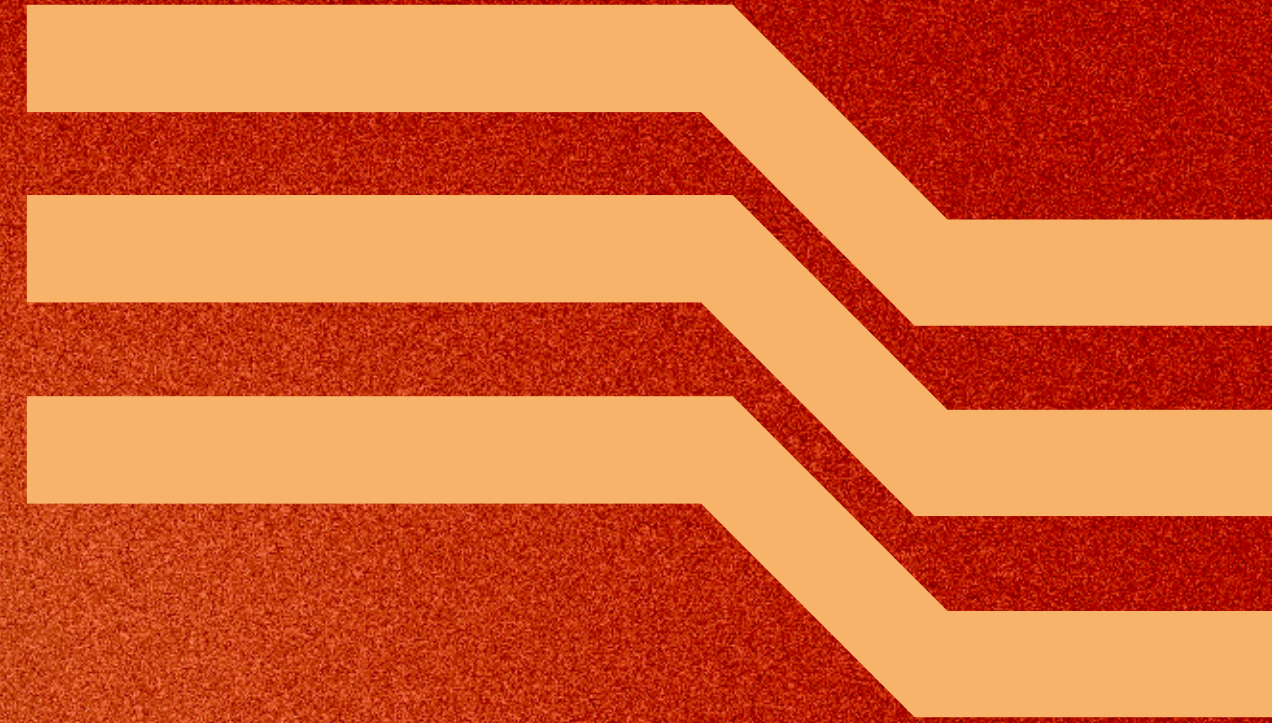


2025



# Welcome to the DigitalArc Community Archiving Workshop

THIS WORKSHOP IS FUNDED BY A DIGITAL JUSTICE GRANT  
THANKS TO THE AMERICAN COUNCIL FOR LEARNED SOCIETIES.



Bloomington, Indiana  
Saturday, 5/31 and Sunday June 1



# Housekeeping

## Restrooms



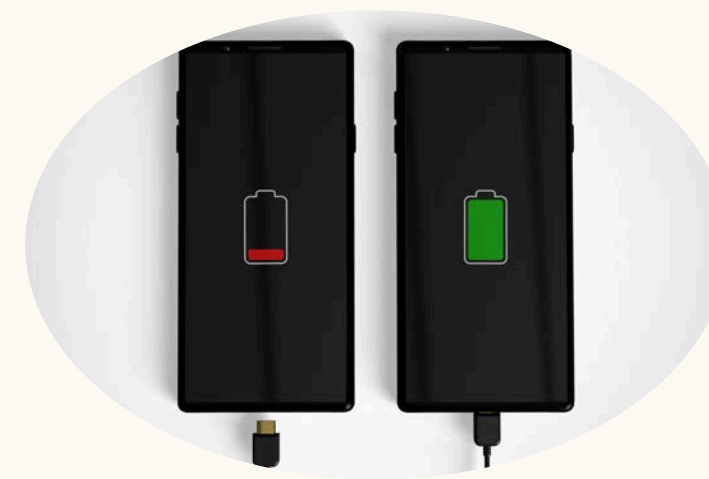
1E (East)  
Near front entrance.

## Lunch and Breaks



11:30–12:30 PM: Break  
12:30 – 2:00 PM: Lunch, catered by Panera  
3:45 – 4:00 PM: Break  
4:45 – 5:00 PM: Wrap-up Today

## Devices



Remember to charge your  
phones and bring chargers.

## Photos



Say Cheese! or Not.  
Photos mostly for internal  
purposes but we would like to  
feature some on our web site.  
Contact folks re: permission.



# Principal Project Team



Michelle Dalmau



Vanessa Elias



Kalani Craig



Jazma Sutton



# Grant Overview

---

*"This project is driven by **you** and your communities.*

*The historical record is full of gaps.*

*The DigitalArc project seeks to refine community-archiving approaches with constant input from community members."*



Funded by the **Digital Justice Development Grant** program at the **American Council on Learned Societies**, our goal is to provide support for local communities to document and share their own stories, on your terms, through the creation and ongoing management of digital archives. We all have an opportunity to contribute to our local and collective stories, enriching our shared historical record with voices that might otherwise not be heard.





