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### UNL Archives Indigenous History

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# UNL Archives Indigenous History

*Jake Borgmann, Undergraduate Student*

*Archives & Special Collections, University of Nebraska-Lincoln Libraries*



## Goals & Accomplishments

### GOALS

- Increase the historical representation of Indigenous peoples by thoroughly organizing, identifying, and preserving Indigenous histories located in the UNL Archives & Special Collections.
- Create a platform where current Indigenous UNL students can submit their own histories for preservation in the UNL Archives & Special Collections.
- Create a platform where Indigenous Lincolniters can submit their own histories for preservation in the UNL Archives & Special Collections.

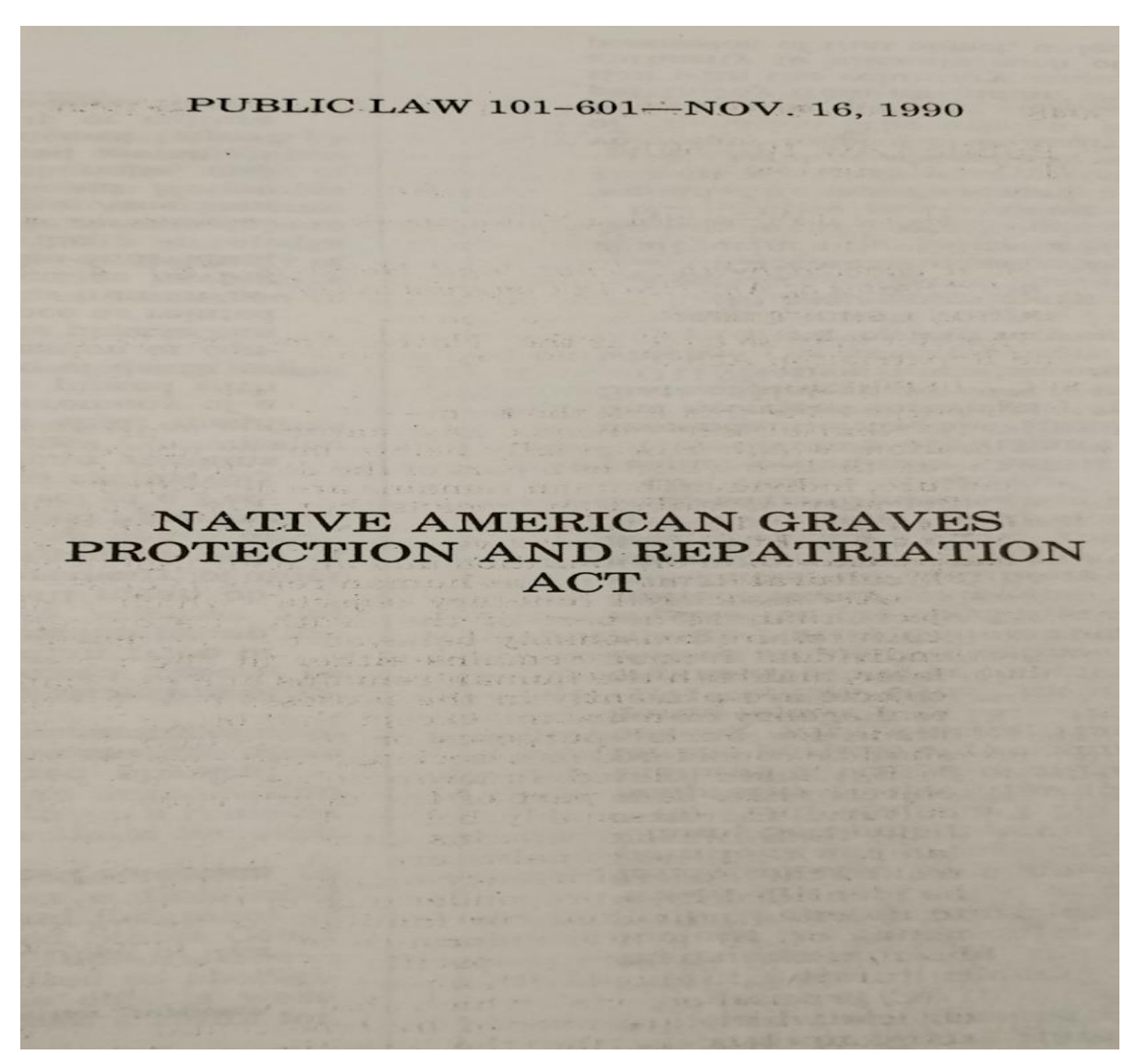
### ACCOMPLISHMENTS

- Organized collections, created more informational finding aids, and created digital exhibits for collections pertaining to Indigenous peoples.
- Explored six collections totaling over 30 linear feet worth of documents.
- Made more accessible histories regarding Omaha nation repatriation, Pawnee nation repatriation, Omaha nation self-determination, UNL repatriation, UNL repatriation scandals, Nebraska repatriation law, federal repatriation law, Center for Great Plains Studies Indigenous education programs, Indigenous academic institutions, and Nebraska Territory settlement.
- Started a program that enables current Indigenous UNL students to submit and engage in various forms of documentation such as journals, essays, and interviews detailing some aspect of their life stories.
- Shared said program with the University of Nebraska Tribal Exchange (UNITE).

## Future Goals

- Organize, create more informational finding aids, and create digital exhibits for more collections pertaining to Indigenous peoples.
- Finish making the Mark Awakuni-Swetland Collection more available to researchers and scholars.
- Share program that enables current Indigenous UNL students to submit various forms of documentation to more Indigenous UNL students
- Create a platform where Indigenous Lincolniters can submit their own histories for preservation in the UNL Archives & Special Collections.

## History Made More Available: Diffendal, Papers



This collection was recently donated to the UNL Archives & Special Collections in November 2019. Included in this collection are five series pertaining to Indigenous history totaling nine linear feet.

