Electric Rhetoric

Communication Perspectives on Digital Dissemination of Scholarly Research

A report prepared by scholars from the University of Pittsburgh's Department of Communication for Provost James Maher

Edited by Gordon R. Mitchell, with contributions from Candi Carter-Olson, Carolyn Commer, Brita Dooghan, Matt Gayetsky, Allison Hahn, Lydia Hillary, David Landes, Alexandra Seitz, and Joseph Sery
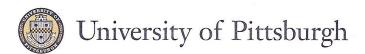
Electric Rhetoric:

Communication Perspectives on Digital Dissemination of Scholarly Research

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Prefatory Letter

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May 22, 2010

Provost James Maher
Cathedral of Learning
University of Pittsburgh
Pittsburgh, PA, 15260

Dear Provost Maher:

At your request, I am pleased to share this report from the Department of Communication regarding the University's ongoing study and interim action regarding strategies for digital dissemination of scholarly research. The report's methodology was pedagogical, with results generated from a Fall 2009 doctoral seminar in public argument (the syllabus is appended and more background information on the course is contained in a Department of Communication website news feature included as front matter to the report on page 4).

Our *University Times* "Senate Matters" column (published on February 2, 2010 and reprinted on page 2) functions as an executive summary for the report, with key findings organized to relate directly with the four recommendations advanced in the 2009 University Senate Library Committee's report on this matter.

I certainly hope you find our students' work useful, and look forward to the possibility of future correspondence regarding this important and exciting challenge for our intellectual community.

Sincerely,

Gordon R. Mitchell
Associate Professor and Director of Graduate Studies
Director, William Pitt Debating Union
Department of Communication

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SENATE MATTERS

UNIVERSITY SENATE MATTERS/Gordon R. Mitchell

Disseminating research

Release of the University Senate library committee's report on last spring's plenary session, "Scholarly Publishing Today and Tomorrow," refocuses attention on what keynote speaker David Shulenberger called a "crisis in the distribution of research." Disintegration of the financial models for publishing and distributing academic research, systematic erosion of authors' intellectual property rights and sheer information overload all are factors that Shulenberger said combine to create an "obligation" for universities to revisit their approaches to dissemination of scholarly research.

The University Library System's D-scholarship repository, an open access digital archive of Pitt scholarship (at http://d-scholarship.pitt.edu), is one response to the crisis; the library committee's follow-up report outlines other recommendations. To gain perspective on these issues, our study group, composed of students enrolled in a Department of Communication graduate seminar last term, analyzed open-access policies, reviewed landmark articles central to the history of open-access and its broader implications, and consulted with key figures in the field via Skype.

In addition, our group gained practical experience with Pitt's D-scholarship repository by attempting to complete 20 original submissions to the archive. In the process, we learned about issues involving the acquisition of author, journal and copyright holder permissions; the formatting and preparation of documents for submission; the preparation of video and audio media; the categorization of different types of documents on the D-scholarship web site, and the increase in visibility as a result of submission to D-scholarship. A full report on our team's research will be released later in the term; this column highlights findings that are particularly relevant to the Senate library committee's recent report.

Recommendation #1: Task force. We endorse the library committee's call for the formation of a task force to "continue the conversation" on this issue. However, we feel that any such body should include students. As stakeholders with vested interests in the design of open-access repositories, students (particularly graduate students) should have a say in the creation and implementation of policies that they eventually will inherit.

Recommendation #2: Opt-out model. Noting that currently participation in the D-scholarship repository is voluntary, the library committee recommends "that the University open a discussion about moving toward a model of expected participation for faculty with an opt-out clause." The current trickle

of contributions to the D-scholarship repository (only 26 since its digital doors opened last fall), and the myriad difficulties we have encountered in attempting to submit material through an "opt-in" system, convince us that the impetus behind this recommendation is sound. However, we are leery of institutional pressure to "expect" participation in D-scholarship without providing requisite resources. Tasks such as standardizing permissions forms and preparing/formatting documents for submission require staff to effectively administer the program. We encountered many hurdles in our own submissions to D-scholarship. Because maintaining staff is costly, funding is paramount in considering any move toward "expected" open-access participation.

The most effective "opt-out" digital repositories — at Harvard and MIT — were established through unified faculty action to establish a blanket, nonexclusive license reserving rights to post any Harvard or MIT faculty publication to the relevant institution's open-access repository. A similar agreement at Pitt would make individual faculty negotiations with publishers unnecessary. When the process is easier and less administratively burdensome, it promotes compliance with mandatory open-access submission policies and reduces administrative costs. Discussion of University licensing therefore should accompany or even precede discussions about mandating or even "expecting" D-scholarship participation.

