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Kelli K. Roisman

Alyssa Key

Christine Mahoney

Alison Quirion

Sara Wang

See next page for additional authors

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Authors

Kelli K. Roisman, Alyssa Key, Christine Mahoney, Alison Quirion, Sara Wang, and Samantha Hamilton

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Welcome to *Archeota*!

By any measure, the past year has been a challenging one. We have good reason to be proud of the resilience of our iSchool community. We especially appreciate the dedication of this issue's contributors for enriching the archival conversation.

We're also celebrating the graduation of four members of our SAASC team this spring: Alyssa Key, Alison Quirion, Sabrina Holecko, and Samantha Hamilton. Best wishes for your future endeavors!

Kelli Roisman
Managing Editor

MANAGING EDITOR: Kelli Roisman | FACULTY ADVISOR: Lori Lindberg

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DOCUMENTING A NATION IN CRISIS: RAPID RESPONSE COLLECTING IN THE WAKE OF THE CAPITOL RIOT

By Kelli Roisman

On January 7, we saw videos and photographs of Capitol custodial staff cleaning up and assessing the damage wreaked the day before. This imagery sparked its own controversy, as observed by a *Vice* blogger who posed the question, “Who Has to Clean Up White Supremacy’s Mess?”

We also saw the viral photo of Representative Andy Kim crouching down to pick up debris from the floor of the Rotunda a few hours after the last rioters were expelled from the building. In an AP News interview, Kim described his emotional response to the scene. “This building is extraordinary and the rotunda in particular is just awe-inspiring. How many countless generations have been inspired in that room?”

The rioters did not share Kim’s impassioned devotion to the sanctity of the Capitol. Instead, the throngs who broke into the building carried out a rampage of destruction and desecration. The images of this assault have been seared in our collective memory: damaged works of art;



Screenshot. Capitol Hill Riots.rar/Collection/Twitter/BREAKING Protesters have breached the Capitol steps and pushed Capitol Police up to entrance. SaveAmericaMarch

broken doors, windows, and furniture; floors strewn with cigarette butts, discarded clothing, scattered papers, and other debris. The effort to clear the trash left on the Capitol grounds and inside the building took a large number of workers including members of the National Guard. On that same day following the riot, another debris collecting effort was underway with an entirely different aim: To preserve the evidence left behind in order to document history in the making.

On January 6, Frank Blazich was a spectator watching the scenes of violence unfolding at the Capitol on television. The morning of the seventh, he got up early, drove his car to the

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DOCUMENTING A NATION IN CRISIS (CONTINUED)

National Mall, and began rummaging through trash cans and scanning the debris littering the ground. He spent three hours retrieving objects left behind by the crowds of the day before. As he made trips back and forth to load the trunk of his car, he didn't spend a lot of time assessing the value of each find. His mission was to act quickly to grab what he could before the diligence of the garbage collection crews carted it all away. At the end of his haul, he had salvaged dozens of artifacts, including a piece of blue fabric cut from a banner with "PENCE" printed on it, and a sign reading "We're Right We're Free We'll Fight You'll See."

Frank Blazich is a curator in the Military and Political History division at the Smithsonian's National Museum of American History (NMAH). His debris-hunting foray at the National Mall exemplifies a practice known as rapid response collecting (RRC). This curatorial strategy is becoming increasingly popular as museums and other institutions employ RRC initiatives to document the crises and upheavals of our time. The immediacy of a mission like Blazich's marks a shift in the traditional role of curators. While curators would normally prefer "to hold off on collecting about an event until the weight of history can sift and settle; other times, we have to move quickly, or we'll miss our chance." The aim of rapid response collecting is not to assemble a hodge-podge of objects. Con-

text is vital; without it, trash is merely trash. The ephemera that we preserve will be used to tell the stories of our social and political lives. Smithsonian Secretary Lonnie G. Bunch III spoke for all of us when he said, "As a historian, I have always believed in the power of peaceful protest. [The day's] demonstrations give us a glimpse of the fragility of our democracy and why the work we do and the stories we tell are so important."

Our democratic ideals may at times be under threat, but we must remind ourselves that we are resilient. ♦

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REVIEW OF SURVIVAL MODE: SJSU RESPONDS TO HISTORIC CRISES

By Sara Wang



Normal School Students in Masks, 1919 San José State La Torre yearbook.
Courtesy of SJSU Special Collections & Archives.

I am studying for my MLIS at San José State University in order to become a better information professional. Therefore, observing how information has been presented and processed in the past is a necessary step in my education. I challenge myself to never reach a stalemate in my navigation of the world, and to acknowledge, honor, and support the experiences people share with one another.

This is why I am drawn to SJSU's new virtual exhibit *Survival Mode*, a project led by University Archivist Carli Lowe. It is a powerful reminder that we are never alone and that our struggles can be unifying. As the creators of the exhibit note, "there is a great deal of precedence and lessons to be learned from past successes and mistakes in how human society has responded to historic moments of crisis." The *Survival Mode* exhibit reminds us that while our experi-

ences with COVID-19 may feel unfamiliar, they are not as unique as they seem.

Since its founding in 1857, San José State students have encountered numerous crises including wars, pandemics, and natural disasters. Thankfully, the university's archives have memorialized their accounts. The journal entries, photographs, news clippings, and yearbook comments of former and current SJSU students serve as surprisingly comforting gifts. Organized by an interactive timeline, you can click arrows to read their stories and see related images. After viewing this virtual exhibit, I felt a sense of great reassurance knowing that people, both then and now, are more than capable of rising from the ashes. You can explore the *Survival Mode* exhibit [here](#).

Polio Strikes SJSC; 30 Girls May Spend Xmas In Quarantine

With the prospect of spending the Christmas holidays in quarantine, 30 San Jose State college co-eds are anxiously waiting to see if any of their number will develop symptoms of poliomyelitis, the dreaded "infantile paralysis."

Dean of Women Helen Dimmick disclosed yesterday that one Spartan woman has been removed to a hospital with polio and her 30-odd house-mates have been quarantined by the San Jose City Health department.

The quarantine went into effect sometime Monday night and city officials could not be certain how soon it could be lifted. If none of the other women develops symptoms of the disease, they may be free to go to their homes around Dec. 21. Otherwise their vacations will be spent in the house.

"Polio Strikes SJSC; 30 Girls May Spend Xmas in Quarantine,"
Spartan Daily, December 15, 1948.



Mabel Fitzhugh and Margaret Twombly, Head

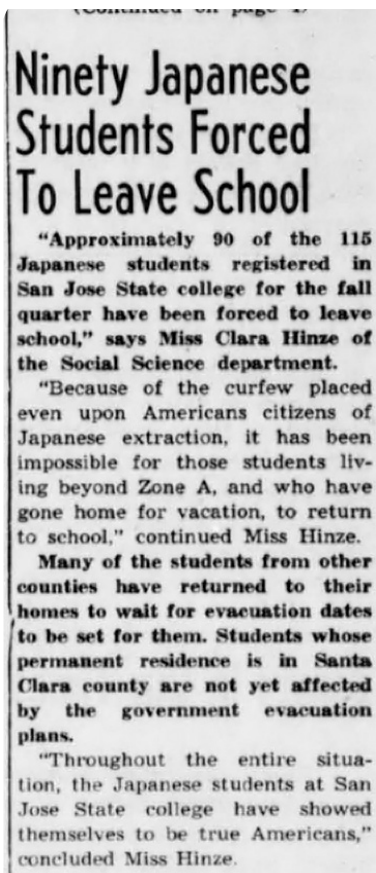
Mabel Fitzhugh shown with Margaret Twombly traveled the country to serve polio patients.
1944 San José State La Torre yearbook.
Courtesy of SJSU Special Collections & Archives.

