

CURATING INDIGENOUS DIGITAL COLLECTIONS

Kristen Whitson

Digital Readiness Program Assistant, WiLS

Former TLAM student

mukurtu.org

wils.org/mukurtu-midwest



Poll: Have you heard of Mukurtu before today's session?

No, this is all new

Yes, but I haven't used it

Yes, and I've used it or been part of a Mukurtu project

Center for Digital Scholarship and Curation

Washington State University

Mukurtu (mook-oo-too) is a grassroots project aiming to empower communities to manage, share, narrate, and exchange their digital heritage in culturally relevant and ethically-minded ways. We are committed to maintaining an open, community-driven approach to Mukurtu's continued development. Our first priority is to help build a platform that fosters relationships of respect and trust.

Mukurtu Hubs and Spokes: A Sustainable National Platform for Community Archiving

IMLS National Leadership Grant

2016-2019 (+ 2020 extension)

Spokes:

- Department of Linguistics, University of Hawai'i at Manoa
- Native Northeast Research Collaborative, Yale Divinity School
- University of Oregon Libraries
- University of Wisconsin-Madison iSchool and WiLS
- State Library of New South Wales (Australia)



Mukurtu Midwest

Project goals:

- Raise awareness of Mukurtu in tribal and non-tribal libraries, archives, and museums in the Great Lakes states
- Train potential users on basics of Mukurtu CMS
- Support the iSchool's Tribal Libraries, Archives, and Museums course through service learning opportunities
- Collect user stories for Mukurtu software developers at WSU
- Sustain and build on strong community networks and trusted relationships from *Convening Great Lakes Culture Keepers* (iSchool)



TLAM

Tribal Libraries, Archives and Museums



[TLAM Project](#)

THE PASSAMAQUODDY RECLAIM THEIR CULTURE THROUGH DIGITAL REPATRIATION

By E. Tammy Kim
January 30, 2019



In 1890, the anthropologist Jesse Walter Fewkes gathered members of the Passamaquoddy to record folk stories, songs, and chants. For years, the tribe did not know the whereabouts of these recordings. Photograph Courtesy Passamaquoddy Cultural Heritage Museum

The Four Rs

- **Respect** First Nations cultural integrity
- Provide education that is **relevant** to First Nations perspectives and experience
- Foster **reciprocal** relationships
- Demonstrate **responsibility** through participation

[“The Four Rs – Respect, Relevance, Reciprocity, and Responsibility,” \(2001\), Kirkness & Barnhardt](#)

HELLO
MUKKURTU!

mukurtu: 'a safe keeping place'

Warumungu dilly bag
South Australian
Museum



communities

groups of site users and contributors





cultural protocols — the 'how' of Mukurtu sharing

[SHN: INTRODUCTION TO MUKURTU CONTENT MANAGEMENT SYSTEM SLIDES](#)

categories
-the 'what' of Mukurtu CMS



Traditional Knowledge Labels



TK Secret/Sacred
(TK SS)



TK Women Restricted
(TK WR)



TK Community Use Only
(TK CO)



TK Attribution
(TK A)



TK Men Restricted
(TK MR)

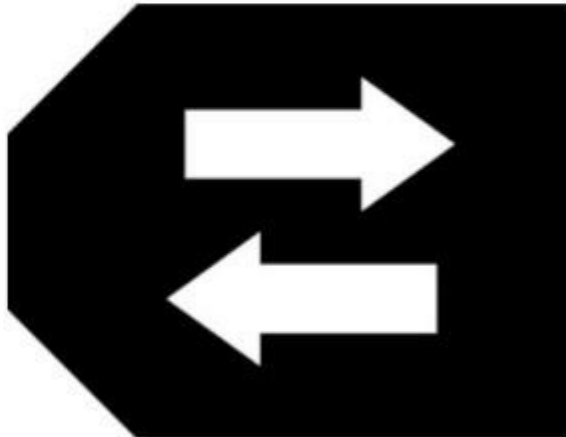


TK Commercial (TK C)

[Local Contexts](#)