Recommendations #3 and #4: Education. Regarding the library committee's call for University-wide education about authors' rights and the implications of open-access for tenure and promotion, we think that it also would be necessary to educate scholars about the possible benefits and drawbacks of participating in open-access initiatives. Faculty and graduate students must be made aware of what is at stake by signing publishing agreements that allow participation in open access. For instance, open access could have a negative effect on journals that rely on subscriptions from end-users (and intermediary institutions representing end-users such as libraries). Free access to materials that otherwise would have to be paid for through subscription and reprint fees detracts directly from the revenue of such journals, which are common in the humanities and social sciences. However, there are potential remedies for this: Pitt could join the Compact for Open-Access Publishing Equity, a consortium of universities committed to reshaping the business model of scholarly publishing in ways that maximize academic rigor and open access.

We encourage others to join the conversation as Faculty Assembly and Senate Council move toward possible consideration of specific resolutions growing out of the library committee report.

Gordon Mitchell is associate professor, director of graduate studies and director of the William Pitt Debating Union in the communication department. Study group members included Lydia Hillary (lead student author), Candi Carter-Olson, Brita Dooghan, Matthew Gayetsky, George Gittinger, Allison Hahn, David Landes, Alexandra Seitz and Joseph Serv, all of Pitt, and Carolyn Commer, Carnegie Mellon.

Filed under: Also, Senate Matters, Volume 42 Issue 11

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Student Study Group Weighs in on University's Digital Scholarship Initiatives

The University Library System's D-Scholarship repository is a new, open access electronic archive showcasing Pitt scholarship to the wider world. When it opened its digital doors in fall 2009, Communication graduate students were some of the first scholars to submit content. As a result of these efforts, Candi Carter-Olson's oral history interviews of G-20 protestors are now archived at the repository, which is indexed through Pitt Cat, Google, and other search engines.

Other Communication scholarship has been archived as well, including Allison Hahn's speeches for a 2003 public debate on abstinence-only education, and Meredith Guthrie's article on menstruation, originally published in the online feminist journal "MP."

This wave of submissions stemmed from Gordon Mitchell's graduate seminar on Rhetorical Production held during the fall 2009 term. In that course, students pursued a multi-faceted analysis of open access policies, with reading assignments covering landmark articles central to the history of open access and its broader implications, and live Skype interactions with key figures in the field such as Harvard's Director of Scholarly Communications Stuart Schieber (see photo) and Georgetown law professor Rebecca Tushnet.

In addition, each student gained practical experience with Pitt's D-Scholarship repository by attempting to complete two original submissions (many by proxy on behalf of others) to the repository. In the process of submitting artifacts to the D-Scholarship repository, students learned about issues involving the acquisition of author, journal, and copyright holder permissions; the formatting and preparation of documents for submission; the preparation of video and audio media; the categorization of different types of documents on the D-Scholarship website; the increase in visibility as a result of submission to D-Scholarship; and many others.

Each successful submission was accompanied by approximately four failed attempts, and the students have documented and reflected on these attempts in final papers that will be bundled into a full report of the team's research that will be released later in the Spring 2010 academic term. In the interim, a February 4, 2010 column in The University Times highlights select findings that are particularly relevant to the Senate Library Committee's ongoing deliberations about challenges relating to the digital dissemination of scholarship at the University.

Chapter One: Using D-Scholarship to Boost Dissemination of a Low-Circulation Article

Candi Carter-Olson

> *Artifact Nominated for D-Scholarship Submission*
>
> Meredith Guthrie, "The Process of Becoming a Woman's Body: Menstruation and the Containment of Femininity," *MP: An Online Feminist Journal*, 1:5 (Jan. 3, 2007), http://www.academinist.org-/mp/mp_archive/archive_01_07/amp074.htm.
>
> Keywords: Menstruation, feminine hygiene, menarche, menses, period, puberty, filth, gender performance, the gendered body, femininity, consumer culture, girls' magazines, body guides, adolescence, youth culture, cultural taboos, rites of passage, feminine hygiene advertising, Tampax tampons, Always pads, open access journals.
>
> Status: Successfully deposited on December 15, 2009 at http://d-scholarship.pitt.edu/2771/