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REVIEW OF SURVIVAL MODE (CONTINUED)

In the process of finding resources to compile the exhibit, Lowe worked with Samira Habibi, an incredibly talented student assistant. Together they searched SJSU Digital Collections and the *Spartan Daily* archives for keywords relating to the topics covered by the exhibit. Lowe explains that “most of the content comes from yearbooks and newspapers. Sometimes we would discover trails of breadcrumbs. For example, I came across an article in the *Spartan Daily* about a Japanese American alumna in a prison camp in Salinas during World War II making an appeal to students for art supplies. I then went



“Ninety Japanese Students Forced to Leave School,” *Spartan Daily*, April 24, 1942.

into the yearbooks to find a photo of this alumna when she was a student.” Lowe already knew a few stories she definitely wanted to include, such as the time when the college’s hospital first opened during the 1918 flu pandemic, and how San José State football players, who were in Honolulu for a game in December 1941, helped Pearl Harbor victims.

Her biggest joy came from “finding unexpected connections between our campus and significant moments in history, such as the occupational therapy instructor who traveled the country



Two of the many Japanese-American students who were incarcerated in prison camps during WWII. Dick Miyagawa, Captain of the Boxing Team, and Emil Kimura, member of the YWCA Cabinet. 1942 San José State La Torre yearbook. Courtesy of SJSU Special Collections & Archives.

lecturing on polio.” The work was also quite emotional at times, especially when she read about the treatment of SJSU’s Japanese American students during World War II and of Muslim students following 9/11.

Lowe’s least favorite part of compiling the exhibit was having to deal with technical issues, in addition to the length of time it took to conduct the monthslong search to locate materials. Lowe confesses that she was impatient to share everything, but “it took time to think about how we wanted the online interface to function, how to best crop images, and write contextualizing descriptions. I was lucky to have the support of Diane Malmstrom, Special Collections and Digitization Coordinator, and the library’s web team, specifically Lyna Nguyen and Jessie Cai, to help me with these details.”

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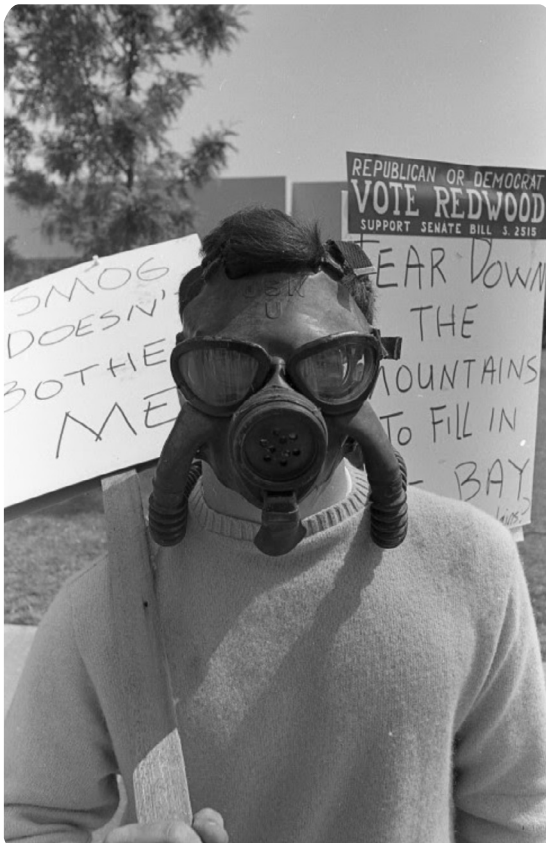
REVIEW OF SURVIVAL MODE (CONTINUED)

To complement the debut of the exhibit, Lowe hosted *Unprecedented: Learning from Past Crises*, in April this year (access the recording [here](#)). The panel participants, all SJSU faculty, delved into a discussion about how history tends to repeat itself, especially in the treatment of marginalized communities. The event was moderated by Leslye M. Tinson, (Lecturer in the Departments of Psychology and African American Studies), and featured Dr. Natalie Boero (Sociology), Dr. Marcelle Dougan (Public Health), and Dr. Soma Sen (Social Work).

Dr. Boero explained how COVID-19 has impacted particular groups unequally and how



"Lose in Vietnam," campus anti-war graffiti, 1967.
Courtesy of SJSU Special Collections & Archives.



Student protesting pollution, 1967.
Courtesy of SJSU Special Collections & Archives.

“some groups were being unfairly seen as more at risk or at fault.” She described how many of the populations impacted by COVID-19 “have been exploited, stigmatized, marginalized, or excluded from access to healthcare.” Dr. Dougan examined how issues of systemic racism contribute to inequalities. She argued that there are not enough conversations on how inequalities are prevalent on the systemic level. Dr. Sen elucidated her focus on health disparities, and compared the ’80s epidemic of HIV with the current COVID-19 pandemic. The framework of political messaging created stigma, and as a horrible result, homophobia and racism followed suit. She conveyed the importance of the environment and how it leads to an understanding of where societal predicaments stem from. When asked how we can conquer the pressing state of affairs in the world, all three panelists

Continued...

REVIEW OF SURVIVAL MODE (CONTINUED)

Students fear retaliation

Muslims harassed by hate

By Kimberly Gong

Days from home
An element of fear is permeating the campus for many Muslim students who fear that backlash against them and their community is imminent. Tuesday's events led many Americans to point fingers at the Muslim community because of suspicion of involvement in the attacks by the Muslim fundamentalist Osama bin Laden. Although no solid evidence about the attackers is available, there have been some indications that the terrorist group might be from the Middle East. "People think bin Laden is a typical Muslim, but that's total crap," said Danush Wahood. "He is a terrorist."
Wahood, the treasurer for the Pakistani Student Association, said the Muslim people are a peace-loving community and are unfairly discriminated against by others.



"Students fear retaliation: Muslims harassed by hate," *Spartan Daily*, September 13, 2001.

shared their enlightening viewpoints.

Dr. Boero emphasized that if we don't look at the "complexity and interrelatedness" of various policies, we "just end up throwing out good energy and money and repeating things." Dr. Dougan pointed out that "global problems call for global solutions." In preparation, there needs to be an acknowledgement and understanding of the racial, economic, and social issues at hand. She stressed that, regardless of the political parties we are aligned with, the bigger question to ask is: What are our responsibilities to everyone, not just the people in our own communities? Dr. Sen reiterated that social issues are multidisciplinary, and shared her opinion that compassion between individuals is what will generate real change.

The *Survival Mode* exhibit and the *Unprecedented: Learning from Past Crises* event both showcase previously unknown stories, plant



Striving for an
UNDERSTANDING
of jihad

By Colin Atagi
DAILY STAFF WRITER
Though the guest speaker for the Muslim Students Assn. members sat in the Umunhum room in the Student Union as they listened to members of the association discuss the meaning of jihad

"Striving for an Understanding of Jihad," *Spartan Daily*, October 25, 2001.

the seeds for discussion, and lend a new understanding of the ties between the past and the present. I want to thank Carli Lowe for her dedication, humility, and generosity. Her immense desire to share these stories with the SJSU community is truly inspiring, and I am sure will make our students all the more proud to be a part of this wonderful institution. ♦

REFLECTIONS ON THE ROLES OF ARCHIVISTS: COLLECTORS, STORYTELLERS, GATEKEEPERS, AND CHANGEMAKERS

By Alyssa Key

What do archivists do and why is their work important? This simple question served as a prompt for an assignment in my Archives and Manuscripts course in the fall of 2019 from which this article is adapted; and it has helped shape my perspective on archives as a Master of Library and Information Science student at San José State University. As archivists and other LIS professionals who work with archives can attest, this question cannot be answered easily as various forces impact an archivist's work, their role within the LIS field, and more specifically, the institutions in which they work. So, since no archivist, institution, or collection may approach archival work from the same perspective, this field observably can be defined broadly and better understood through four roles archivists regularly assume: Collector, Storyteller, Gatekeeper, and Changemaker.