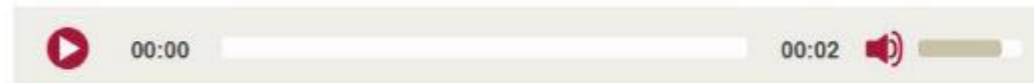
Passamaquoddy Traditional Knowledge Labels

We were introduced to the TK Labels by the Local Contexts team in 2014. We were really interested in how the Labels could support our concerns about connecting and clarifying our community with the recordings as well as helping people understand the culturally appropriate future uses of these recordings. We consider ourselves to be the authority and custodians over these recordings regardless of who is considered the 'legal owners'. The TK Labels help us make this clearer to non-Passamaquoddy people and set out an alternative paradigm of rights and responsibilities for the care and future management of our cultural heritage.



Elihtasik

How it is done



When using anything that has this Label, please use the correct attribution. This may include individual Passamaquoddy names, it may include Passamaquoddy as the correct cultural affiliation or it may include Passamaquoddy Tribe as the tribal designation. If you want further advice about using any material that has this Label, please contact: Donald Soctomah (passamaquoddypeople@gmail.com)

<https://passamaquoddypeople.com/passamaquoddy-traditional-knowledge-labels>

Digital Repatriation: 1890 Passamaquoddy Phonograph Recordings

Passamaquoddy Peoples' Knowledge Portal + American Folklife Center, Library of Congress

About this Item

Title

Passamaquoddy War song ; Trading song

Other Title

Mihqelsuwakonutomon (Song of Remembrance in the Passamaquoddy War Song Series) ; Esunomawotultine (Trading dance/song)

Jesse Walter Fewkes collection of Passamaquoddy cylinder recordings SR29

Summary

The first song, Mihqelsuwakonutomon, means 'He/She tells memories of it'. This is a lament or mourning song. It is a fragment of one song in a series of songs and dances. Esunomawotultine, the trading dance, is the second song on Fewkes' wax cylinder 17 (Cylinder 4260; AFC 1972/003; SR29) recorded by Jesse Walter Fewkes in Calais, Maine, March 16, 1890.

Contributor Names

Fewkes, Jesse Walter, 1850-1930, recordist, speaker.

Selmore, Peter, performer.

Created / Published

1890-03-16.

Traditional Knowledge Labels



Attribution - Elihtasik (How it is done).



Outreach - Ekehkimkewey (Educational).



Non-Commercial - Ma yut monuwasiw (This is not sold).

[Learn more about the traditional knowledge labels](#)

Part of

[Jesse Walter Fewkes Collection of Passamaquoddy Cylinder Recordings \(25\)](#)

<https://loc.gov/item/2015655578>

[Digital Repatriation](#)