An exhibit platform for collective storytelling & community archives

## ABOUT DIGITALARC

### Digital Archiving & Storytelling for Historically Excluded Communities

DigitalArc provides relatively easy and inexpensive approaches to organizing, collecting and publishing your histories. More than platforms for publishing your stories and processes for capturing your stories, DigitalArc **focuses on the people who contribute their stories**. [Visit the About DigitalArc page to learn more.](#)

Whether your community leads the entire digital archiving initiative, from start to finish, or you partner with local organizations, we provide guidance from planning to publishing your digital archive. Our goal is to provide step-by-step instructions that can be easily tailored for your community needs so you can lead and manage this whole process. The stories you are sharing are yours. You should have options for managing how your stories are shared.

### About the DigitalArc team

Our team got its start at the **Institute for Digital Arts and Humanities** at Indiana University Bloomington and is now funded by the **Digital Justice Development Grant program at the American Council on Learned Societies**.

### Principal Project Team:

- Michelle F...
- Vanessa...
- Kalani...
- Jazma...

<https://digitalarcplatform.github.io/>

### About this Jekyll Theme

While the DigitalArc design theme doesn't need to be customized, you can if you have the expertise.



# DigitalArc Project Timeline



At-a-glance

The timeline below focuses on the DigitalArc grant timeline and grant deliverables. It does not include planning, training, etc. work that the partners need to contribute in addition.

## PRE-WORKSHOP

- Identify attendees
- Register for reimbursement
- Lunch selections
- Review readings, agenda, etc. ahead of workshop

**2025**

APRIL - MAY



## WORKSHOP

- Participate in hands-on workshop focusing on community and collecting

**2025**

MAY 31 - JUNE 1



## POST-WORKSHOP

- Consider what you learned and how you'd apply that to the event in mind
- Review resources including additional readings and documentation

**2025**

JUNE 1+



## EVENT PLANNING

- Secure Google One space for uploading and processing contributions
- Acquire starter kit
- Provide toolkit documentation
- Ongoing consultation with project team

**2025**

MAY - JULY



## COMMUNITY EVENT

**2025**

JUNE - AUGUST





# DigitalArc Project Timeline



At-a-glance

The timeline below focuses on the DigitalArc grant timeline and grant deliverables. It does not include planning, training, etc. work that the partners need to contribute in addition.

## VIRTUAL WORKSHOP

- Attend multi-part virtual, online workshop for processing contributions for web publishing
- Learn how to implement the publishing platform

**2025**

SEPT-  
OCT



## PROCESSING FILES

- Consultation and mini-training sessions as-needed for processing audio and image files, including the creation of metadata and transcriptions
- Setup GitHub account for project

**2025**

OCT -  
DEC



## WEBSITE SETUP

- Consultation and mini-training sessions as-needed launching the website
- Consult on site branding and contextual information

**2026**

JAN-  
APRIL



## PUBLISHING SITE

- Consultation for publishing web site as needed including help with GitHub

**2026**

MAY



## VIRTUAL WORKSHOP

- Attend virtual workshop focusing on sustainability, external funding, and community impact with special speakers from the Rondo project

**2026**

MAY





# Workshop Objectives & Expectations



01

Explore approaches to community archiving, including privacy and ethical considerations

---

02

Learn about partner projects and consider digital archiving models for engaging with community members

---

03

Experience an adapted version of the “history harvest model” for documenting community stories

---

04

Highlight project management considerations when planning and implementing a community-led digital archiving project