Archivists as Collectors

First, to view archivists as collectors, one must survey the role archivists play on the simplest level: They seek to build archival collections through uncovering records and materials, appraising their value, acquiring them, arranging and describing the collections they build, finding ways to preserve these collections for posterity's benefit, and finally, allowing patrons to access these collections for their own benefit. This is all done

according to field standards regarding the context from which records and materials were borne to ensure their survival (Pearce-Moses, 2005, p. 61). While archivists are not like any other collector, their intentions and motivations can often overlap. For instance, archivists, like collectors, often have distinct goals they would like to achieve with their

collections, and handle their collections' creation and maintenance with the same care and consideration as neither want to misallocate already limited resources. This is true of

all archivists, business or otherwise, as Tousey and Adkins (2007) recognize. Thus, as Holmes (1999), Gorzalski (2008), and the Library of Congress (2013) note, while the processes and methods they use may differ between each project, archivists and collectors both strive to create and maintain inclusive collections to fulfill a common goal or purpose.

Archivists as Storytellers

Thus, with each collection they build, archivists act as storytellers as these collections serve to provide users with insight into the past through the records and materials they uncover, appraise, acquire, arrange, describe, preserve, and provide access to within their collections using different tools and methods to achieve their intended goal (Pearce-Moses, 2005, p. 61). Since archival work is not limited to one approach as it depends on the collection being developed, the stories archivists tell may differ from

“While archivists are not like any other collector, their intentions and motivations can often overlap.”

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REFLECTIONS ON THE ROLES OF ARCHIVISTS (CONTINUED)

others' stories. However, since archivists use specific records and materials in creating their stories, versus original or previously created ideas or stories, their collections' stories are limited to what is available to them to create their collections, as Greene and Meissner (2005) acknowledge. This aside, as Caswell, Cifor, and Ramirez (2016) demonstrate, when community archives are well done, they can provide solace to otherwise underrepresented populations other archives overlook via combating "systemic annihilation," which focuses on a dire lack of proper representation in and outside of media. In turn, these more inclusive archives also promote "representational belonging," which empowers underrepresented populations to recognize and reclaim their unique histories and position within our society's collective history. Thus, while not all community archives are created the same, they still share a common goal and purpose to increase underrepresented groups' visibility within history and educate society about their experiences, contributions, and stories.

Archivists as Gatekeepers

However, the stories archivists present in their archives are impacted not only by collection policy, but collection usability, too. As Yakel (2002) notes, if users are unable to navigate archival collections and access their information, then archives cannot serve as an information source. So, while it is important for archives to remain protected, they must also remain usable so users can benefit from their insight. Thus, archivists should collaborate with the user groups they serve through education to ensure

their collections' usability. Also, as Erway (2010) recognizes, archivists must also ensure their archival collections' relevancy and accessibility so all collections, born-digital collections especially, remain usable. Furthermore, since archivists are charged with determining which records and materials belong with which collections where, as Cook (2011) and Greene (2006) acknowledge, they are also expected to ensure their archives are as unbiased and inclusive as possible. Since archives can influence how history is viewed by the public, as Schwartz and Cook (2002) note, they must

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Archivists should collaborate with the user groups they serve through education to ensure their collections' usability.
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not only be understandably protected from damage, but from explicit bias as well. Since archival institutions are essentially public service institutions, they must implement effective protections that do not deter usage of their collections, as Meissner and Greene demonstrate (2005 & 2010).

Archivists as Changemakers

Additionally, just as archivists serve as storytellers, they also serve as changemakers as Caswell, Cifor, and Ramirez (2016) note. By promoting "representational belonging" and combating "systemic annihilation" with the creation and maintenance of more inclusive community archives, archivists can broadly inspire change within the field by leading by example and subsequently influencing other aspects of society and adjacent fields. When archives are as inclusive and comprehensive as realistically possible, they allow underrepresented populations to not only educate themselves on their group's history, but to also

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REFLECTIONS ON THE ROLES OF ARCHIVISTS (CONTINUED)

recognize and feel acknowledged within the context of our society's collective history. In closing, the work and roles archivists undertake impact users' ability to learn not only about groups different from theirs, but more about themselves, too. As Tibbo (2003) acknowledges, since archivists' work will influence future generations' worldview, archivists are charged with ensuring their archival collections provide them with insight on the past that is as inclusive and comprehensive as realistically possible so they can better understand and collaboratively improve the world they will live in. In turn, inclusivity must be prioritized to achieve this goal.

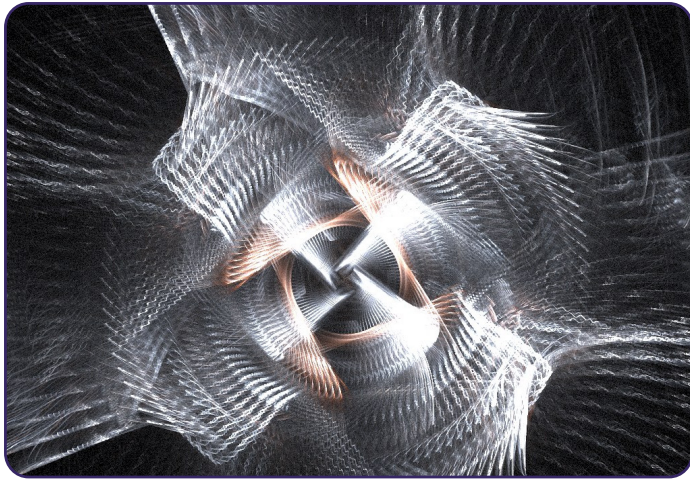
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WHAT IS AN NFT AND WHY SHOULD ARCHIVISTS PAY ATTENTION?

By Alison Quirion



"Chain Link" by Lynn (Gracie's Mom) is licensed under CC BY-NC-ND 2.0

A lot of things have happened in the past twelve months, so you may have missed the news in February 2021 reporting that Christie's auction house sold an NFT digital art piece "Everydays: The First 5000 Days" created by Mike Winkelmann, the digital artist known as Beeple, for \$69,346,250, launching the artist into the top three most valuable living artists (Christie's, n.d.).

Non-fungible tokens, or NFTs, have become trendy over the last few years, with the launch of [CryptoKitties](#) in 2017, but really got hot in the past year as a way to verify ownership of digital art. By minting a piece of digital art in a blockchain, there is a trusted record identifying the creator, date of creation, title of the piece, copyright ownership, property ownership, and any

property ownership transactions. Does this type of data sound familiar? As it relates to archives and special collections, it is object metadata.

To back up a little, we should first review the technology behind NFTs. Blockchain is a type of digital ledger technology. It is a database that is shared and replicated among numerous parties, and can only be updated by following pre-established rules. Any data updates that are verified and approved are distributed to all the parties who add the new link to their copy of the chain. This form of recordkeeping requires consensus or trust-based transactions and is considered tamper-resistant. Each block has a unique hash, and if someone attempts to alter the data in that block, the hash in that block will change. What makes this tamper-resistant is that altering one block, and thus, altering the block's hash, will make all existing links after that block invalid, as they will still refer to the original hash, signalling that something has been altered (Bhatia & Wright de Hernandez, 2019).

There are several things that make the use of blockchain appealing to archives and special collections. First is that it

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WHAT IS AN NFT AND WHY SHOULD ARCHIVISTS PAY ATTENTION? (CONTINUED)

can improve attribution for digitized or born-digital objects, which are vulnerable to unauthorized use or copying, by creating an immutable, trusted title (O'Dair, 2019). As a distributed, always available, secure, publicly accessible repository of data, the blockchain is a form of metadata preservation. If the institution's record is destroyed, there are multiple trusted copies in the blockchain network that can be accessed to restore the institution's copy. It is easy to see how museums could use blockchain to record provenance and append the chain when there is a transaction or to track items on loan. Contractual metadata or user restrictions can be defined in the blockchain as well.

While the blockchain does not contain the digital object itself, it includes the data that points to where the item resides. Because the blockchain is unique to the art, it can also provide an institution with use and circulation statistics. If someone decides to copy the image and post it on their own webpage, it is tracked.