Dr. Meredith Guthrie, lecturer in the Department of Communication, submitted this article several years ago to a new online feminist journal that was apparently peer reviewed. However, after she submitted the article, it was simply sent into publication. She never heard back from the peer reviewers. She thinks this is one of her more important pieces of work, but she doesn't think it's getting enough circulation. When we did a Google search for her name, this article didn't show up anywhere. We ran it through Google scholar and got the same results. In an independent search, I ran several keywords from this article, including menstruation and feminine hygiene, through the same searches and the article still didn't come up. The searches failed even when I added in Dr. Guthrie's name with the keywords. I also tried the same search on EBSCO, which is one of the databases that the journal says it uses as a depository; and I still found nothing. Dr. Guthrie had hoped that posting it on D-Scholarship would accomplish a few goals. First, she would like the article and its subject to receive more attention in the fields of communication, youth culture, media studies, and girl studies. Second, to do this, she needs to

get it circulated more widely. Finally, she would like to receive more feedback on the text itself.

D-Scholarship needs a critical mass of information to make it useful both to the university community and to researchers outside the community. While adding any of our artifacts helps to build that critical mass, we want to also show that our university is an intellectual powerhouse. This article showcases the versatility of Pitt's faculty, and at least one of the ways that our work can benefit the off-campus community.

This article also displays the range of scholarship done in our department. Many forget that the Pitt Communication department has several elements to it, including rhetoric, public address, rhetoric of science, and media studies. To do their work, our scholars draw on theory from English, Women's Studies, Cultural Studies, Philosophy, Philosophy of Science, and many other departments. Even professors who are not in our department have a major influence on our thinking and our work. However, our department tends to portray itself as a rhetoric and public address department, even within our own student body. For this article, Dr. Guthrie pulled from communication studies, women's studies, youth culture, and primary media sources to construct her argument. Not only does this article show the diversity of our research, it shows the interdisciplinarity of our work. It also shows that while we're capable of speaking within an academic context, as has been displayed by all of our submissions thus far, we also have a keen interest in how academia can speak to "real world" experiences and issues. This article directly addresses a challenge facing parents of adolescent girls. This article could also be useful to teachers in middle and high schools teaching health or addressing media effects with their students.

When she published this article, Dr. Guthrie was never given a copyright contract. As far as she knows, she owns full copyright to this work. The *MP* copyright statement, as posted on its web site, would seem to confirm this. It says:

In order to assure the widest possible audience for the work published in MP, that work is added, by contractual agreement, to one or more EBSCO Publishing databases. The users of those databases have access and limited copying privileges with respect to work appearing in MP. Your submission indicates that this arrangement is acceptable to you and that upon acceptance you agree to license your work to MP Journal and to its sub-licensor, EBSCO Publishing. You further confirm that the work has not been published prior to its appearance in MP. In addition, you confirm it is original work that abides by all copyright rules and regulations. You understand that, upon publication, all rights to this work will revert to you, the author. However, you also understand that MP reserves the right to publish this work (in part or in its entirety) in electronic form on its website and/or on electronic information databases published by others.[1]

The last line, however, made me a little nervous that the *MP* had reserved all electronic rights to articles published on their Web site. To confirm that I could post this on D-Scholarship, I wrote to the editor, who affirmed that we could post the article as long as Dr. Guthrie agreed. Dr. Guthrie has given her permission. Even though Dr. Guthrie gave her permission orally to me, I had overlooked that I needed to have her submit a proxy agreement to allow me to post this article on D-Scholarship. This was my mistake, and it added to the extended delay in getting this work online.

I have informed Lynda Hinkle, editor of *MP,* that I will follow up with her soon to see if the link from D-Scholarship increased traffic to her site. Making contacts with journal editors like

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[1] "Be An Author." *MP: An Online Feminist Journal*, 10 (Oct. 2009), http://www.academinist.org/mp/-author.html.

Hinkle will give open-access databases another way to assess the impact of their work. Posting this article also allowed to see if the keywords on D-Scholarship really raise an article's visibility and readership. While I can say that the keywords seemed to have no impact on the article's visibility, I can say that just posting the article and getting Dr. Guthrie's name into the author section boosted its circulation. Finally, I had entered Dr. Guthrie's e-mail so that she could receive feedback, making this an interactive rather than static forum.