---



# Workshop Agenda for 5/31/2025

10:00–10:45 AM

Welcome and Introductions

10:45–11:15 AM

Models for Community-Led Archiving

11:15–11:30 AM

Break

11:30–12:30 PM

Community Partner Project Presentations & Discussion

12:30 – 2:00 PM

Lunch, catered by Panera

2:00 – 3:00 PM

Demo Capturing and Collecting Stories following the History Harvest Model

3:00 – 3:45 PM

Sustainability, Ethics and other Concerns

3:45 – 4:00 PM

Break

4:00 – 4:45 PM

Debriefing as Small Group Activity; Reporting Back as Larger Group

4:45 – 5:00 PM

Wrap-up Today; Sneak Peek Tomorrow

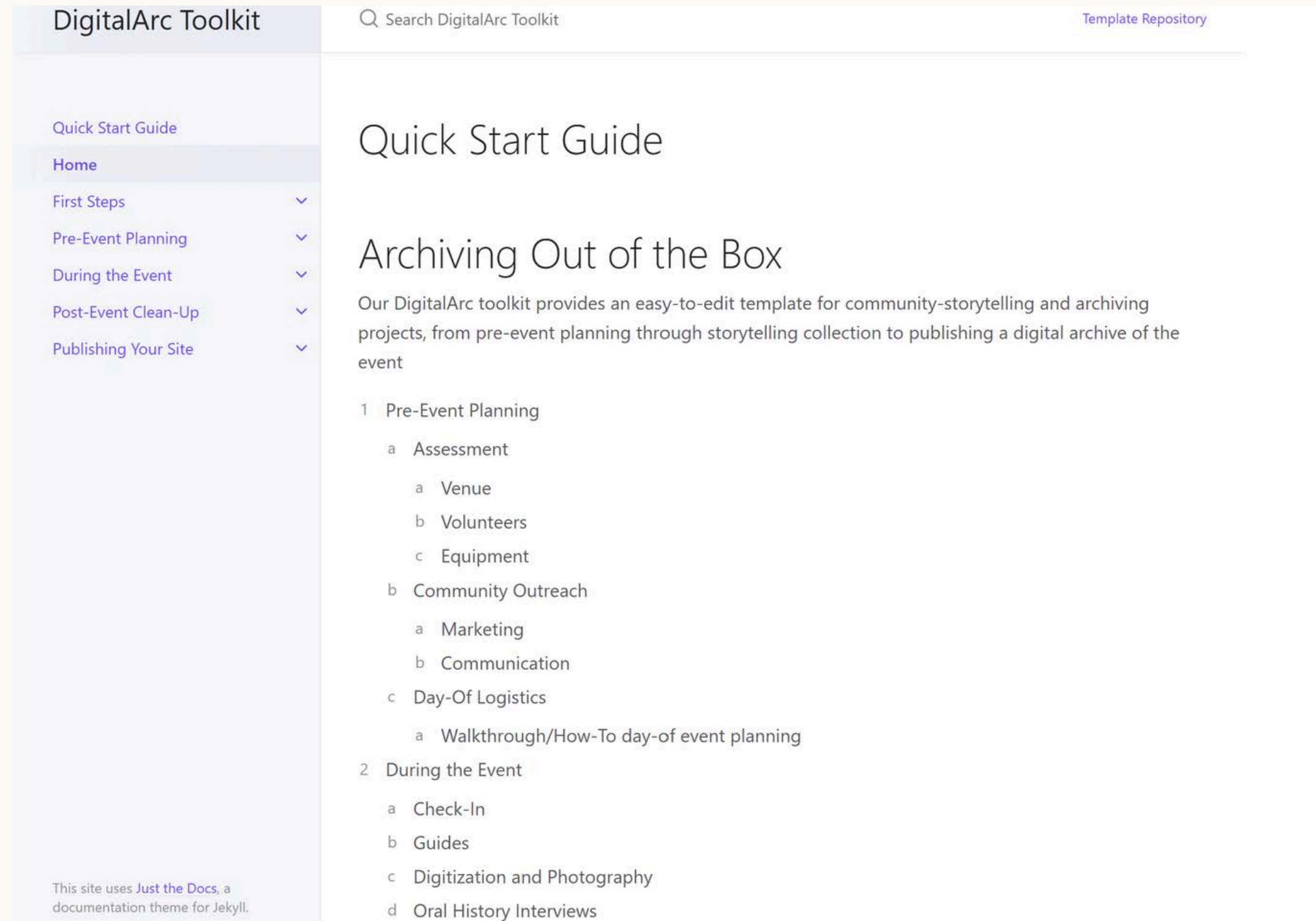




# The Toolkit

One of the final goals of this grant is to create an online how-to guide that will walk community members through the different steps to archiving their community's history.

This part of the project is in progress and will be shaped by your feedback.



<https://digitalarcplatform.github.io/documentation/>



# The Toolkit

---



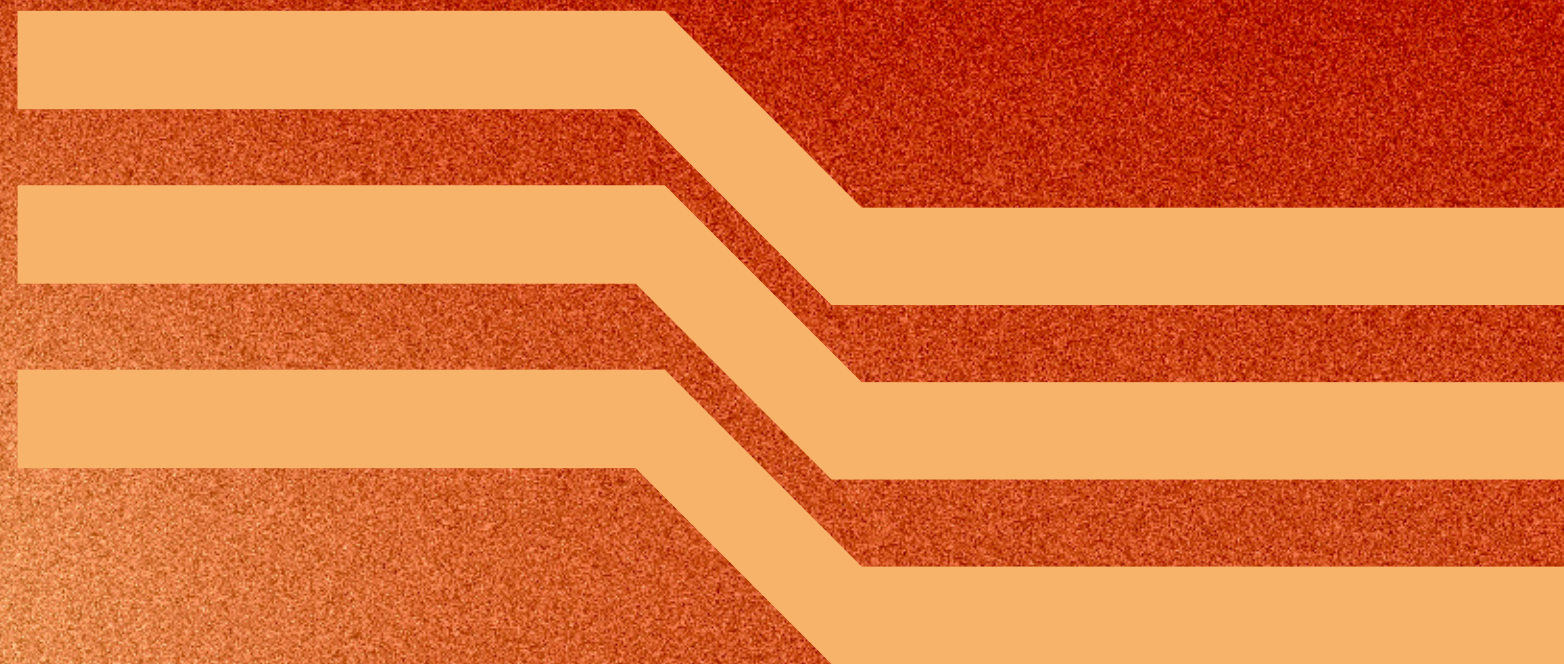
**This will undergo an open peer-review process**