Although this all sounds great, there are still some risks and limitations as with all

digital platforms. The blockchain can only provide evidence that the record has not been altered since it was added or linked to the blockchain. It has no way of verifying the integrity or authenticity of data on the genesis block. The immutable nature of blockchain makes it useful for metadata that is static. Descriptive metadata that may change over time to reflect updated subject terms or address incorrect, inaccurate information is not suitable for blockchain. This is also a potential limitation as privacy laws change and may impact the type of information that can be recorded (Bhatia & Wright de Hernandez, 2019).

One of the biggest risks of blockchain is

the long-term uncertainty. In order to preserve digital records, institutions need to plan for obsolescence or unexpected changes in availability. The key to blockchain's promise of a trusted repository is the participation of enough users or nodes. With too little participation, it becomes easy for dishonest nodes to provide false information. Broadly speaking, this is a new medium, and many companies will attempt to enter the market with

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With the volume of born-digital objects created each second, LIS professionals can use blockchain as a storytelling opportunity, capturing the intent of the object at the time of creation, and locking that in place.
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WHAT IS AN NFT AND WHY SHOULD ARCHIVISTS PAY ATTENTION? (CONTINUED)

blockchain solutions, though not all will succeed. Institutions should do careful research before selecting a blockchain provider and have an emergency plan if that provider ceases operations. And, finally, there is historical data showing that cryptographic systems last about twenty years before they are broken. An institution's digital records need to last much longer than that, so a migration strategy is a must (Bell et al., 2019).

In addition to improving trust in large, established institutions, blockchain could facilitate collaboration between marginalized communities and archival institutions. Inviting communities to become members of a small permissioned blockchain could help build trust, and provide transparency related to how materials are being handled. Blockchain can also facilitate the storage, preservation, and protection of works by creators not part of an established collection (Lo Duca et al., 2020).

Blockchain today is not the complete solution to creating trusted repositories, but there is enough there that archival professionals should pay attention to and insert themselves into the discussions around establishing standards for blockchain. At some point, the blockchain will also need to be archived, and archivists

should play a role in deciding what that looks like.

With all new technology, there is a cost to integration in terms of time, resources, and expertise. The potential to maximize the benefits of blockchain in LIS is still being realized. With the volume of born-digital objects created each second, LIS professionals can use blockchain as a storytelling opportunity, capturing the intent of the object at the time of creation, and locking that in place, in addition to critical administrative details. The trend of paying multi-millions of dollars for NFT may fade, but the application and benefits of blockchain for archives is just getting started. ♦

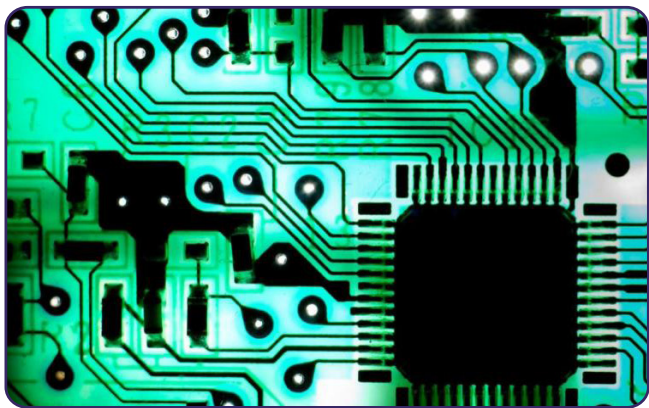
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FROM PRINT TO PIXELS (AND BACK): THE ENVIRONMENTAL COST OF ARCHIVAL DIGITIZATION

By Samantha Hamilton

In today's online world, archives are harnessing the latest technologies to transform their physical artifacts into digital ones. Modern archivists, in contrast to their predecessors who showed reluctance to even integrate computers, are at the forefront of this massive push to digitize collections. The twenty-first



"Algorithmic Contaminations" by derekGavey is licensed under CC BY 2.0

century's obsession with technology and the need to maximize collection access are driving archives to trend toward digitization. As more and more artifacts become computerized, there is a growing consensus that digitization is an advantageous, and even "necessary" practice (RLG-OCLC, 2002). After all, won't converting artifacts from print to pixels cut back on paper use and make it convenient for researchers to access primary sources?

But before archivists rush into these efforts, it

is worthwhile to note some of the drawbacks. Archivists must first understand and consider the negative environmental ramifications of digitization. My wish is that readers, in learning about the environmental effects of this archival practice, will be moved to make digitization more sustainable for the planet's sake.

PAPER USE AND EFFICIENCY IN THE "AGE OF ABUNDANCE"

With digitized artifacts increasingly finding their way onto the Web, it seems that anyone can access just about anything at their fingertips. In this "age of abundance," as coined by archivist F. Gerald Ham, one might be tempted to believe that the influx of digital resources is making us less dependent on print materials. Yet, the contrary has actually occurred: digitization has led to an acceleration, rather than reduction, of paper use. Ham explains that "the advent of the personal computer had the paradoxical effect of increasing the production of paper documents" (Abbey, 2012, p. 104). So, rather than going paperless, digitization has encouraged users to convert pixels back into print. Not only does this defeat the purpose of digitizing artifacts, but it has also fed into people's unsustainable printing habits.

Continued...

ARCHEOTA

FROM PRINT TO PIXELS (CONTINUED)

Early on, digitization also promised greater efficiency in the long run as it would help archivists avoid most of the preservation concerns bound up with print artifacts. Temperature, humidity, pests, and other worries that threaten the longevity of physical collections were not applicable to digital ones, increasing the lure of digitization. But rather than improving efficiency and lightening the load of archivists' duties, digitization has had the opposite effect. It ramped up rather than tamped down the use of physical, human, and fiscal resources. This added drain on archives has been detrimental to the sustainability of these institutions as well as the environment. If digitization tends to consume more resources than planned, archivists should rethink the practice and make modifications that would help themselves along with the planet.



"Recycled Electronics - Circuit Boards" by Tony Webster is licensed under CC BY 2.0

E-WASTE

With new technologies being developed at a breakneck speed, digital content frequently needs to migrate to new media to avoid being outdated and possibly inaccessible. Take, for



"electronics-gaylords" by MN Pollution Control Agency is licensed under CC BY-NC 2.0

example, memory disks. In the 1990s, disks were commonly used to store digital information but became obsolete with the invention of flash drives and cloud computing. Some archives, neglecting or avoiding the need to migrate information, are now left with disks that cannot be read by today's technology. To prevent this issue, archives actively switch from old to new media to keep up to date. The problem is that when the conversion is over, archivists often heedlessly toss out the old electronic products. This e-waste finds its way to landfills and incinerators, where they are unsafely foraged for or burned. E-waste is made up of heavy metals like copper and aluminum that, when set on fire and allowed to vaporize, are hazardous to breathe. Burning e-waste also facilitates the leaching of these heavy metals into the soil and groundwater, posing a serious threat to human life and the ecosystem.

Each year the United States exports hundreds of thousands of tons of e-waste to developing

Continued...

ARCHEOTA

FROM PRINT TO PIXELS (CONTINUED)

countries like Ghana, where they are burned without concern for human or environmental health. Ghana's government has gone so far as to evict up to 20,000 residents and demolish their homes to expand an e-waste incinerator site, where dangerous levels of lead exist (Tardic, 2016). In fact, the levels in the soil are as high as 18,125 ppm—more than 45 times the acceptable standard set by the Environmental Protection Agency (EPA) in the U.S. (Tardic, 2016). If digitization means having to constantly replace old media and dump e-waste, perhaps archivists should pause to think about incorporating sustainability into their practices.