I had submitted this artifact to test whether or not the D-Scholarship database actually boosted an article's circulation on the Internet even if the article had previously been posted on an open-access journal, like this article. When Dr. Guthrie and I first did a Google search for this article, we could not get it to come up in the search results. I redid this search on both Google and Google Scholar on Dec. 13, 2009 with the same outcome. However, this article was posted on D-Scholarship on Dec. 15, 2009. Ironically, while the article now shows up on Google, it's not the D-Scholarship link that shows up. Instead, the actual article from the online journal is moved much higher in the search results. If I Googled just "Meredith Guthrie," the article popped up as the last result on the second page. If I Googled "Meredith Guthrie" and "menstruation," the article turned up as the very first result. However, I couldn't find the D-Scholarship link. This could be because the D-Scholarship link is relatively new and does not have enough clicks to move it up in the search results, but just posting it to D-Scholarship produced enough inter-connectivity (extra clicks to check the article and the link, an actual link—which could be considered a cite—to the article) that the article made a huge jump up the results list. However, if I copy and paste the first four keywords entered on D-Scholarship and leave Dr. Guthrie's name off the search, again, the article does not show up. Therefore, until D-Scholarship receives more traffic, this article can only be found if someone is looking for Dr. Guthrie's work.

This artifact submission project yielded several lessons regarding the D-Scholarship project. Because we could provide links to other relevant Web sites, I had planned to post a link to the journal's web site. This will allow us to test whether repositories like D-Scholarship really do boost the visibility of and revenue for academic journals, as was argued by Heather Dalterio Joseph in her statement to the United States House of Representative's Subcommittee on Courts, the Internet, and Intellectual Property Committee on the Judiciary.[2] Boosting visibility of articles should bring more citations. For an academic like Dr. Guthrie, being cited is a mark of influence and impact. These two key how ideas— how does an academic influence and how large is his or her impact on his or her field—could be some of the ways that academic work is judged in the future. Online databases like D-Scholarship provide a unique opportunity to track influence and impact through citation counters. These counts could be one way for academics to judge suitability for tenure and promotion in the future.

The first time I tried to post this article in early November, it was returned to me asking for a proxy agreement from Dr. Guthrie, a detail that I had admittedly overlooked by accident because Dr. Guthrie and I had several conversations on this project, and I knew she was enthusiastic about having this article posted to D-Scholarship. My submittal was also returned for a few technical details, such as an ISSN number that was not readily visible for me, a person not trained in library science. I did not manage to resubmit this work until December 1, 2009 because of time constraints in my own life. As of Dec. 13, 2009, I still had not heard anything from the D-Scholarship repository about this artifact's

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[2] Heather Dalterio-Joseph, "Heather Dalterio Joseph on behalf of the Scholarly Publishing and Academic Resources Coalition (SPARC) Alliance for Taxpayer Access Association of Research Libraries," Hearing regarding H.R 6845, the Fair Copyright in Research Works Act, Subcommittee on Courts, the Internet, and Intellectual Property Committee on the Judiciary. Washington D.C., 11 Sep. 2008.

acceptability. I sent an e-mail to the repository directors on Dec. 14 asking about funding for the project and how many people work for the repository. In the kind and quick reply that was sent, Timothy Deliyannides noted that the D-Scholarship staff had not received the proxy agreement that I had turned in two weeks previous. I had Dr. Guthrie re-sign the agreement, dropped it off in person, and the article was posted almost immediately.

Having an opt-out database would eliminate this unnecessary layer of paperwork. The paperwork helps the D-Scholarship staff to maintain the legality of this database, so it's understandable that they need these forms. However, if the university faculty were to agree to an opt-out system, this step would only be necessary for artifacts posted after the Pitt-affiliated author has departed the university. This would ease the process for everyone.

Mr. Deliyannides' e-mail response also highlighted a few issues with the submission process. First, in response to queries about how the project is funded and staffed, he noted that D-Scholarship was staffed by several people who give a *portion* of their time to the database and it was funded as part of the library's overall operating budget. If the library were to switch to an opt-out database, the database would require a fulltime person/people and a budget line of its own. This is because those people who would be submitting would need on-going training on how to negotiate and present copyright agreements, how to acquire all of the details necessary for the database, and how to properly fill out the forms so that the submissions go through on the first try without repeated conversations back and forth between the submitter and the seemingly anonymous administrator. Also, requiring details, such as ISSN numbers, without training people on how to find them for odd sources, such as online journals, is frustrating to those who do not have technical expertise in these areas. The library committee has recommended that the faculty receive training on how to use D-Scholarship. This cannot be one-time training, though, because there are new forms of scholarship and

publications arising all the time, and each source will bring new questions and challenges for the database.

