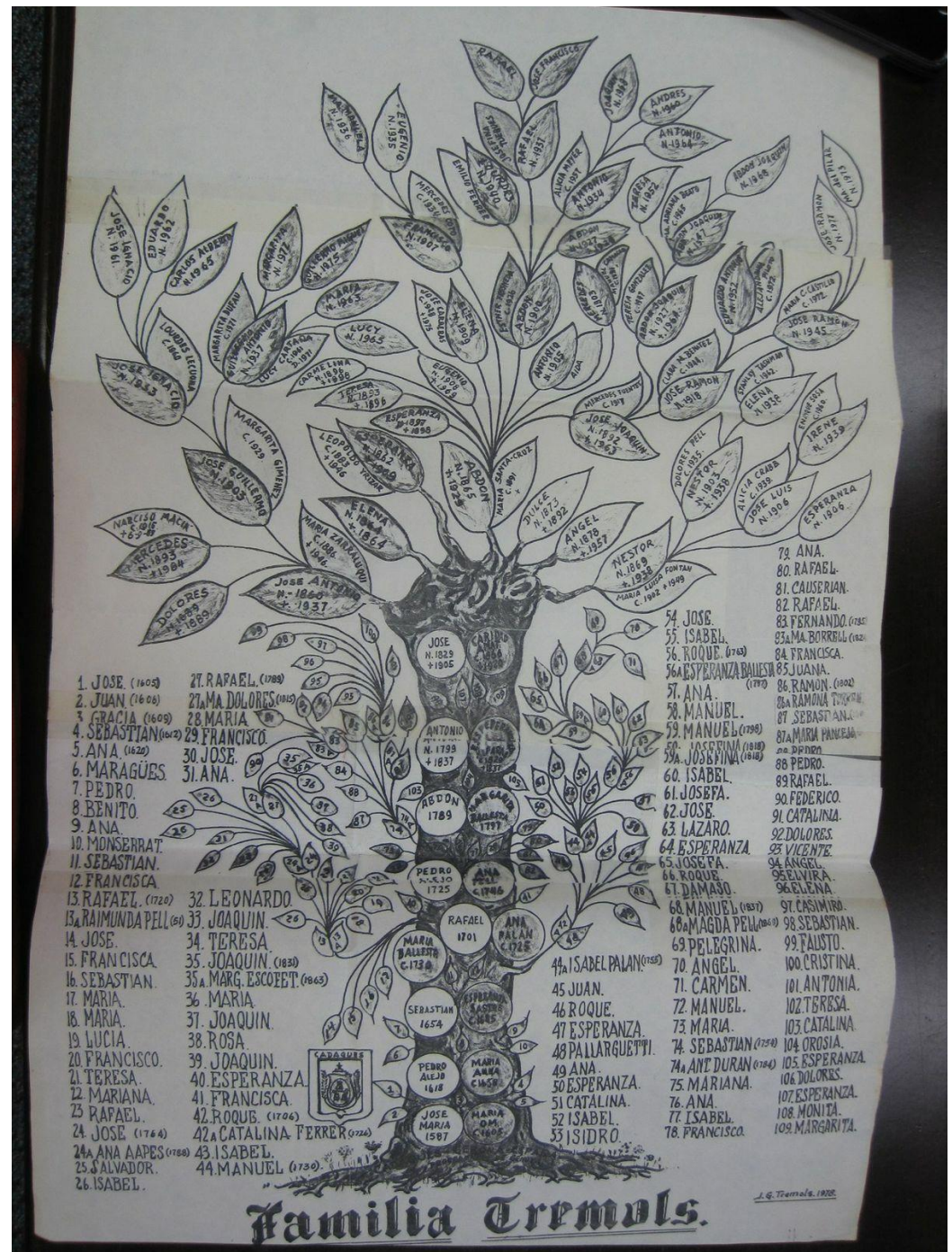
Examples of the remarkable work from Lourdes Del Pino
& Mariela Fernandez that was accomplished in the past two years:

1 Ferrer Vaillant, Alberto -Historian of Camaguey and genealogist

Name	Size
 1962 01 16 EHM	--
 1962 03 01 EHM	--
 1962 03 30 EHM.	--
 1962 07 22 EHM	--
 1967 08 04 EHM	--
 1967 10 08 EHM	--
 1967 12 09 EHM	--
 1968 01 03 EHM	--
 1968 05 28 EHM	--
 1968 05 29 EHM	--
 1968 10 04 EHM	--
 1968 10 28 EHM	--
 1969 01 30 EHM	--
 1969 04 27 EHM	--
 1970 02 24 EHM	--
 1970 02 24, 1970 03 31 EHM	--
 1971 06 10 EHM	--
 1971 09 05 EHM	--

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.