# Introductions

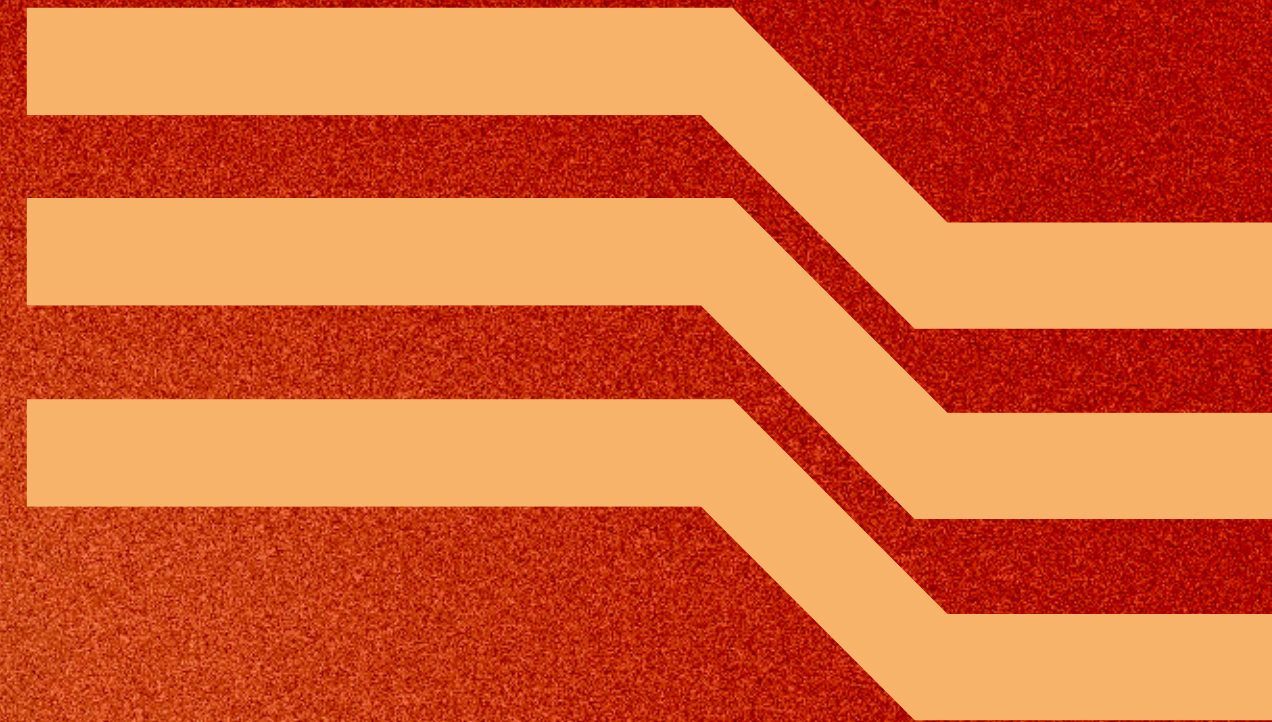
Who are you?



Why are you  
interested in  
community  
archiving?



2025



# Descendant Archival Practices: A Perspective on Community Archiving

THIS WORKSHOP IS FUNDED BY A DIGITAL JUSTICE GRANT  
THANKS TO THE AMERICAN COUNCIL FOR LEARNED SOCIETIES.



Bloomington, Indiana  
Saturday, 5/31 and Sunday June 1



# Our Commitments:



01

ethical, public work and emerging practices in  
our field

---

02

to critical assessment of power dynamics at play in  
university-community partnership

---

03

the value of working with and training students/youth

---

04

supporting the needs of historically-underrepresented  
communities through digital archiving and storytelling

---





## MOVING TOWARD A REPARATIVE ARCHIVE

“Archives that are rooted in biases and oppression that maintain the subjugation of vulnerable communities cannot be transformed; they can never morph into justice-oriented social assets. But can mainstream archives repair their praxis of suppression? Is it conceivable that traditional archives might find a way to help mend the social wounds created by the absence of records documenting the lives and contributions of marginalized communities, which have resulted in an ill-formed representation of history?”

---

-ARCHIVIST LAEL HUGHES-  
WATKINS



# The Problem of Midwestern Archives

## ■ MYTH OF FOUNDING HISTORY

The Midwest is often idealized as a region of “free states,” obscuring the early presence of Black people and the persistence of discrimination and inequality

## ■ CLAIMS OF SCANT HISTORICAL RECORDS

Archives often claim there are few records of Black life—or suggest such records never existed—when in fact they may be misfiled, poorly described, or intentionally excluded.

## ■ DOMINATED BY WHITE NARRATIVES

Black history is typically framed through white institutions or individuals, rather than centered on Black people’s own experiences and agency. Remain inherently white spaces

## ■ IGNORING THE LIVED EXPERIENCES

Everyday lives & memory-keeping practices of Black communities are often overlooked, dismissed, or deemed unreliable



# INTELLECTUAL INFLUENCES



## BLACK FEMINIST HISTORIANS

Possible to write about Black women, despite the distortion of the archive

## ARCHIVISTS & LIBRARIANS

“The records are scant or do no exist.”

