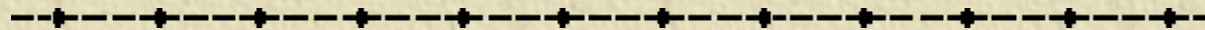


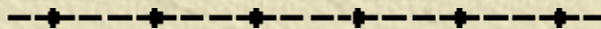
Introduction to access: How to decide what to restrict



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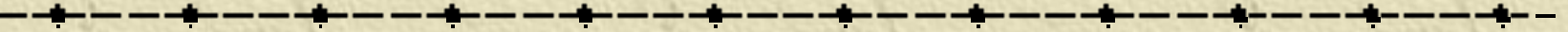


Benefits of archiving

- ✦ preserve recordings of endangered languages for future generations
- ✦ facilitate the re-use of materials for:
 - language maintenance & revitalization programs
 - typological, historical, comparative, etc. studies
- ✦ foster development of oral and written literatures
- ✦ make known what documentation there is
- ✦ make it possible for your data to be cited properly

- ✦ Note that all of this implies **ACCESS** for future users.

Access basics



- ✦ Access policies direct how people can use your materials in the future.
- ✦ Essential distinction is public vs restricted.

Public access

- ✦ Usually entails some lightweight restriction, like registration with an archive.
- ✦ Registration requires agreement with archive terms and conditions.
- ✦ Most DELAMAN archives do not support:
 - ◆ automatic harvesting of archived materials
 - ◆ commercial uses of archived materials
 - ◆ creation of derivative works w/out permission

Advantages of public access

- ✦ Easiest to manage over the long term:
 - ◆ Q: Who's going to manage those restricted materials 100 years from now?
 - ◆ A: The archive. So make it easy for them.
- ✦ Doesn't create barriers within the speaker community.
- ✦ Researcher doesn't have to broker language resources.
- ✦ If it's not public, most speakers won't be able to get access to it.

Restricted access: overview

- ✦ All materials & communities & situations are unique.
- ✦ The range of variation in desires and practices is potentially infinite.
- ✦ **BUT methods** of restricting access to archived resources are few and fairly simple.

Restricted access: Password protection

- ✦ Well known technology, easy to use
- ✦ Passwords can be coarse or fine filters:
 - ◆ fine: a secret word that must be shared individually
 - ◆ coarse: a secret word with a hint that "those in the know" can easily guess
- ✦ Con: people always forget their passwords.

Restricted access: Time limit

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- ✦ A date on which the resource becomes publically accessible.
 - ✦ It's an automatic process, no further involvement required.
 - ✦ Typical choices:
 - ◆ date by which all the people being gossiped about will have died.
 - ◆ five years from date of deposit: give researcher time to work with data first.

Restricted access: Depositor control

- ✦ Users gets the depositor's email address so they can write and ask for the password.
- ✦ 'Depositor' can mean any responsible party: a community institution, for example.
- ✦ **Depositor must be available** to respond to user requests for as long as the restriction is in force. You will get mail, you can count on it.
- ✦ If the depositor fails to respond, the archive will assume control of the resource.

Restricted access: Special conditions

- ✦ Depositor-defined conditions: you and your consultants write (or record, transcribe, and translate) a statement of how, when, by whom and for what purposes the resource may be used.
- ✦ Conditions form part of the resource bundle in perpetuity, to be applied by the archive.
- ✦ You can also write conditions for public access resources -- like a ReadMe.

Disadvantages of restricting access

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- ✦ You may have to take responsibility for minding the materials forevermore.
 - ✦ Limiting who can use resources can create harmful divisions among speakers and/or researchers.
 - ✦ It's not often possible to say who is or isn't a legitimate user. (Think about community members living abroad.)

Determining access: first pass

- ✦ If it can be public, make it public.
- ✦ But, if needs to be restricted, restrict it.

- ✦ How do you decide?

Talk early

- ✦ Talk to your archivist about restriction options and general access policies before you go to the field.
- ✦ Talk to your colleagues:
 - ◆ are there known cultural concerns about non-community members hearing/seeing language works?
 - ◆ what sorts of uses might apply to your materials?
 - ◆ are there serious rifts within the community or region and/or within the research community that would affect potential users and uses?
 - ◆ how do they manage their materials?

Talk often

✦ Talk your consultants, repeatedly and at length:

- ✦ about what you intend to do with the materials:
 - archive them
 - publish whole works (e.g. annotated narratives, films)
 - publish extracts (dissertation, journal articles)
- ✦ about what they can do with them:
 - publish literary works
 - create educational materials
- ✦ about what the general public might do:
 - use resources for classroom materials or school reports

Talk some more

✦ Talk to your consultants about:

- ✦ what's the worst thing that could happen if the wrong person heard/saw the resource?
- ✦ who are these 'wrong persons' and what's wrong with them?
- ✦ what would happen if nobody ever saw it?
- ✦ what's the point of recording it if it isn't going to be preserved and therefore accessed?