“
Archivists may not make obvious climate crusaders, but they do have a part to play in improving Earth's condition.
”

References

- Abbey, H. (2012). The green archivist: A primer for adopting affordable, environmentally sustainable, and socially responsible archival management practices. *Archival Issues*, 34(2), 91-115.
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"Green planet" by Dejan Hudoletnjak is licensed under CC BY-NC 2.0

CALL TO ACTION

Now more than ever, archivists have a need to examine their role in the environmental crisis and make changes to their digitization efforts accordingly. Printing less, recycling e-waste, and migrating to new media less frequently are all ways to make digitization more eco-friendly. Though it will take some time and effort, putting these suggestions in place can mitigate some negative downstream effects and promote a healthier planet. Archivists may not make obvious climate crusaders, but they do have a part to play in improving Earth's condition. They, like other professionals in the information sector, have an increasing duty to weave sustainability into their work and act as stewards of the environment while preserving our cultural heritage. ♦

FAREWELL TO OUR 2021 MLIS GRADUATES: INTERVIEWS WITH DEPARTING SAASC LEADERS



ALYSSA KEY
MLIS 2021
ASSOCIATE EDITOR OF ARCHEOTA
FALL 2019–SPRING 2021

What was the best way you found to motivate yourself?

The best way was to break my large weekly workload down into smaller, manageable portions and keep track of my weekly accomplishments via a regularly updated checklist. This helped me not get overwhelmed by everything, which can be easy to do in graduate school, or in life in general, really, and to better conceptualize and concentrate on the most important tasks I was responsible for completing each week. It also helped me stay organized, which is key to one's success in graduate school, especially when you are taking a large number of units like I did each term. So, by breaking down my workload into smaller parts, it helped me not lose sight of my larger goal, which

was to finish my MLIS degree in two years, which I accomplished earlier this year.

What was the main distraction that kept you from doing your coursework?

In hindsight, I feel the main distraction that kept me from doing my coursework at times was my packed schedule. Between the different student leadership positions and courses I committed to every semester, it sometimes became hard to juggle and strike a balance between everything. So, it has definitely been a huge learning experience for me as I learn how to better manage my time, as well as personal and professional responsibilities, for my future benefit.

Did you have a study buddy?

Yes! My family's four rescue cats have been incredibly helpful and supportive study buddies throughout my time as an MLIS student. They often enjoy napping close by me while I work, so I have often jokingly referred to them as my research assistants. This is Jack in the middle of a nap.



Continued...

FAREWELL TO OUR 2021 MLIS GRADUATES: ALYSSA KEY (CONTINUED)

If you could create your own dream job, what (and where) would it be?

I feel that my dream job is not necessarily tied to one position or location. Instead, I am looking at jobs that may afford me a great sense of fulfillment, as well as place me in a positive work environment among colleagues who respect and value my contributions, while providing me the opportunity to earn a reliable income.

What do you value most about being part of the SAASC leadership team?

I value the opportunity I've had to connect with fellow students within SJSU's iSchool, as building community and cultivating meaningful relationships have been essential to my time as a MLIS student, especially as we all attend graduate school online.

If you were to design a new LIS competency, what would it be? What pieces of evidence would you use from your time in the MLIS program?

After much reflection, I would create one that focuses on students' health and wellness so they can better combat burnout and other mental health issues both as a student and as an information professional post-graduation. While we are in graduate school to elevate ourselves professionally, we cannot perform at our best if we are not also investing in and taking time for ourselves. So, to demonstrate competency, students may be able to provide pieces of evidence that demonstrate that they are in fact taking the time they need to perform

at their best, which can look different for everyone.

If you could travel back in time to when you first enrolled in the program, what advice would you give yourself?

It would be to prioritize yourself in terms of self-care and personal health and wellness. There have been points during my MLIS journey where I did not put myself first before my work and that, in hindsight, was not the best decision as no one can do their best work if they are not putting forth their best selves. So, I would tell my past self to schedule time for herself in addition to scheduling time for work and everything else as that will be critical to her success in graduate school. It may be easier said than done, but it is true.

How are you going to celebrate?

I hope to celebrate graduation by spending more time with my parents and, when everyone is fully vaccinated, my extended family and friends who I have not seen in over a year. While the last two years have been hard, the last year alone has been the hardest as I have not been able to celebrate my accomplishments leading up to graduation in person with my loved ones who I do not live with. So, I am looking forward to spending more time offline and commemorating this milestone in person once it is safe to do so.

Stay in touch with Alyssa!
LinkedIn: [linkedin.com/in/alyssaakey/](https://www.linkedin.com/in/alyssaakey/)

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FAREWELL TO OUR 2021 MLIS GRADUATES: ALISON QUIRION



ALISON QUIRION
MLIS 2021
SAASC CHAIR
2020/2021

What was the best way you found to motivate yourself?

For me, getting started on an assignment is the hardest part. I would motivate myself by creating mini-milestones and rewarding myself on completion by watching the next or newest episode of whatever series I was watching at the time. Things I would normally do to procrastinate, like checking email or listening to a podcast, were only allowed after completing some school-related task. I used those types of activities to break up the monotony of the assignment. Listening to my favorite songs on Spotify while doing schoolwork also helped!

What was the main distraction that kept you from doing your coursework?

Everything and anything was a distraction if I wasn't in the mood to do coursework. The only distractions that weren't of my own making were my dogs River and Bentley. Occasionally, River would nudge my hands while I was typing until I stopped to pet her, and Bentley would bark in my ear because he wanted to play.



Did you have a study buddy?

Music was my main study buddy, it put me in a good mood and made some of the more tedious assignments easier to get through.

If you could create your own dream job, what (and where) would it be?

My dream job would be working as an art librarian or visual resource curator, in a museum, art, or design school, or the art department of a university. I love fashion and contemporary art, so any environment where I can be surrounded by beautiful things and help the people that create and preserve them is my idea of a dream job!

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FAREWELL TO OUR 2021 MLIS GRADUATES: ALISON QUIRION (CONTINUED)

What do you value most about being part of the SAASC leadership team?

I enjoyed the continuity of working with the same group of people for an entire year. Being in an online program, you don't always get to know your fellow students that well, even during team projects. With SAASC, I got to know everyone on the team and made long-term connections. I also appreciated the knowledge I acquired about archives and archivists. The additional interaction with working professionals, either through conferences or events, enhanced my understanding and appreciation for the work being done. Never having worked in an archive, the opportunity to have these conversations was really valuable and not something I would have sought out on my own.

If you were to design a new LIS competency, what would it be? What pieces of evidence would you use from your time in the MLIS program?

It would be "contribution to the profession." As I search for a job, I'm realizing that experience is prioritized by employers. I think the iSchool should require students to go beyond the theoretical and philosophical environment and demonstrate their ability to translate concepts and theories into action. That could be through an internship, graduate assistant role, publication in a scholarly journal, or presentation at a professional conference. Students already working in the field could use a program, instructional course, or project they implemented, along with

an analysis of the results and reflection on how it could be improved as evidence of this competency. This competency would be valuable to students trying to build out their resume. It would also require the iSchool to create a core class so students wouldn't get caught behind the eight ball as they near program completion.

If you could travel back in time to when you first enrolled in the program, what advice would you give yourself?

I would immediately focus on applying for internships. What I've discovered during my job search is that most employers are looking for people with some real-world experience. The MLIS degree is not enough. If you are a career-changer, you have to start accumulating experience as soon as possible if you want to find a job upon graduation. Transferable skills only get you so far.

How will you celebrate graduation?

By doing the things I've been avoiding for a while like gardening and getting rid of stuff I don't need. My friends and co-workers want to celebrate, and I'm sure it will involve a glass or two of wine, and hopefully something delicious to eat. The real celebration will happen when I find a job. I can't wait to start putting money aside again for travel.

Stay in touch with Alison!

LinkedIn: [linkedin.com/in/alisonquirion/](https://www.linkedin.com/in/alisonquirion/)
Twitter: [@AlisonQuirion](https://twitter.com/AlisonQuirion)
Instagram: [alisonquirion](https://www.instagram.com/alisonquirion)

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FAREWELL TO OUR 2021 MLIS GRADUATES: SABRINA HOLECKO



SABRINA HOLECKO
MLIS 2021
SAASC SECRETARY 2020/2021
SOCIAL MEDIA ASSISTANT 2019/2020

What was the best way you found to motivate yourself?