## SECONDARY LITERATURE

Limited; largely overlooked the lived experiences of African Americans





# Remembering Freedom: James Clemens and the Longtown Settlement

875 likes · 899 followers



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Know ye, That James Clemens (a man of color)  
of Warren county,  
having deposited in the General Land Office, a Certificate of the  
Register of the Land Office at Cincinnati whereby it appears  
that full payment has been made for the South West quarter  
of section five in town six of range one East of the meridian line drawn  
from the mouth of the Great Miami river  
containing one hundred & fifty three  
acres & fifty hundredths of an acre  
of the Lands directed to be sold at Cincinnati  
by the Act of Congress, entitled "An act providing for the sale of the  
lands of the United States in the territory north-west of the Ohio, and  
above the mouth of Kentucky river," and of the acts amendatory of the  
same: There is granted, by the United States, unto the said  
James Clemens the quarter lot or section of Land  
above described: To have and to hold the said quarter lot or section  
of Land, with the Appurtenances, unto the said  
James Clemens his heirs and assigns forever.

In Testimony whereof, I have caused these letters to be made  
Patent, and the seal of the General Land Office to be hereunto affixed.

WAR DEPARTMENT O. G. M. G. FORM NO. 628 Approved Aug. 12, 1913 Revised May 10, 1921		APPLICATION FOR HEADSTONE (PLEASE MAKE OUT AND RETURN IN DUPLICATE)			
Enlistment Dates		Discharge Dates		ORIGINAL	
Name		Rank	Company	U. S. Regiment, State Organization, or Vessel	Date of Death
RICHMAN, JAMES M.		Pvt	K	54 Mass. Inf. (Col'd)	Feb 25 1865
Name of Cemetery		Located in or near		If World War Veteran	
Clemens		Greenville Ohio		Division State Emblem	
To be shipped to: Greenville O. at: Penn. R.R. Darby Ohio (Name of consignee) (Give R. R. station, county, and State)					
Whose post-office address is: A.					
DO NOT WRITE HERE					
To A. G. O. JUL 15 1936					
Ordered PROCTOR, W. 23 APR 1936					
B/L 1680653					
Shipped 5-24-38					
This application is for the UNMARKED grave of a veteran. It is understood the stone will be furnished and delivered at the railroad station or steamboat landing above indicated, at Government expense, freight prepaid. I hereby agree to promptly accept the headstone at destination, remove it and properly place same at decedent's grave at my expense. NO FEE SHOULD BE PAID IN CONNECTION WITH THIS APPLICATION.					
Marie Burden, Applicant. R.R. #3 Greenville, O. Address Date					



# REMEMBERING FREEDOM HISTORY HARVEST

## Greenville-Longtown 2019 Homecoming

Call for Historical Contributions from the Longtown/Greenville Community



The Center for Research on Race and Ethnicity in Society (CRRES) at Indiana University-Bloomington (and Jasnia Sutton a PhD candidate in history at Indiana University) is honored to host a History Harvest for the Longtown/Greenville settlement at this year's Annual Homecoming in September.

A History Harvest is an innovative community-centered project which utilizes digital technologies to share the experiences and artifacts of everyday people whose stories and historical significance have often been overlooked and under-appreciated. At the "harvest," community-members are invited to share photographs, historical documents, letters, objects, diaries, maps, war memorabilia, stories, and other family/cultural heirlooms. Besides its collaborative, community-based approach to history, at the core of the History Harvest concept is the shared experience of giving. Each artifact is digitally captured and then shared in a free web-based archive for general educational use and study. Our volunteers will not keep these treasured items. Instead as you are sharing the stories behind your artifacts, we will digitally document them, and then return them to the contributor. Overall, the History Harvest project aims to help raise visibility and public dialogue about Longtown/Greenville's history and its meaning.

We are excited about being involved with a movement that is transforming the way we collect, preserve, and share the American past. More importantly, with the help of the Longtown/Greenville community, we hope to re-center the voices that matter. For more information about the History Harvest or if you are interested in contributing please contact Jasnia Sutton at [jasmia@indiana.edu](mailto:jasmia@indiana.edu) or 779-279-2198 or visit [HistoryHarvest.indiana.edu](http://HistoryHarvest.indiana.edu).

### Remembering Freedom: Longtown and Greenville History Harvest

Descendant  
Histories

History Harvest  
Items

Tour  
Longtown

Homecoming  
Event

## Remembering Freedom Longtown and Greenville History Harvest

*When I went to Palestine [Ohio] in junior high, it was so prejudiced, and then, you know, we're free here at home. This is home. This is safety. This is free.... No matter where you go, how old you are, when you go home, you're home. That's here. That's Longtown.*  
—Patricia Hope, Longtown resident

The Greenville Settlement was one of the earliest and most prosperous rural Black communities in the states of Indiana and Ohio. Greenville was founded in 1818 in Darke County, Ohio, by James and Sophia Clemens. By 1822, the settlement extended over the state line into Randolph County, Indiana where Thornton Alexander purchased the first tract of black-owned land in the county. The community was comprised of black people with long-standing status as free, recently manumitted black people, and fugitives. By the mid 19th-century, Greenville pioneers had established an African Methodist Episcopal Church in Indiana, a Wesleyan Church in Ohio, a nationally recognized integrated manual-labor school known as the Union Literary Institute (ULI), and three cemeteries. They had also gained recognition as a major stop on the Underground Railroad.