Access triage I: Is it sacred?

- ✦ Are there cultural rules about:
 - ◆ who can hear/see the resource?
 - ◆ when it can be heard/seen?
- ✦ Sacred works may simply not be archivable.
- ✦ If the speakers want them archived, they're good candidates for **Password + Special Conditions**.
- ✦ Conditions allow the archive to manage access in perpetuity.

Access triage II: Is it legally or politically sensitive?

- ✦ Could the speaker or another person be killed, arrested, sued, or otherwise harmed if the wrong person heard/saw the resource?
- ✦ If the danger is severe, use a **Time limit**.
- ✦ Or use a **Password + Conditions**, that researchers can use the resource provided they do not mention anyone's real name.

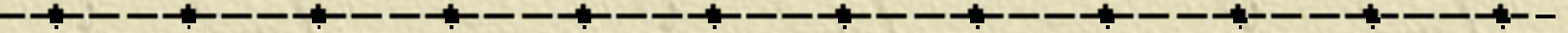
Access triage III: Is it embarrassing?

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- ✦ Would the speaker or another person be embarrassed in their community if some one else heard/saw the resource?
 - ✦ Ex: negative gossip, interviews with midwives, political shenanigans
 - ✦ Use a **Time Limit** and let that gossip age into valuable history.

Access triage IV: Is this newly collected data?

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- ✦ And, are you a student or untenured faculty person?
 - ✦ Use a Time Limit of five years, with a potential option to renew for another 5.

General note about restrictions



- ✦ It is valid to restrict access forever for speakers' reasons (sacredness, danger).
- ✦ It is **NOT** valid to restrict access for very long for researcher reasons (youth, envy).

Determining access: second pass

- ✦ Is it sacred? => Restrict.
- ✦ Is it dangerous? => Restrict.
- ✦ Is it embarrassing to speakers? => Restrict.
- ✦ Is it (or you) fresh out of the field? => Restrict if you want, short term.
- ✦ None of the above? => Make it public.

Documenting access decisions: first step

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- ✦ Talk to at least some of your consultants early on about access & potential uses of the materials you'll be creating.
 - ✦ Be positive -- letting others in the world and the community use these resources is a good thing, that's why you're creating them.
 - ✦ Knowing what the ultimate goals are will help your consultants create more archivable materials (eg less gossip, more ethnography.)

Documenting access: Second step

- ✦ Draft an informal statement - a note - about what people said. Probably something like "Grant access to everyone on earth except the people in my home town."
- ✦ (Mild embarrassment: Restrict with Time Limit for 5 years. Make sure something from that town/speaker is public access. Soon everyone will want it all to be public.)

Documenting access: third step

- ✦ Make your recording.
- ✦ Play it back for the people in it.
- ✦ Ask them, "What do you think? Does this fit the access policy we discussed before?"
- ✦ (Is it indeed an interview with a midwife about difficult births, or did it morph into a series of Tio Konejo stories?)

Documenting access: fourth step

- ✦ Make a note in the metadata of the results of step three.
- ✦ If it fits the protocol you determined in step one, just write "standard access protocol."
- ✦ Otherwise, note the difference:
 - ◆ time limit: 25 years (80-year-old speaker)
 - ◆ researcher access only for 10 years
 - ◆ make this one public (the standard set are sensitive interviews of some kind)

Ways to document access policies

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- ✦ Make everything public and save yourself the bother.
 - ✦ Write a short document and archive it with the collection or with the resource. Can be part of a project/collection overview.
 - ✦ Record a general statement in any language (then transcribe & translate into a big language.)
 - ✦ Record a brief "I concur" statement at the end of each recording. Recommended for very sensitive works.

Types of materials I

✦ Recordings, both audio & video:

- ◆ public events: ceremonies, oratory, dances...
- ◆ narratives: historical, traditional, myths, personal, children's stories, ...
- ◆ instructions: how to build a house, how to weave a mat, how to catch a fish, ...
- ◆ literature: oral or written - any creative work
- ◆ conversations

Types of materials II

✦ Secondary (derived) materials:

- ✦ transcriptions, translations, & annotations
- ✦ field notes, elicitation lists, orthographies
- ✦ datasets, databases, spreadsheets
- ✦ lexicons, wordlists, dictionaries
- ✦ sketches, e.g. grammar, ethnography

✦ Photographs

✦ Unpublished or out-of-print articles

✦ Workshop proceedings, presentations, handouts

Types of materials III

✦ Teaching and learning materials:

- ◆ primers – children's readers
- ◆ calendars, posters, etc.
- ◆ illustrated dictionaries, encyclopedia
- ◆ curriculum designs
- ◆ anything that other people might find inspiring and useful in their own programs.