Next, Mr. Deliyannides noted that submitters do not receive e-mail confirmation of their submission to the database, nor do they receive notification when the artifact is actually posted to D-Scholarship. While the database does give submitters confirmation e-mail at the end of the process, I believe that sending a quick automated confirmation e-mail for both the submission and the posting will eliminate confusion. I checked several times over the last few weeks to check if my artifacts had been reviewed or posted. Mr. Deliyannides wrote that the administrators try to review all submissions in five days. This would have been useful knowledge so that I would be able to ascertain that there was a problem with my submission earlier. Because I was uncertain that the administrators had even received my submission or if they were just overwhelmed with end-of-term work and didn't have time to process my work, I waited too long to write to the administrators, and I lost an opportunity to truly assess how D-Scholarship effects an artifact's online circulation and accessibility.

I was pleased to see that in at least one way the D-Scholarship database really does boost the visibility of an author's work. Because it's a limited form of circulation, however, I'm uncertain whether this will actually boost citation of and readership for Dr. Guthrie's article. Tracking these results over a time period of six months to a year would be an important number for anyone trying to assess the databases effect on information accessibility.

Chapter Two: Securing Digital Deposit Permission for a University Press Book

Matt Gayetsky

> *Artifact Nominated for D-Scholarship Submission*
>
> Theodore Otto Windt, Jr., *Presidents and Protesters: Political Rhetoric in the 1960s* (Tuscaloosa: University of Alabama Press, 1990).
>
> Keywords: 1960s, administrative rhetoric, argument, civil rights movement, crisis rhetoric, cynicism, cynics, feminist movement, ideology, intellectual history, John F. Kennedy, Lyndon B. Johnson, political movements, political rhetoric, presidential rhetoric, procedural politics, protest rhetoric, Richard Nixon, symbolic acts, Theodore Windt, Ted Windt, Vietnam War.
>
> Status: Publisher permission secured; author permission pending.

"It's one of the big questions posed by the OA movement -- information might want to be free, but there are still costs associated with its creation and upkeep. How are those costs shifting, and what might it portend for non-profit scholarly publishers?"

– Claire Lewis Evans, University of Alabama Press

It is undoubtedly the case that the shift to open-access publishing will affect the economy of publishing. The traditional model involves a handful of extremely powerful publishing houses (e.g. Springer) selling their products en mass to university libraries at exponentially increasing costs. However, a whole-hearted shift away from this model to open-access publication would likely cause a large number of academic presses to go out of business. As Evans states above, we might want the information to be free, but this ignores the costs associated with publishing. Some associated costs include upkeep of the archives and repositories, peer-review logistics, physical production of materials, and distribution of finished products. Each of these services requires resources, and for the small, non-profit publishers, it is necessary to find an economic model that is able to navigate this economic transition.

This chapter recommends that the best model for Universities and Academic Presses would be to join the Compact for Open-access Publishing Equity (COPE). This model allows a transition from the current system where the university pays a publisher for access to materials for the faculty and students of the university. In contrast, signatories of COPE would pledge to pay open-access publishers not for the *access* to the

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materials, but instead for the *publishing services* that are the lifeblood of scholarly publications. Instead of fearing the transition to open-access publishing, non-profit university presses ought to embrace such a transition because such a shift would depress the rate of inflation in the cost of access to journal articles, allowing more money to be available for university spending in other areas. My work toward submission of Ted Windt's book, *Presidents and Protesters,* to the D-Scholarship repository, provides a point of departure to reflect on these larger issues.

Windt's book is an important one for our field, as it won the ECA's Everett Lee Hunt Scholarship Award by providing a detailed and lucid intellectual history of the politically charged rhetoric of the 1960s. This work surveys the presidential rhetoric of John F. Kennedy, Lyndon B. Johnson, and Richard Nixon through the trials and tribulations throughout the Vietnam War as well as the rhetorical development of the protesters from an ethos of deliberation to ideology and finally cynicism. This book also provides some detail about specific protest rhetorics, such as the civil rights movement, feminist movement, and antiwar movement. By examining each of these rhetorical moves, Windt is able to provide a rich and compelling account of the historical development of rhetoric during this decade.

There are currently only two books on D-Scholarship; one is an unpublished manuscript, and the other is published by the University of Chicago Press, but is under a Creative Commons License. It seems that Windt's book would be the first in D-Scholarship that a publisher allows to be uploaded without preexisting arrangements being made. While this might be an interesting first for the system, the inclusion of this artifact also highlights how the D-Scholarship system is different than other repositories, like DASH. Whereas the DASH system only governs new scholarship, D-Scholarship encourages the inclusion of artifacts that predate the system. And, in the case of an artifact like Windt's book, this allows for easy access to a text that can be understood as a 'classic' in our field.