Much of what once existed of the settlement is no longer there. The Clemens farmstead, a declining ULI building, and three cemeteries (one neglected in the middle of a white-owned farm) are what remain of the settlement. Roane Smothers, descendant and historian, asserts "when this has happened at other African American settlements, the buildings and cemeteries were demolished and the story of these African American pioneers are forgotten and buried." However, Greenville did not suffer this fate, and that is a testament to the legacy its pioneers constructed.



## Goals:

01

recover historical evidence of Black women's lives outside of mainstream archive

02

create a more complete and diverse understanding of Indiana history

03

contribute to the **digital tool box** descendant communities use to share and teach their histories.



# DESCENDANT ARCHIVAL PRACTICES

---

- A MIXED-METHODS APPROACH THAT INVOLVES IDENTIFYING, COLLECTING, PRESERVING, AND MAKING ACCESSIBLE THROUGH DIGITIZATION, CULTURAL HERITAGE AND ARCHIVAL MATERIAL CONSIDERED VALUABLE BY DESCENDANT COMMUNITIES
- REQUIRES COLLABORATION WITH DESCENDANT COMMUNITIES & CONSIDERS THE ETHICAL REALITIES OF COMMUNITY-ENGAGED DIGITAL WORK
- DESCENDANT HISTORICAL KNOWLEDGE AS AN AUTHORITATIVE SOURCE
- ALTERNATIVE TO MAINSTREAM ARCHIVES
- ARRAY OF MEMORY-KEEPING PRACTICES AFRICAN AMERICANS EMPLOY TO HONOR THEIR ANCESTORS' MEMORY



# THE JENNIE ELDER SUEL COLLECTION

## Miami University gets black family's legacy

BY IRENE WRIGHT  
The Cincinnati Enquirer

OXFORD — Jennie Eunice Elder Suel of Oxford has kept a promise to family ancestors on black history.

She has donated three 1800s-era documents to Miami University that record travel of free blacks and slaves' military service in the Civil War.

"Two documents are free papers signed by their master so my husband's grandparents could leave Virginia and come to Ohio," said Pennsylvania-born Suel, 88, whose family has long been associated with the university.

The ancestors of her late husband, Clifford, who was a Miami cook for 27 years, were John Stewart, 19, described on one document as "mulatto," and Dawson Drew, 18, described as "colored."

They were not slaves, Suel said, but they needed papers to leave



Black History Month

Virginia and come to Ohio, where they married and had four children.

The third document was drawn up like a marriage certificate. It allowed Henrietta Robinson, a slave in Kentucky in 1870, to receive the Civil War pension of the slave she considered her husband, Jackson Harrison.

Harrison, killed in the war, was a relative of Suel's great-grandmother, Mary Sue Jackson Carter (who married Jack Carter and received his pension after he died of Civil War wounds). He also probably was Suel's great-great grandfather as father of Jack Carter.

"My husband's grandmother

wanted the documents donated to Miami University," Suel said.

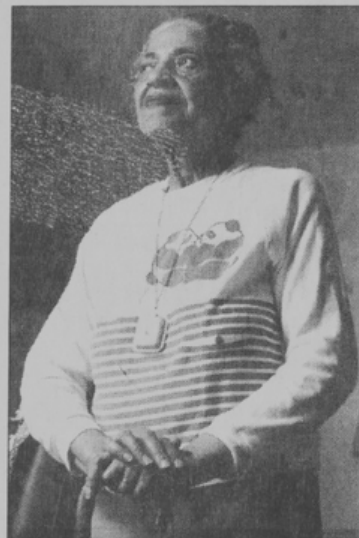
The documents provide information on region and cultural history, said W. Sherman Jackson, professor of American Constitution, history and law at Miami.

"They are valuable for historians and scholars interested in local and regional history, and in African-American history for Ohio," he said.

He said they also are evidence of contributions blacks made in the Civil War and of some handicaps blacks suffered.

Suel said that after her husband's grandfather John Stewart came to Oxford from Virginia, he helped cut down trees to make room for Miami dormitories and for Western College.

"He made 50¢ a day," she said. Suel, a nurse who trained in New York, is the only survivor of 16 children in her family.



The Cincinnati Enquirer/Gary Landers

Jennie Suel of Oxford donated historic documents of her family during slavery and the Civil War to Miami University.

She and her husband adopted a niece, Joan Elder Suel, a Miami student who died at Deaconess Hospital in Cincinnati in 1965 at the age 21 of hepatitis.

"There's been a lot of sadness, and I've been involved in all of it," Suel said. "But with all the tragedies, I've had a very rich life."





**“IF YOU WANT THE HISTORY OF A WHITE MAN,  
YOU GO TO THE LIBRARY. IF YOU WANT THE  
HISTORY OF BLACK WOMEN, YOU GO TO THE  
ATTICS, THE CLOSETS, AND THE BASEMENTS”**

---


-ALTA JETT



# JENNIE ELDER SUEL COLLECTION

Received of James B Winn seven  
hundred Dollars payment in full  
for a negro boy named Nab about  
twelve years old which I do rec-  
ound in body and mind and slave  
for life given from under my hand  
this 27th October 1853

Wm. H. John



Division of Christian Education

A. M. E. CHURCH

Leadership Training Division

THIS

Certificate of Recognition

IS AWARDED TO

Mrs. Jennie Sue

FOR SATISFACTORY WORK AND REGULAR ATTENDANCE IN CLASS

AT THE Dayton Dist. Sunday School Convention

(class, convention, congress, school, correspondence)

From June 23, 1959 to June 25, 1959

(opening date) (closing date)

Course No.