I set time limits for myself on projects. I work better under a certain level of pressure. For example, on my days off I would spend 7-9 a.m. working on one class. Then I would work out and shower. My workouts were short and mostly used to get out the extra anxiety I would accumulate over the semester. After that, I would spend two hours on another class. Then I would do a stress-relieving activity (usually baking). Rinse and repeat until bed. I used an app called Toggl Track that was helpful for tracking time during my virtual internship last semester.

What was the main distraction that kept you from doing your coursework?

I work as a nanny so the kids were my main distraction. However, this last semester it felt like I found every excuse to put off my coursework.

Did you have a study buddy?

I did! For many lectures and paper-writing nights, my border collie Quinn snuggled up on my feet. When I got a bit overwhelmed, playing with her was a good way to get out nervous energy. My husband was also a good study buddy. He would play CSGO and I would sit in the same room working on homework. This was our “date night” a lot of the time.



If you could create your own dream job, what (and where) would it be?

I have two very different answers to this. The first has to be the library that made me give up law school and find an MLIS program: the Chester Beatty. This museum and library in Dublin, Ireland, was inspiring, and ideally, I would be an archivist there while learning curation as well.

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ARCHEOTA

FAREWELL TO OUR 2021 MLIS GRADUATES: SABRINA HOLECKO (CONTINUED)

My second answer is as an archivist for the Walt Disney Archives in Southern California. Besides these two aspirations, I just want to have a job that challenges me to learn new things for the rest of my life.

What do you value most about being part of the SAASC leadership team?

I think “team” is the operative term. We hit a good groove this semester and worked hard towards making the chapter better. I enjoyed working and talking with my team members. We all pulled our weight and utilized our talents remarkably well. I’m proud of what we did together this semester.

If you were to design a new LIS competency, what would it be? What pieces of evidence would you use from your time in the MLIS program?

Oh, boy! This isn’t a new competency and I’m not sure how it would be phrased, but something more about how to combine all of the competencies into a single day. How an information professional (on a busy day) would incorporate all of them. This ties into my internships and how each day was a little different. Before I had done the internships, I had no experience in these places and I could not imagine what a single day in the life of an archivist looked like just from taking different classes. I think it would be challenging, but interesting, to have the last thing involving the e-port be a short story of how an information professional would insert and use all these competencies into their day.

If you could travel back in time to when you first enrolled in the program, what piece of advice would you give yourself?

There are quite a few suggestions I would make. I would bring the certificates, such as the Digital Assets Certificate, to my attention. I think I would have tried to get myself involved in the SAASC sooner. In addition to the official benefits of being involved with professional groups in the field, I found a lot of fun and informative people. The nature of asynchronous learning is a lack of interaction with other students and the conversations I had at monthly meetings and before events have helped mold how I go about my career. It has anchored me in the archival world far better than I could do on my own.

How are you going to celebrate graduation?

I don’t really know. I am vaccinated, but I don’t have any concrete plans as of now. I’ll probably just have a beer while watching the ceremony and get ice cream after. With sprinkles. Or maybe I’ll invite some family out to breakfast. I’m thrilled to be done and proud of my graduation, but I don’t necessarily need hoopla.

Stay in touch with Sabrina!

LinkedIn: [linkedin.com/in/sabrinaholecko/](https://www.linkedin.com/in/sabrinaholecko/)
Facebook: [Sabrina Holecko](#)
Twitter: [@sabrinas_myth](#)

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FAREWELL TO OUR 2021 MLIS GRADUATES: SAMANTHA HAMILTON



SAMANTHA HAMILTON
MLIS 2021
SAASC VICE-CHAIR 2020/2021

What was the best way you found to motivate yourself?

I've had my heart set on becoming an environmental librarian for some time, so whenever I got in a rut with my schoolwork, I'd just imagine myself in my dream job for a dose of motivation. Once the finish line finally seemed within reach, graduation became a primary motivator for finishing my work. Also, as a first-generation graduate student, my degree means something to my family. Knowing that my parents were emotionally invested in seeing me succeed academically was another driving force. For that reason, I never lost sight of the professional or personal value of the MLIS degree, and was prepared to overcome any obstacle that came my way.

What was the main distraction that kept you from doing your coursework?

The internships I did during my time at the iSchool were not distractions per se but certainly voracious consumers of my time. They pulled me away from my coursework often—especially when they involved time-sensitive projects—and forced me to squeeze papers and discussion posts into a crammed schedule. Most iSchool students are no strangers to juggling work and school commitments and can attest to the fact that that sometimes means staying up until the wee hours of the night!

If you were to design a new LIS competency, what would it be? What pieces of evidence would you use from your time in the MLIS program?

I would have a core competency for sustainability that would require students to understand the importance of sustainability in the information profession as well as demonstrate mastery in identifying and applying sustainable professional practices. With natural disasters likely to increase in frequency and severity due to climate change, the disaster plan I made in INFO 204 would demonstrate my ability to think sustainably. Another piece of evidence would be the [LibGuide](#) I created on Earth Day resources.

If you could create your own dream job, what (and where) would it be?

My dream job entails working as an environmental librarian in the Pacific Northwest, where I can connect scientists with resources that would further their im-

Continued...

ARCHEOTA

FAREWELL TO OUR 2021 MLIS GRADUATES: SAMANTHA HAMILTON (CONTINUED)

portant research. If the Seattle Aquarium or Woodland Park Zoo had a library, you would probably find me working there, but applying my skills at the University of Washington's Miller Library or one of the several National Oceanic and Atmospheric Administration libraries would be a dream come true, too!

Did you have a study buddy?

How could one go through their MLIS adventure without a trusted furry sidekick? Max is a three-year-old Yorkie that can often be found laying at my feet when I'm working on school assignments. Usually, he has enough patience to sleep for a couple hours before he gets a jolt of energy and decides to yank at my socks in vain.



What do you value most about being part of the SAASC leadership team?

Being part of the SAASC leadership team has helped me build meaningful friendships that I will take with me after graduation. In an exclusively online program, it can be easy to feel isolated. Yet, I found

the leadership team to be a great platform for bonding with others who have similar interests and aspirations. Some of the closest friendships I've developed at the iSchool have come from SAASC, and I'm thankful to have met such spectacular individuals through this organization.

If you could travel back in time to when you first enrolled in the program, what advice would you give yourself?

One piece of advice I would share is to knock on EVERY door. Go out of your way to reach out to faculty members, librarians, and other role models, and establish professional relationships with them. Ask for advice, request a recommendation letter, and inquire about open job positions. Don't let your shyness prevent you from forming valuable connections or exploring opportunities like internships, scholarships, and leadership positions. Be bold; put yourself out there!

How will you celebrate graduation?

I'll be marking graduation by attending the iSchool's Virtual Convocation. I'm looking forward to celebrating this occasion with friends who are also graduating this term and listening to faculty members give inspiring speeches!

Stay in touch with Samantha!
Email: samantha.hamilton@jhu.edu

OUR STAFF RECOMMENDATIONS FOR SUMMER READING

With summer around the corner, we encourage you to carve out a niche of time for yourself to relax. Step away from the television and other distractions to open up a book. Whatever your taste, you'll find something to appeal to you in our staff recommendations for great reads. Enjoy!

TIME TO CURL UP WITH A GOOD BOOK!

***Forever, Interrupted* by Taylor Jenkins Reid**

In this bittersweet story of love and loss, Elsie Porter, a 26-year-old librarian, meets charming Ben Ross one New Year's Day while out picking up a pizza for one. Fast forward to four months later and they are married following a whirlwind romance. But, soon after eloping, their marriage is forever changed by a tragedy that finds Elsie meeting her mother-in-law, who doesn't even know of Elsie's existence. Reid's book will remind you there is no one way to find happy endings. Be sure to have some tissues handy!