The materials in this record group include notes, correspondence, news clippings, newsletters, reports, agendas, books, VHS tapes, tape recordings, photos, site registrations, site layouts, inventories, Nebraska laws, and legal documents.

**Series One: Omaha Tribal Historical Research Project (OTHRP)**  
Contained within this series are histories about Omaha repatriation from 1983-2010. Featured in this series is the return of Umo<sup>h</sup>ho<sup>n</sup>’ti, the Sacred Pole.

**Series Two: UNL Repatriation**  
Contained within this series are histories about Omaha, Otoe, and Ponca repatriation with the University of Nebraska-Lincoln from 1992-2010. Featured in this series are various UNL repatriation scandals involving the mistreatment of Indigenous artifacts and remains.

**Series Three: Native American Law & Repatriation**  
Contained within this series are histories about United States federal and state Indian policy from 1987-1997. Featured in this series are the Nebraska repatriation laws that helped inspire the Native American Grave Protection and Repatriation Act (NAGPRA).

**Series Four: NSHS-Pawnee Dispute**  
Contained within this series is the history of the Nebraska State Historical Society (NSHS) v. Pawnee Nation of Oklahoma court case with documents from 1976-2010. Featured in this series is correspondence from both sides of the repatriation legal battle.

**Series Five: Nebraska Archaeology**  
Contained within this series are histories about archaeological surveys of Pawnee sites located in Nebraska from 1907-1998. Featured in this series are reports from over 100 sites.

## History Made More Available: American Indian Projects, GPS Records

This collection was created by the Center for Great Plains Studies (GPS) of the University of Nebraska-Lincoln and includes 2.5 linear feet of documentation.

The materials in this record group include project proposals, budgets and funding, correspondence, project evaluations, project reports, and various resources used during some of these projects.

The Center for Great Plains Studies took on many American Indian related projects from 1975-1983. Included in this collection are two series that separate the projects between **NCINAL Summer Workshops and Other Projects.**

The NCINAL Summer Workshops were spearheaded by Paul Olson, a UNL professor at the time. Paul Olson served as co-director of the Nebraska Curriculum Institute on Native American Life, and through summer workshops the group sought to accurately educate people about Indigenous peoples. This project lasted from 1977-1983.