Teacher Jean B. Washington Dean C. F. Lanigan

**Bellevue and Mird Hospitals**

**Harlem School of Nursing**

**THIS IS TO CERTIFY THAT**

**Jennie E. Elder**

has completed the established course of instruction and practice in the School of Nursing in this Hospital and has satisfactorily passed all the required examinations.

**IN TESTIMONY WHEREOF** the undersigned have affixed their signatures this First day of March 1926

Alice D. DeBarn  
PRESIDENT

Nerotha Blagden  
VICE PRESIDENT

Ernie M. Egan  
SECRETARY

OFFICERS FROM  
TRAINING SCHOOL  
BOARD OF MANAGERS

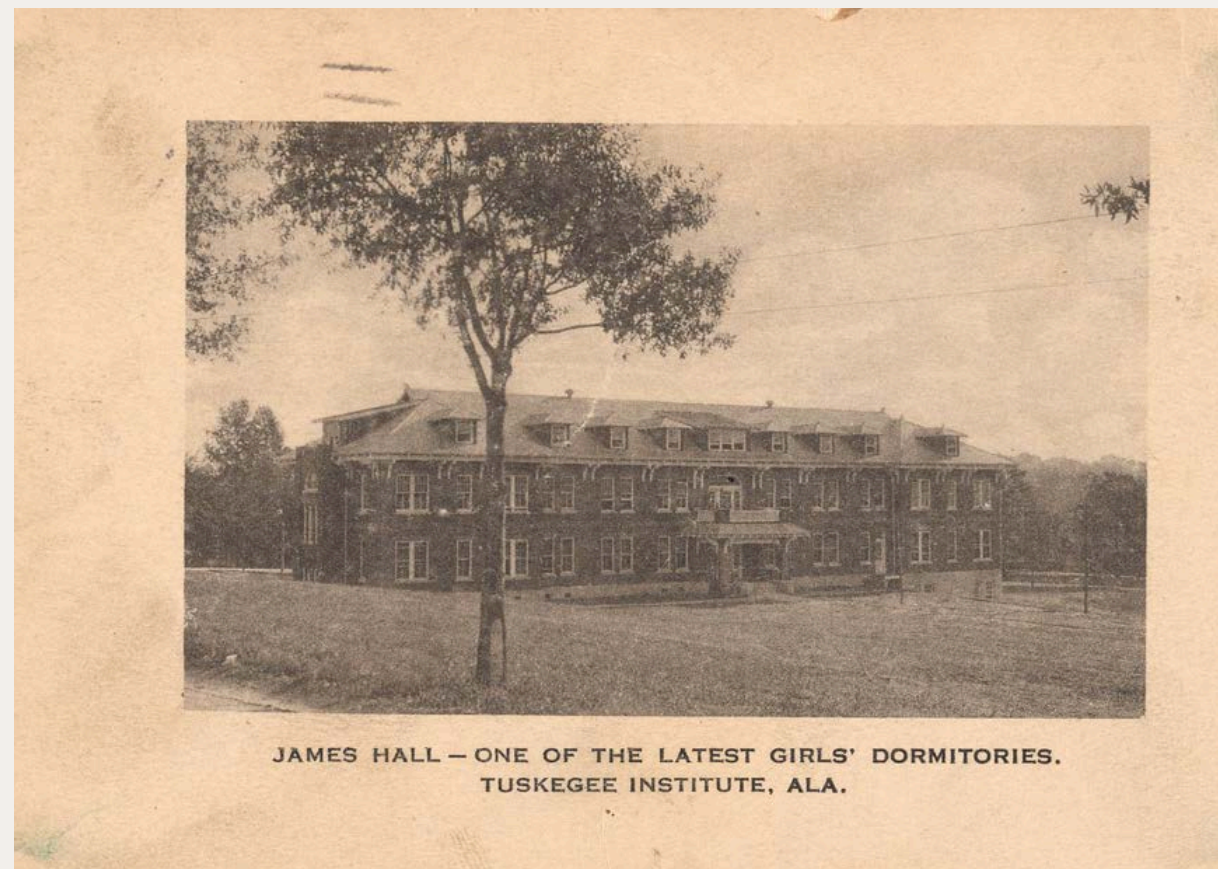


Leone H. McPherson  
PRESIDENT MEDICAL BOARD

Mark S. Fleming M.D.  
GENERAL MEDICAL SUPERINTENDENT

Marian Rothman R.N.  
DIRECTOR OF NURSING SERVICE

John D. McPherson M.D.



No 130. Danm Davis Drew. Eleven years old on the  
25th Decr 1854 free born in the County of Weythe  
I am feet six & a half inches high very light com-  
=plexion & straight hair.

I Samuel S Mathews Clerk for the  
County Court had for the County of Weythe  
State of Virginia do certify that the above is  
a true copy of a register made in my office  
the 25th day of December 1854. which was  
presented to the Court of said County on the  
same day.

In Testimony whereof I have hereunto  
subscribed my name and affixed  
the seal of said Court at office  
this 24th day of March in the



# Black Women in America Course

Spring 2024  
Project-based Class

## The Miami Student

Established 1826 — Oldest College Newspaper West of the Alleghenies

NEWS

**How one professor and her classes are preserving Oxford's Black history**



Jazma Sutton (left) helps graduate student Tiyiya Young review documents during class in the Smith Library of Regional History. Photo by Sean Scott | The Miami Student

By Sean Scott | Editor at Large

March 20, 2024 | 10:00am EDT

In Miami University's history department, students can take their pick at courses spanning thousands of years across every continent.