PAPELOTE!

- 1^a- M^e José Manuel Escobar y Soler → Luisa Ramírez y Zayas.
(f.coba, tengo la filiación). >1820
S Manuel Basulto, H de Alvarado, FTV S Pedro José Esquivel.
S Agueda de la Torre y Guerra Mayor, Mat. Imanol Riebes.
- 2^a- M^e Salvador Basulto ^{Mayor, Mat. Ma. de Jesús} Teresa de Jesús Espinosa (Filiación?)
^{mayor, Mat. Ma. de Jesús}
- 3^a- M^e Alonso de la Torre y Redondo → Nicolasa de la Cruz y Guzmán
No tengo la filiación, fecha de N. ¿es que no la tiene?)?
- 4^a- M^e Juan Rdz. de Sá → Eufrosina Salazar ^{Mat. Ma. de Jesús} (Filiación?).
- 5^a- M^e Antonio Balboa → Ana Pérez y Calvo (Filiación?)
S Gerardo Pérez Megalique Cobos
- 6^a- M^e ^{S Juan Napoleón} Juan Napoles ^{García Schneider} → Felipa Santiago ^{Mat. Logroño} (Filiación?)
Sier Ballastera, hna. de "Valerio"
- 7^a- Filiación en Catalina Pérez Lucado Guzmán, mat. de Bayamo, se casó con el cura Xbal de Zayas?
- 8^a- M^e José Aguia y Romero → Beulahela Bieg (Filiación?)
S Miguel Docarás y Gutiérrez de la Vega
- 9^a- M^e ^{x (español)} Feo Escobar y Tovar Ana Ma. Socarras (Filiación?)
S María Ballastera y Botera
- 10^a- M^e Melchor Veldés → Potenciana Castañeda (Filiación?)
- 11^a- M^e Gabriel Chang ^{1730+ Palestina?} → Fca. Daniela del Prado (Filiación?)
- 12^a- Filiación : Luis Sepúlveda → ^{S Domingo López de Amaya} Ma. de la Torre y López
^{Juan de la Torre y Pérez}
- 13^a- id. Jacinto ^x Guerra ^{Hº Bayamo} → Gabriela ^x Pupo.
^{Mayor Juan de Acuña}
- 14^a- id. Juan de Parada ^{"no conocidos"} ^{L2-FIIIU} Fca. de la Cruz
^{22 sep. 1702} o Leoncio ^x Portas
- 15^a- id. Dronisio ^x Portas → Ana ^x Lopez Mexia
- 16^a- id. Juan ^{S Juan Compañero} Guzmán ^{Mateos} → Ma. ^x Isabel Medina
- 17^a- Fedra de M^e de Joáquina Cisneros ^{Haror L3-FIIU} Michael Gerardo
^{9 jun 1737} (2ª Mat.)
→ J M^e de los padres de Michael. Mayor, LS=F220V-24 Nov. 1748
Mayor, L2-FI37-23 Oct. 1707 L2-F137-23 Oct 1707 ✓

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.

Nota:

El presente cuaderno es copia exacta de uno titulado "Familia Valiente" actualmente en posesión de Mrs. Hubert Jordan (Elizabeth Norris y Wilson) en el Archivo que tiene en su casa "Woodanacres" Buttonwood Road, Berwyn, PA. U.S.A.

Este cuaderno es parte del Archivo que le dejó su tío Don Ricardo Wilson y Mijares, a quien conocí de niño pues era hermano de la abuela de los Menocal Villalón, compañeros de mi hermano Fernando y míos en el Colegio de la Salle del Vedado y que vivían a pocas cuadras de nuestra casa.

Mrs. Jordan, Tootsie para los que le tenemos cariño, me prestó el cuaderno copiado por su tío para que se lo tradujera al inglés, en la visita que hice a su Casa del 10 al 14 de enero de 1962, junto con otros papeles de la familia Mijares que traduje e hice copiar a máquina eléctrica.