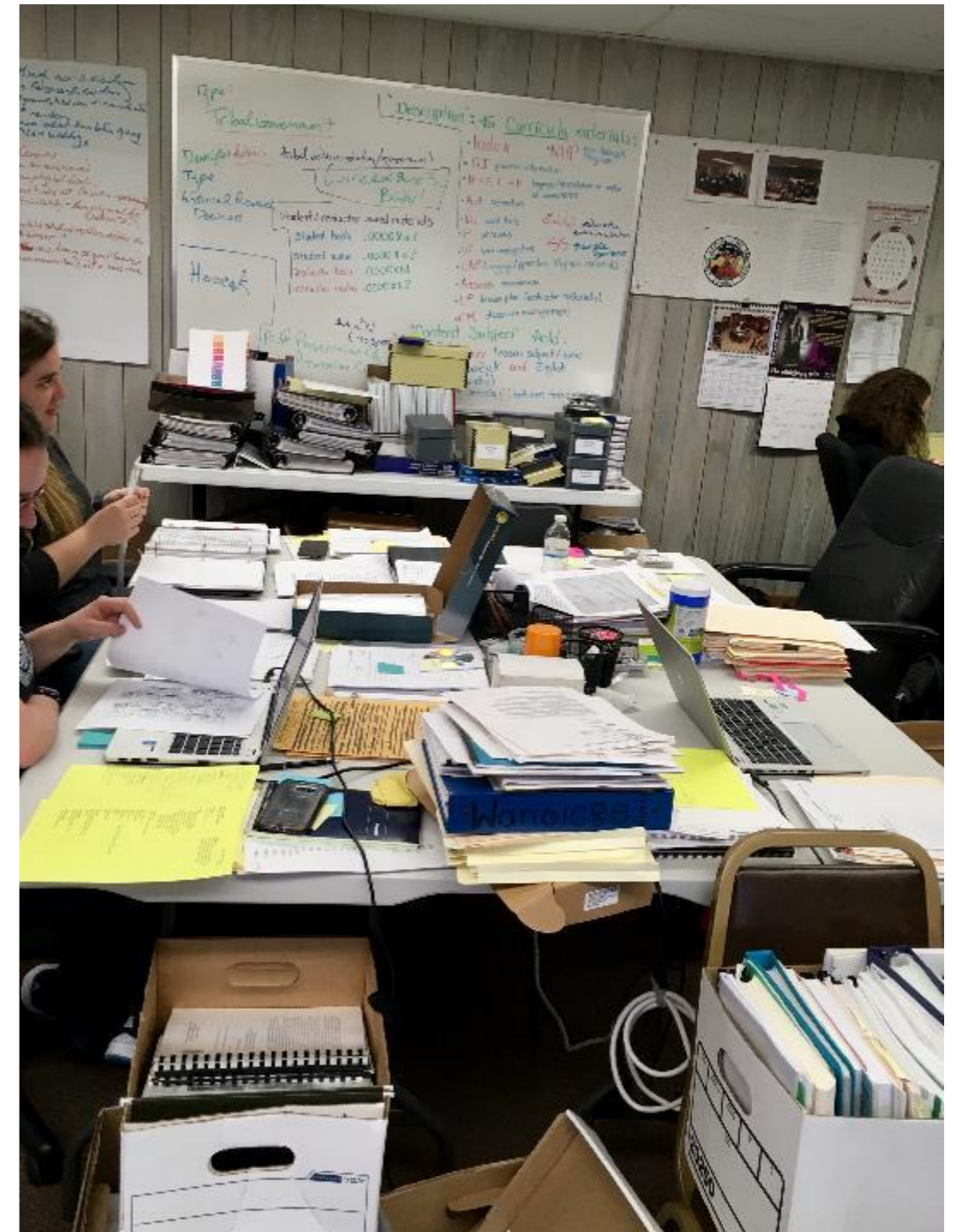