~Recommended by Alyssa Key, Associate Editor of *Archeota*

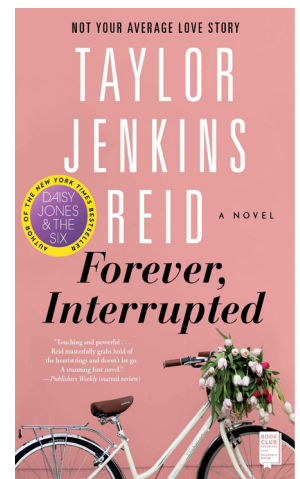


Image courtesy of Amazon.

***Murder in Montparnasse* by Kerry Greenwood**

When members of her inner circle, Bert and Cec, are threatened by murder, Phryne Fisher's investigations lead her through time and space, from her present-day 1920s Melbourne to the Paris of 1918, where her friends were witnesses to murder. Her inquiries awaken memories of her own presence in Montparnasse on that same day. While dealing with the past and the danger of a very present murderer, Phryne must also navigate the unconventional arrangement with her lover and the news of her lover's imminent marriage.

~Recommended by Christine Mahoney, Associate Editor of *Archeota*

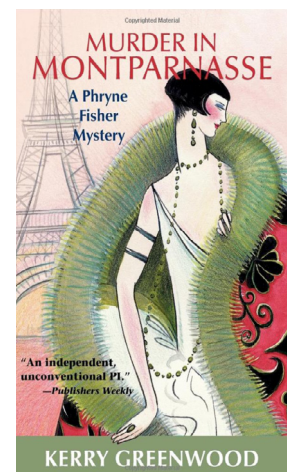


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SUMMER READING RECOMMENDATIONS (CONTINUED)

***The Black Book* by Orhan Pamuk**

Galip, a lawyer in Istanbul, sets off in search of his wife Rüya after she abruptly disappears. Rüya's brother Celâl, a famous journalist, may also be missing. Are they hiding together? Is Rüya's disappearance related to her past political radicalism? Do Celâl's old newspaper columns hold clues to their whereabouts? A cross between noir detective and *One Thousand and One Nights*, Pamuk takes the reader on a journey throughout Istanbul as his characters look for answers but only find more questions in the stories they encounter.

~Recommended by Rachael Sevilla, Membership Director, SAA Student Chapter

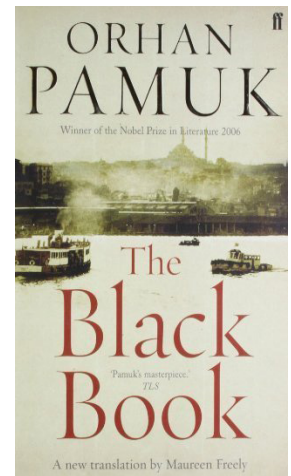


Image courtesy of Amazon.

***A Matter of Facts: The Value of Evidence in an Information Age* by Laura A. Millar**

Millar asserts that to live in a society “that is free, democratic, respectful, and self-aware, people need a recorded memory.” It is archivists, librarians, and the public who together must take responsibility for ensuring that the evidence relied upon by society is authentic, reliable, and trustworthy. In this provocative read, Millar makes a convincing case that safeguarding evidence matters today more than ever in a “post-truth” world of alternative facts and disputed realities.

~Recommended by Diana Haney, Secretary, SAA Student Chapter

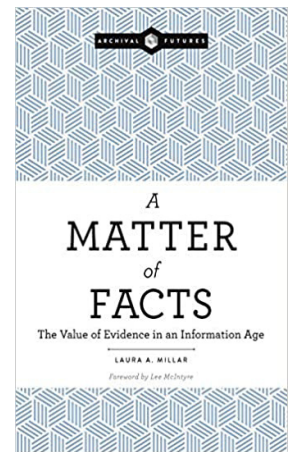


Image courtesy of Amazon.

***The Bell Jar* by Sylvia Plath**

Plath's famous novel takes you into the complicated world of Esther Greenwood, a bright-eyed summer intern for a big-name fashion magazine. Esther should be overjoyed about her latest gig, which has allowed her to move to New York City, rub shoulders with the bigwigs, and inch closer to becoming a writer. However, her initial enthusiasm quickly dissipates as her mental stability unravels. Follow Plath's engrossing account of Esther's downward spiral as the young protagonist attempts to get out from under the glass bell jar.

~Recommended by Samantha Hamilton, Past Vice-Chair, SAA Student Chapter

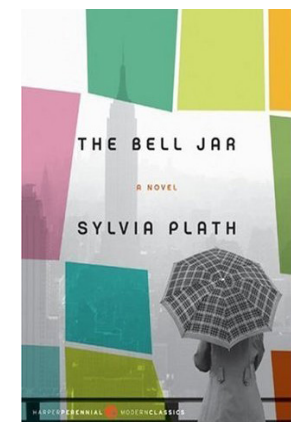


Image courtesy of Goodreads.

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ARCHEOTA

SUMMER READING RECOMMENDATIONS (CONTINUED)

***Mexican Gothic* by Silvia Moreno-Garcia**

In this thrilling and creepy story set in the 1950s, Noemí Taboada, a young and glamorous debutante, finds herself in a dangerously spooky situation. After receiving a frantic letter, Noemí travels to her cousin's home in High Place, a dilapidated and eerie mansion in the Mexican countryside. Soon after she arrives, Noemí begins to notice a lot of strange things and quickly realizes that something is not quite right. Worried about her cousin's health and her own safety, Noemí begins to investigate her cousin's new and inhospitable family only to uncover a dark history of violence and madness.

~Recommended by Barbara Alvarado Gonzalez, Chair, SAA Student Chapter



Image courtesy of Amazon.

***The Ocean at the End of the Lane* by Neil Gaiman**

In this fantasy novel, Gaiman explores trauma through the eyes of an unnamed, middle-aged protagonist as he travels home for a funeral and ruminates over past events and a girl he knew when he was a child. Memories come flooding back while he sits by a pond, the ocean of his childhood. Gaiman has a unique way of bringing the worlds he creates to life. Ocean glances into childhood with magical realism that casts a wistful look at magic hanging in the corner of an often bleak reality.

~Recommended by Sabrina Holecko, Past Secretary, SAA Student Chapter

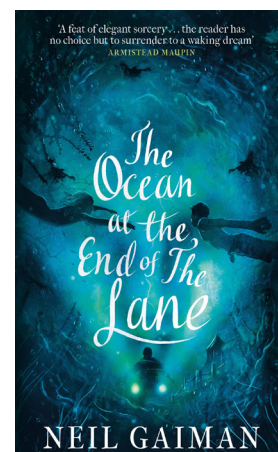


Image courtesy of Amazon.

***Lady Joker* by Kaoru Takamura**

In this literary thriller, Takamura offers profound insights into the complexities of post-war Japan. Five men who occupy the fringes of society plot a criminal campaign against a large corporation. The only connection among the men is their shared pastime of betting on horses at the racetrack. When they kidnap the CEO, the police have little to go by in their investigation. What are the kidnapers after and what will they do next? Their motivation is no less than the desire for revenge on Japanese society for the disparities they suffer.

~Recommended by Kelli Roisman, Managing Editor of *Archeota*

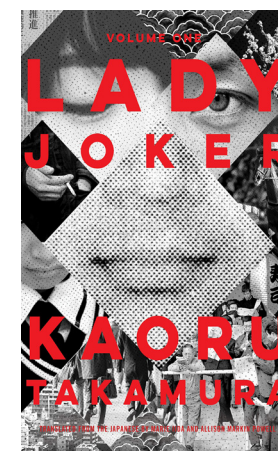


Image courtesy of Amazon.