Este cuaderno, lo copié en mi casa de Washington, D.C. del 2 al 8 de febrero de 1962 excepto la parte referente a la Familia Paz que copié en Berwyn del 8 al 9 de febrero de 1962.

La copia la hice respetando la ortografía que aparecía en el cuaderno de "Uncle Dick", como llamaban a Don Ricardo Wilson y Mijares, sus familiares.

Wash. D.C. - Berwyn PA.
feb. 1962.

Enrique Hurtado de Mendoza y Pola

Pedigrees

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



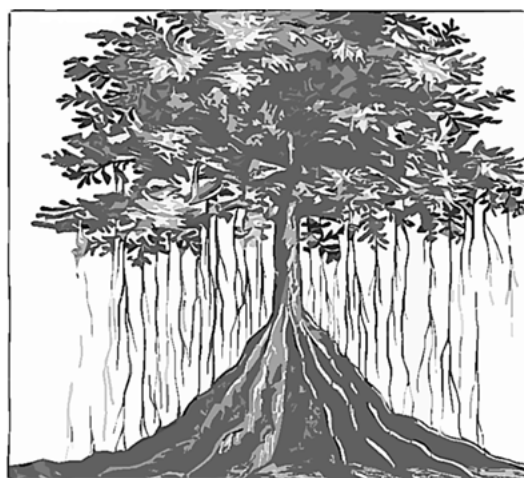
Credits

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



Partners

Archives Nationales d'Haïti
Bibliothèque Haïtienne de St-Louis de Gonzague
Bibliothèque Haïtienne des Pères du St-Esprit
Bibliothèque Nationale d'Haïti
Florida International University
University of Central Florida
University of Florida

Commentators

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Yveline Alexis (Rutgers University)
Gage Averill (University of British Columbia)
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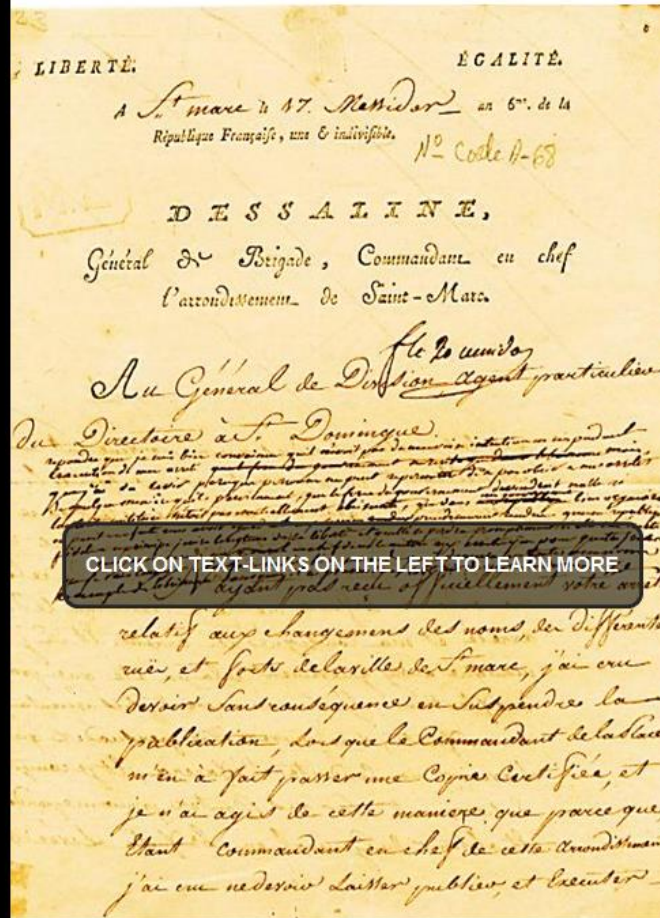
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an island luminous