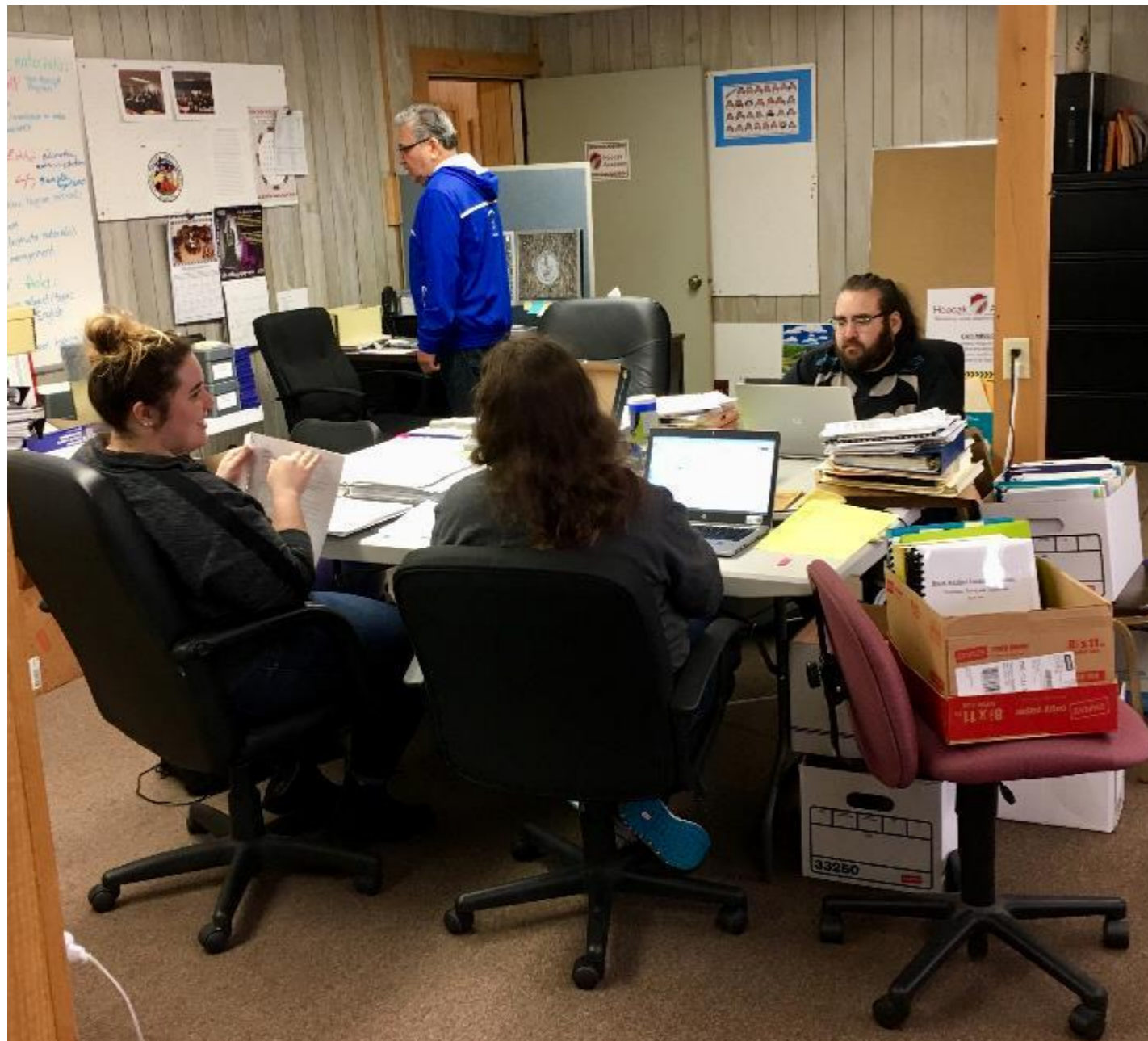