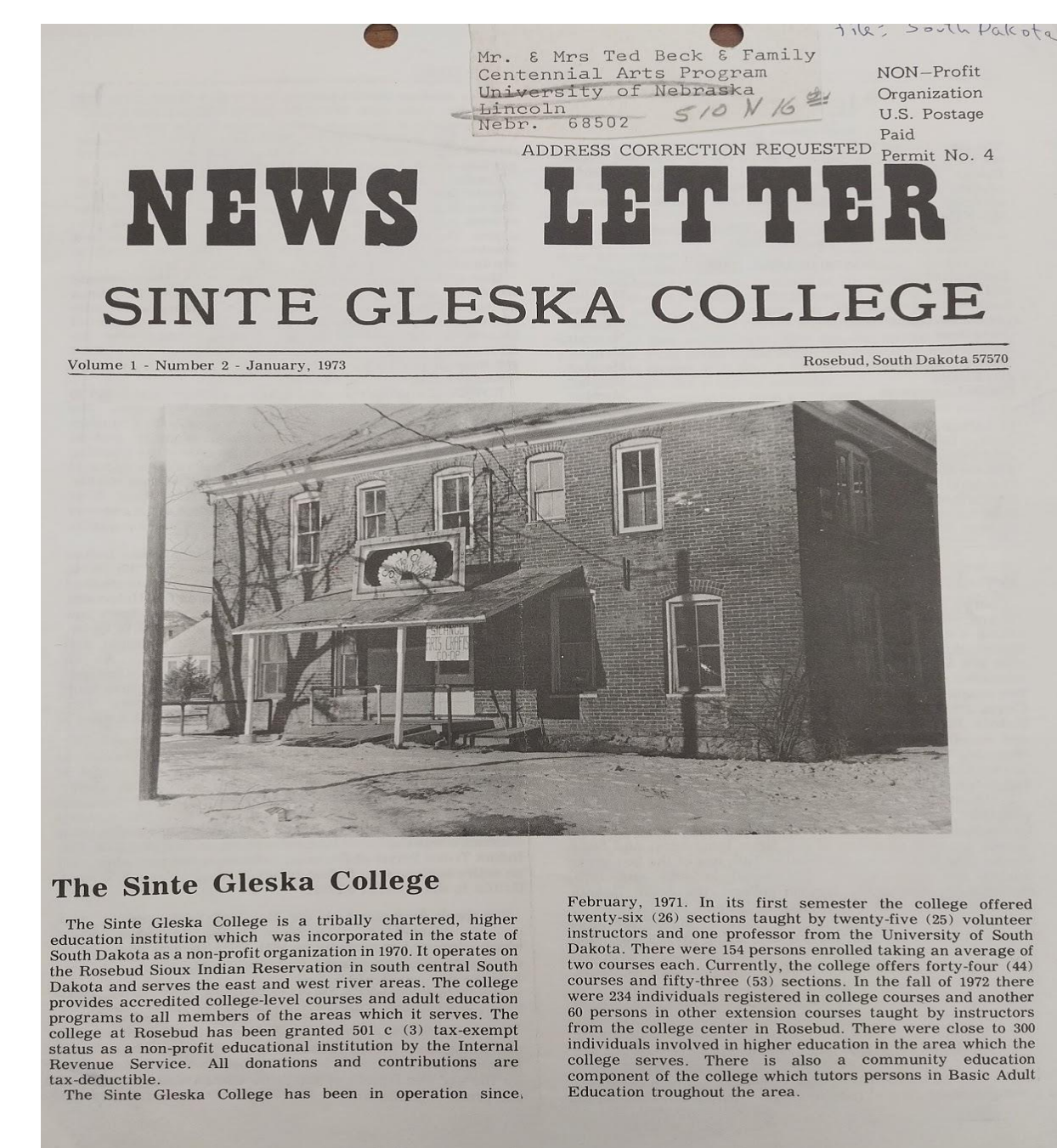
**Other projects** pursued by GPS include educational television programs, sensitivity training workshops, and oral history documentation.

This collection serves as a testament to the newly forming, progressive ideologies regarding Indigenous peoples that were being pushed for during and before the time period.

The Red Power Movement of the late 1960s and early 1970s helped to change the way UNL and other academic institutions approached Indigenous education.



## History Made More Available: Paul Olson, Papers



This collection includes a series called **Native American Education** that totals one linear foot.

The Native American Education series includes correspondence, curriculum, budgets, reports, and plans from various educational institutions participating within the **Indian-Metis Project for Careers through Teacher Education (IMPACTE)**, **Winnipeg Centre**, and the **American Indian Higher Education Consortium (AIHEC)** projects from 1973-1974 that formed following the Indian Education Act.

These projects sought to improve curriculum, work towards earning accredited status, and seek funding for Native American based educational institutions.

The most well documented institutions within this series are Sinte Gleska Community College (today Sinte Gleska University), Standing Rock Community College (today Sitting Bull College), and the Lakota Higher Education Center all focused on Lakota studies in South Dakota.

Also featured are documents from Navajo Community College (today Diné College), Black Hills State College (today Black Hills State University), Deganawidah-Quetzalcoatl University, and Turtle Mountain Community College.

## Sources:

- Great Plains Studies American Indian Projects (RG 48-09-00). Archives & Special Collections, University of Nebraska-Lincoln Libraries.
- Paul Olson, English Papers, 1971-1976 (RG# 12-10-22). Series 2, Subseries 5. Archives & Special Collections, University of Nebraska-Lincoln Libraries
- Diffendal Collection (RG# 35-01-05). Archives & Special Collection, University of Nebraska-Lincoln Libraries.