II. 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 rebuked this decree, free blacks revolted. Meanwhile, **slaves took up arms** near the northern port city of Cap-François and they allied with Spain, which was at war with France. In an attempt to win over the ex-slaves and save the colony, the French commissioner, Léger-Félicité Sonthonax, proclaimed **an end to slavery**. While some ex-slaves **stayed loyal** to Spain, **Toussaint Louverture** switched sides to help the French expel the Spanish. This was not yet accomplished in late 1793, 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, ex-slaves led by Toussaint and free blacks, now called "**ancient libres**," 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 master** and he **liberated the slaves in eastern Hispaniola**. In 1802, however, Napoleon **sent an army** to re-enslave the Haitians. **Toussaint was imprisoned**. And France retook eastern Hispaniola, which was later returned to Spain. Toussaint's lieutenants, Jean-Jacques Dessalines and Henri Christophe, surrendered and briefly sided with Leclerc as they waited for an opportune moment to betray the French and rejoin the revolution. In the meantime, **to consolidate power**, they persecuted other, **African-born revolutionaries** who had not surrendered to Leclerc. Finally, in late 1802, they turned on the French, who were weakened by Yellow Fever and war. United with General Alexandre Pétion, who had served under Rigaud, they vanquished the French commander, **the Comte de Rochambeau**. The last battle was at **Verrières** in 1803. On 1 January 1804, Dessalines **proclaimed Haiti independent**.



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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, like it had already done in Cuba, Puerto Rico, Nicaragua, and the Philippines. The United States chose a senator, Sudre Dartiguenave, over a fiery politician, **Rossio Bobo**, to become Haiti's next president. Dartiguenave endorsed a **treaty** 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 **coerced to build new roads**. As resentment brewed, a provincial leader, **Charlemagne Péralte**, 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 investment in **vocational education**, over which there was **extensive debate**.

The occupation reawakened Haitian nationalism. While many intellectuals **denounced imperialism**, several like **Jean Price-Mars** looked to Haiti's peasantry and voodoo to build a new national identity. Americans were interested in voodoo, too, but only as an **exotic commodity**. In Haiti there was a **movement** to incorporate peasant culture into **music, poetry, and novels**. Meanwhile, intellectuals 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, Sténio 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 second independence**.



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"*The Occupied Novel*" by **Nadève Ménard**, Ph.D. Ménard is teaches Haitian literature at the State University in Port-au-Prince. She is the author of *Ecrits d'Haiti: perspectives sur la littérature haïtienne contemporaine* (2011).

The literary response to the US occupation of Haiti, which lasted from 1915 to 1934, was varied and sustained. Ethnologist Jean Price-Mars exhorted Haitian writers to look to Africa for inspiration in their works. 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 Indigène* 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. The first of these was Fernand Hibbert's *Les Simulacres* (1923). In this short novel, A Cuban swindler cons the main Haitian character out of \$5000 and seduces his wife. This private scandal is juxtaposed with the more public one of the US occupation.

Also published during this time period was Léon Laleau's *Le Choc* (1932), 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. Stéphen Alexis' *Le Nègre Masqué* (1933) portrays a Haitian lawyer who engages in armed resistance against the occupation, while struggling to reconcile his love for a Frenchwoman with his patriotic identity. Both Cléante Valcin's *La Blanche Nègresse* (1934) and Annie Desrois's *Le Joug* (1934) explore issues of patriotism and national identity within the context of the US occupation. They also explore the social ramifications of the occupation, including themes such as racism, sexual exploitation, and gender relations. Maurice Casséus' *Viejo* (1935), published one year after the intervention ended, portrays a Haitian protagonist who eventually kills a representative of US oppression.

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.