MUKURTU
midwest



<https://mukurtu-midwest.libraries.wsu.edu/>

Ho-Chunk Language Division



Hoocąk Waaziija Hacı Language Division

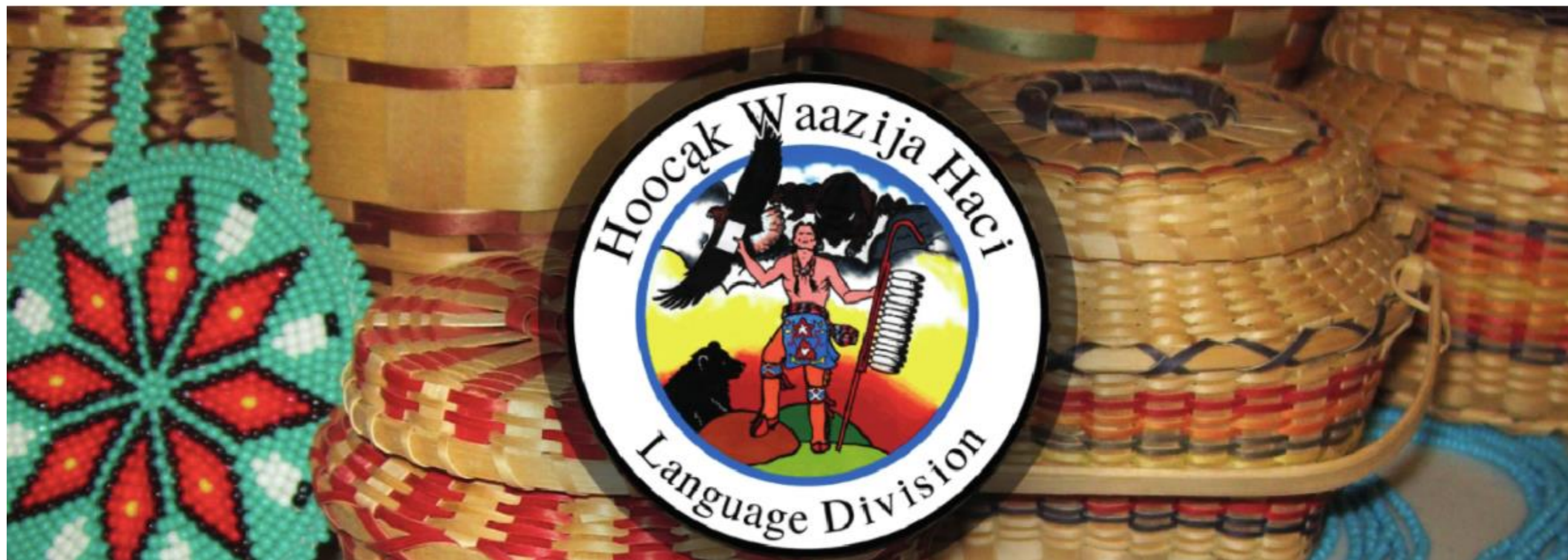


LOG IN

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[Home](#) >> Hoocąk Waaziija Hacı Language Division

Hoocąk Waaziija Hacı Language Division



Tribal Government

Description: Admin tribal administration/government

Type:

Historical Research Document

Curriculum Box 3; Binder 1

Student/instructor paired materials

Description: for materials: Bible (John Stacy) & (Helen Miller)

- BT (Bible Translation)
- RBT (Revised Bible Translation)
- H → E

- Student book .0000 X a 1
- Student audio .0000 X a 2
- instructor book .0000 X b 1
- instructor audio .0000 X b 2

*min DV (no space)

Print Preservation file 0001601
Audio Preservation

"Description": For Curricula materials:

- Index
- GI grammar information
- H → E, E → H language/translation in order of appearance
- Act activities
- WL word lists
- P phrases
- VC verb conjugation
- LAP Language Apprentice Program materials
- Assess assessment
- LP lesson plan (instructor materials)
- CM classroom management