Interested in world history before 1500? There's a class for that. Not quite through your "Percy Jackson" phase? Take a class on ancient Rome. Drawn to how gender plays a role in Middle Eastern Conflicts? HST 360Q has you covered.

But you don't have to cross oceans or eons to make historical inquiries. Jazma Sutton and her students are focusing on Oxford for her courses this semester.

01

HIGHLIGHT THE PRESENCE OF  
BLACK WOMEN IN CURRENTLY  
INVENTORIED COLLECTIONS

02

RECOGNIZE SIGNIFICANCE OF  
BLACK WOMEN AS CREATORS  
& CONTRIBUTORS TO THESE  
COLLECTIONS

03

USE A COLLABORATIVE,  
COMMUNITY-BASED MODEL  
FOR GATHERING, ARCHIVING,  
& DIGITIZING







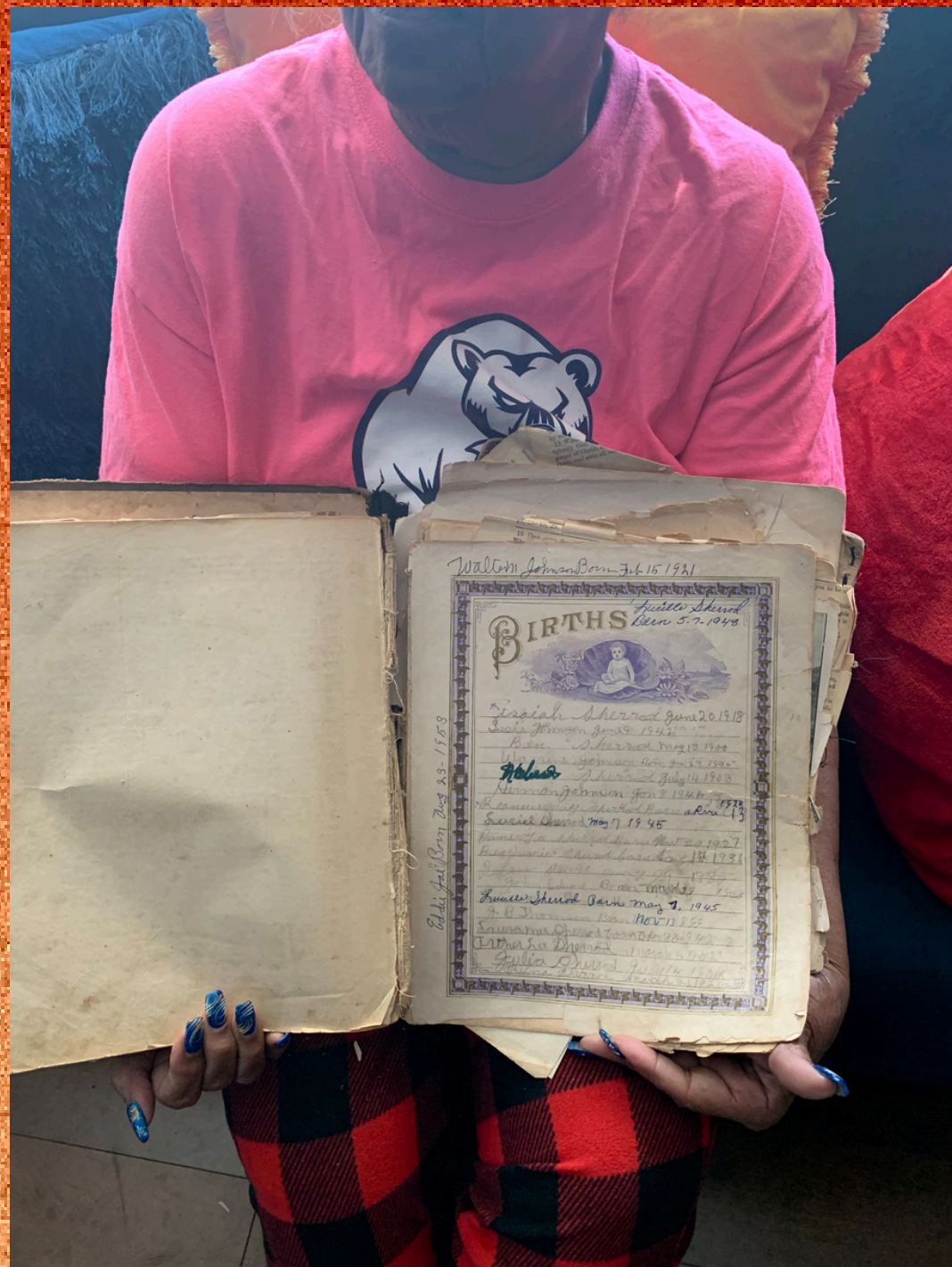
## **BLACK ARCHIVES**

“Black archives are whatever Black people want them to be--signifying of a desire to be remembered in the face of violent erasure, a right to control one's own narrative from past to future, a rebellion against the story being told wrong, a conflict with institutional control, anger at structural racism, joy at community understanding, relief at seeing yourself in the past and the future, understanding the power of history, honoring ancestors and elders, imagination in spite of circumstances, and hundreds of thousands of individual experiences.”

---

-ARCHIVIST DOROTHY BERRY





"WHAT YOU WANT WITH THAT OLD RAGGEDY BIBLE?" -MY GRANDMA, LUCILLE SUTTON



# Community Project Introductions



- Who is your community?
- What is your project ?
- Project goals?
- Project challenges?





# Thank you