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ARCHEOTA

SUMMER READING RECOMMENDATIONS (CONTINUED)

***Unsheltered* by Barbara Kingsolver**

Willa Knox thought she had done everything right, then job losses and unexpected tragedy lead to her family moving in with her aging father-in-law. Their old house is falling apart and dissolving into a metaphor for Willa's life. In an attempt to fund repairs, Willa visits the local history archives to determine if the house is a historic landmark. This is a story about resilience and redefining our self-identity after events beyond our control have suddenly and irrevocably changed the course of our lives.

~Recommended by Robin Seefeldt, Webmaster, SAA Student Chapter

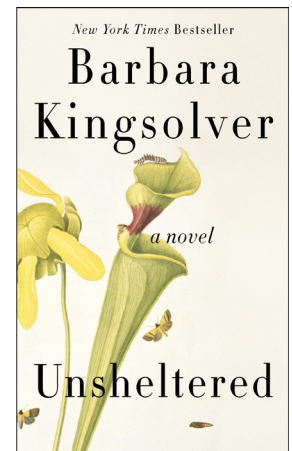


Image courtesy of Amazon.

***The Demon King* by Cinda Williams Chima**

This exciting fantasy read features two characters: Han Alister, a street thief, and Raisa ana' Marianna, a princess heir preparing to become the future queen of the Fells. The crossing of their paths will begin a remarkable journey that will determine the future of the Fells and its place in the Seven Realms. Full of magic, medieval political intrigue, and romance, this first novel in the four-book Seven Realms series has much to offer for fantasy lovers and fans of Games of Thrones alike.

~Recommended by Sreen Suleiman, Blog Editor, SAA Student Chapter

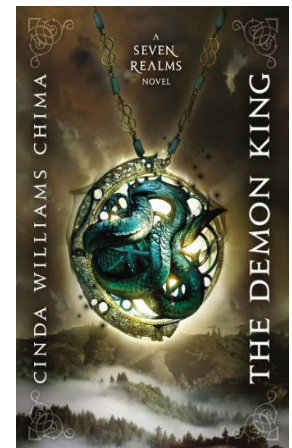


Image courtesy of Amazon.

***East* by Edith Pattou**

Eugenia was superstitious. She vowed to never have a child born to the north, for they would be wild, unruly, and adventurous, and she wanted to keep all her children close to home. That's why she and her husband called their last daughter Ebba Rose, for the eastern direction. However, Rose proves the superstition wrong, especially when a large white bear shows up at the family home asking Rose to come with him in order to help her ailing family. Rose accepts, and goes on a whirlwind adventure to find her purpose and herself.

~Recommended by Heather Reinold, Social Media Coordinator, SAA Student Chapter



Image courtesy of Amazon.

Continued...

ARCHEOTA

SUMMER READING RECOMMENDATIONS (CONTINUED)

A Dirty Job by Christopher Moore

Moore's 2006 graphic novel blurs the line between reality and fantasy. Based in San Francisco, the book chronicles the story of secondhand-store owner Charlie Asher, who has recently become a first-time dad, widow, and now a death merchant. Part of his job as a death merchant (or an everyday grim reaper) is to collect the soul vessels of those who are scheduled to pass onto their next life. It's a dark comedy that makes you think twice about where our souls exist and how we live on in other people. This is an oldie, but a goodie!

~Recommended by Erin Castillo, Social Media Coordinator,
SAA Student Chapter

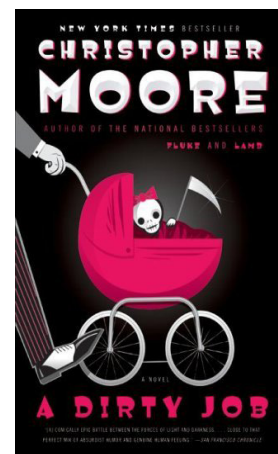


Image courtesy of Amazon.

Black No More by George S. Schuyler

Originally written and published in 1938, Schuyler's satirical Harlem Renaissance novel was recently reissued in anticipation of the musical adaption, originally scheduled to debut in 2020, but delayed due to the pandemic. The novel asks and attempts to answer the question, "What would happen if all black people in America turned white?" Schuyler finds a way to critique and mock America's, more specifically white America's, obsession with race. The book is funny, thought-provoking, and feels as if it could have been written yesterday.

~Recommended by Alison Quirion, Past Chair, SAA Student Chapter

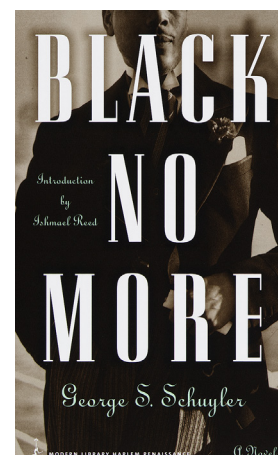


Image courtesy of Penguin Random House.

Information Hunters: When Librarians, Soldiers, and Spies Banded Together in World War II Europe by Kathy Peiss

When cultural historian Kathy Peiss discovered her uncle Reuben Peiss was a librarian at Harvard University during World War II, she set out to learn more about him. What began as a personal quest became an in-depth research project. Peiss has written a great historical account of how librarians and archivists helped save documents, books, newspapers, and manuscripts from various countries while the Nazis were invading Europe. She tells fascinating stories of individuals who risked their lives and helped win the war.

~Recommended by Angela Brooks, Social Media Coordinator,
SAA Student Chapter

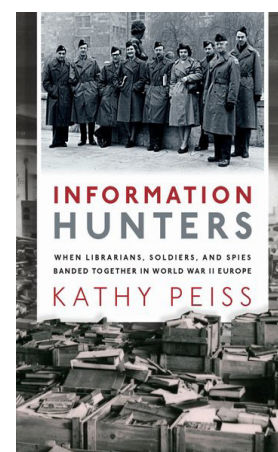


Image courtesy of Amazon.



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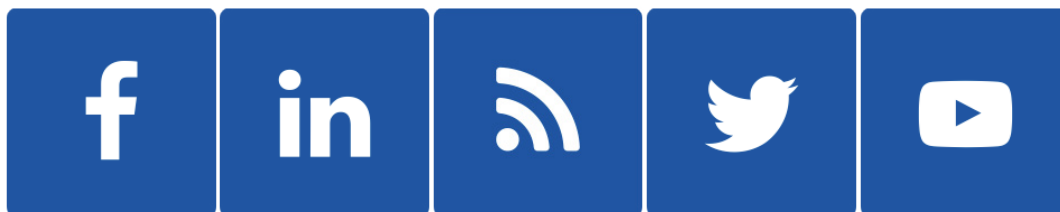
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STUDENT CHAPTER OF THE SOCIETY OF AMERICAN ARCHIVISTS

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EVENTS HOSTED BY SAASC IN FALL 2020 & SPRING 2021

MISSED AN EVENT? VIEW THE RECORDING ON OUR YOUTUBE CHANNEL

[Levis: Original People. Original Jeans. Original Archive.](#)

With guest Tracey Panek, Levi Strauss & Co.'s Historian

[Hoppily Ever After: Creating an Archive from Scratch](#)

With guest Tiah Edmunson-Morton from the Oregon State University Hops and Brewing Archives

[The Mujeres Latinas Project: Representation in Archival Repositories](#)

With Janet Weaver, Assistant Curator, Iowa Women's Archives, University of Iowa Libraries

[Virtual Cafecito](#) with Barbara Miller, Chicano and Chicana Resource Center Librarian at Cal State Fullerton

[Intersectionality in the Archives: Making Black, Queer Voices Accessible](#)

With Bridgett Pride, Reference Librarian at the Schomburg Center

[A4BLiP: An Archival Response to the Black Lives Matter Movement](#)

With A4BLiP archivists Beaudry Allen and Faith Charlton

[A Reel Look: The Collections of the UCLA Film & Television Archive](#)

With archivists Mark Quigley and Todd Wiener

[Celebrating Earth Day with the Sierra Club's Colby Library](#)

With archivist Joanna Black

[ACA Certification Exam for Future Archivists](#)

With ACA regent Joshua Kitchens