• NHP Non-Hoocak Program

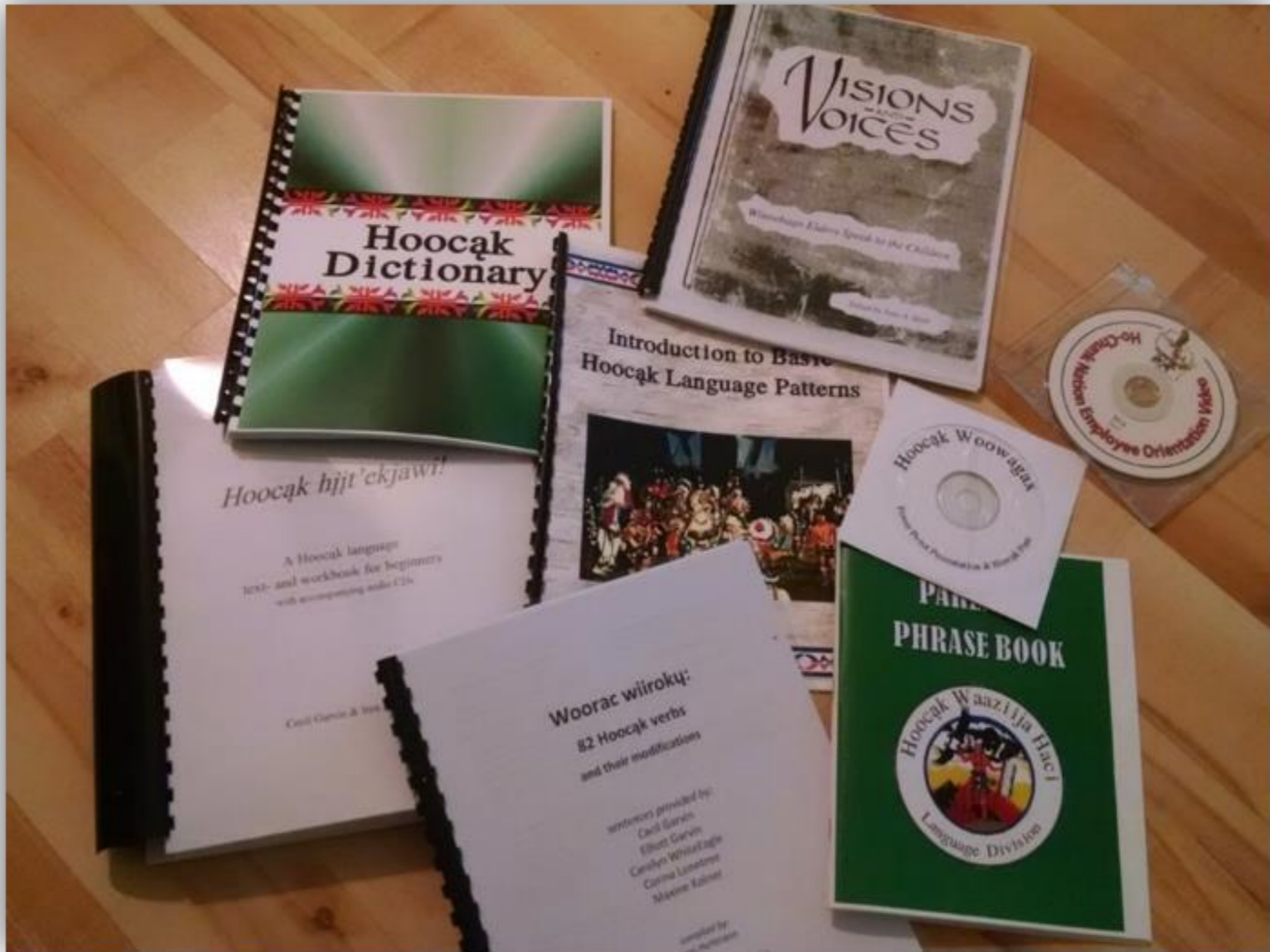
• EAD education administrators

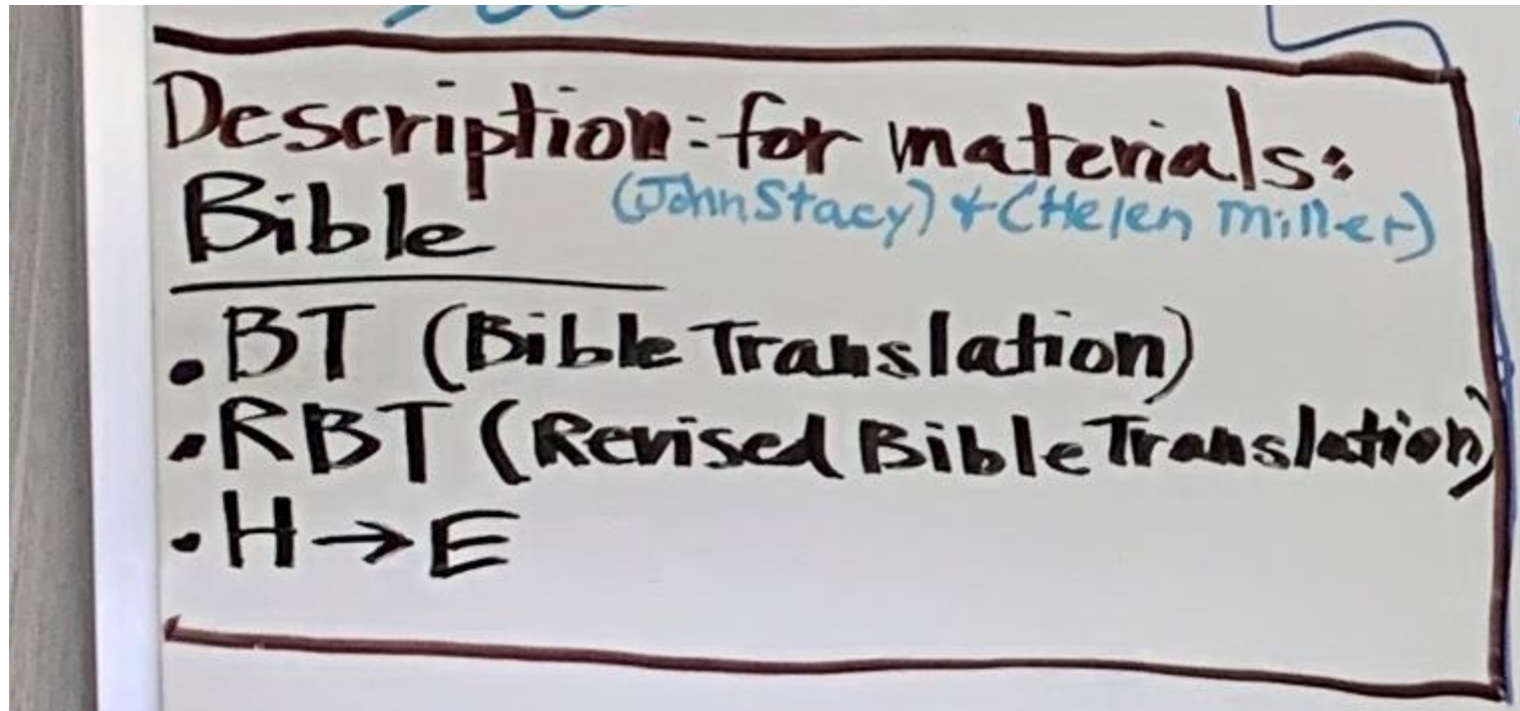
• SS sample sentences

"Content Subject" field:

- list every lesson subject/topic in Hoocak and English
- between topics







9. Egi deshesge gikarajra wawiaje:

Hianjniwira wangregi shanagre rash hashinira wakanjank-ningigirekjena.

10. Hungma hashinira hiraijikjawina, woshga hashinira manegi uinekjena wangregi jasge hinankhi shesge manegi hirekjena.

11. Hamb de-e waisgabduj harniwira hunkuwanje ningikarajwina.

12. Egi washa woishana warniwira waigit'unawire, washa hingishana warniwira wagit'untawira shesge.

13. Egi inke washa woishana uwahieja hunutiwinina, eshi wowonkjega eja hingijirawige khishibwiwine. Hungmara Ne-hashinigaja egi homashjara Ne-hashinigaja, egi hoishagra Ne-hashinigaja manegusra, Amen.

“Toward Slow Archives”

Kimberly Christen & Jane Anderson

Our emphasis is on one mode of decolonizing processes that insist on a different temporal framework: the slow archives. Slowing down creates a necessary space for emphasizing how knowledge is produced, circulated, contextualized, and exchanged through a series of relationships. Slowing down is about focusing differently, listening carefully, and acting ethically.

Next steps:

What can you do to build these relationships?

- Find out whose land you're on — personally and in your organization