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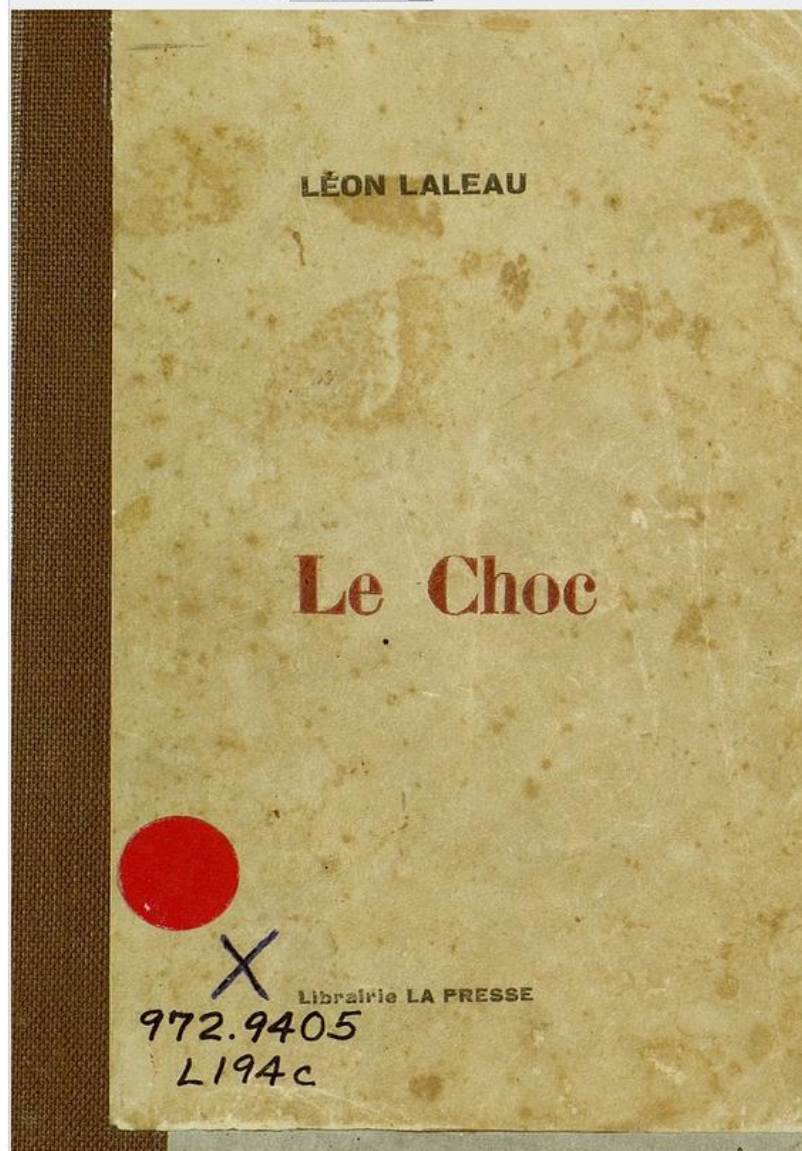
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LE CHOC

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.

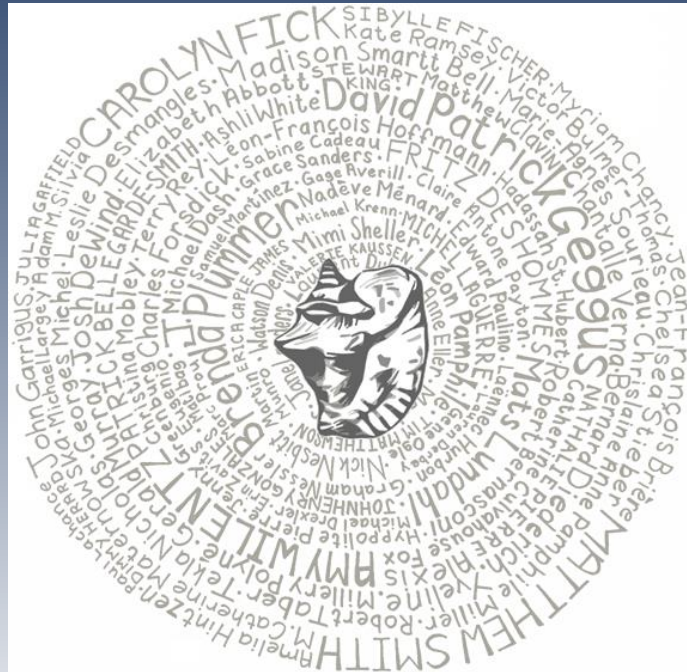
Et qui se bouscule pour sortir. Et c'est un continuel frisson d'étoffes froissées, sur lequel tranche, par moments, une voix qui s'excuse, un amical salut qui débute par une boutade et s'achève d'une cordiale poignée de mains.

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

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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.

Borgman, C. (2009) 'The digital future is now: a call to action for the humanities', *Digital Humanities Quarterly* 3(4): 1–30.

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.

Society of Florida Archivists

Collaborative Approaches to Sustainable Archives

Unique Collaborations at FIU: From the Academy to the Community

Althea “Vicki” Silvera

Brooke Wooldridge