- What indigenous materials does your institution hold?
- Visit your Indigenous neighbors; listen, a lot and for a long time
- Join current projects; see if the communities are looking to start new ones, but don't jump in to suggest projects without doing a lot of listening first
- If Mukurtu seems like it could be helpful or useful, contact Erin Hughes at ehughes@wils.org! Questions can also come to kristen@wils.org.

Thank You!

Links

- Mukurtu: <http://mukurtu.org>
- Mukurtu Midwest: <https://mukurtu-midwest.libraries.wsu.edu/>
- Passamaquoddy Peoples' Knowledge Portal: <https://passamaquoddypeople.com/>
- Plateau Peoples Web Portal: <https://plateauportal.libraries.wsu.edu/>
- Sustainable Heritage Network: <http://www.sustainableheritagenetwork.org/>
- Local Contexts: <https://localcontexts.org/>

References

- Christen, K. and Anderson, J. "Toward Slow Archives," *Archival Science* 19 (2019), <https://doi.org/10.1007/s10502-019-09307-x>
- Kirkness, V., & Barnhardt, R. (1991). First Nations and higher education: The four Rs – respect, relevance, reciprocity, and responsibility. *Journal of American Indian Education*, 30(3). <https://tinyurl.com/tnndgpd>
- The Passamaquoddy Reclaim their Culture Through Digital Repatriation, *The New Yorker*, January 30, 2019 <https://www.newyorker.com/culture/culture-desk/the-passamaquoddy-reclaim-their-culture-through-digital-repatriation>