Along these lines, a quick look at the current makeup of the uploaded works on D-Scholarship make the system appear to be a repository for theses, dissertations, and little else. By including a book by Windt, it associates a major name and an all-star in the field with D-Scholarship. The inclusion of this work also reinforces the 'Pitt brand.' While teaching here, Windt's lectures on presidential rhetoric were regarded as some of the best at the university. The inclusion of a book, which having won the Everett Lee Hunt Award is regarded as the best in the field only seems fitting.

While each artifact submitted has sought to probe the boundaries of the D-Scholarship system in various different ways, one thing that has been lacking is a direct engagement with academic publishers. Even when attempts are made to begin such a discussion, the typical response is a detour through the Kafkaesque bureaucracy of Rightslink. However, in this instance I was able to have direct interactions with copyright representative of the University of Alabama Press, Claire Lewis Evans. What is unique about this artifact is that it is still in print, and The University of Alabama Press could still sell this book and make money off of it. Originally, I thought that it would be interesting to see what arguments they would make against allowing this book to become open-access. However, through correspondence, I learned that UA Press was very supportive of the initiative and granted permissions for this book to be included in D-Scholarship.

What is interesting about this exchange is that as a non-profit university press, Ms. Evans was less concerned about the legalese about access and copyright, and more concerned about the economic model backing the initiative. As my correspondence with Ms. Evans attests, the Press's primary concern for the inclusion of Windt's book was to ensure a high standard of quality for the book scan and the technical details of how and who was going to perform the physical reproduction of the book. The typical representation of publishing houses is one where the drive for profit trumps other concerns, yet

what the UA Press case shows is that Alabama, like Pitt, is attempting to see what the open-access movement means for their future. In my conversation with her, I recommended that a possible avenue for the University of Alabama would be to become a signatory of COPE. The economic system established by COPE shifts who is paying for what. Instead of the university paying publishers for access to a product, the university pays an open-access publisher for the services associated with publication. This model is a sustainable one, because when the information is openly available, the corresponding inflationary concerns no longer make sense. Peer-review, for example, does not mystically become more expensive in a world where the shift to open-access occurs, and since the review process or publishing costs are not commodities in-themselves, the exponential rate of inflation that we currently see ought not to be a concern.

A second interesting question regarding this text concerns accessibility and circulation. Many of the artifacts discussed for submission are unpublished, or published in minor journals that have little online presence. This is not the case with Windt's book. He is very well known and highly regarded, his book was published by a reputable academic press, our library has two copies of his book, and it is also available on net-library. With such a bountiful supply of possible access points, it should be easily available and well read. According to Google Scholar's citation index, this book has only been cited 29 times, although the majority of these are footnotes to "See also Windt, *Presidents and Protesters: Political Rhetoric in the 1960s*". Also, the copies of this book at our library have not been checked out since 2004. For some reason, despite being accessible, this text is not circulating as widely as it otherwise should. To this end, it should be possible to see whether or not there is a meaningful amplification of the text that D-Scholarship makes possible, even though alternatives like net-library currently exist.

Chapter Three: Placing an Article Published by a Pitt-Housed Journal in D-Scholarship

Allison Hahn

The following case study addresses the uploading of articles from Pitt owned journals onto D-Scholarship. My own attempt to upload a 2009 article from the *Journal of International Studies* in Education illustrates the hesitancy of in-house journal editors to upload articles, poor copyright education, confusing categories, and the need for a mandate that all University of Pittsburgh owned journals and centers upload their publications to D-Scholarship.

The University of Pittsburgh hosts several in-house journals, including the *Journal of Law and Commerce* and the *Journal of Law and Policy* at the School of Law, *Variaciones Borges* in the Department of Philosophy, the *Pittsburgh Journal of Environmental & Public Health Law* in the Graduate School of Public Health*,* and *the Pittsburgh Undergraduate Review* in the Honors College*.* Further, prestigious centers at the University of Pittsburgh, such as the Matthew B.

Ridgway Center, The European Union Center of Excellence, and the Center for Rural Health Practice, regularly produce research, reports, and monographs which are critical to both the University's prestige and furthering scholarship in their respective areas.

At present it is difficult to obtain a complete list of publications from Pitt. Finding actual copies of those texts is even more difficult. Attempts to make complete PDF files of these texts available on the Internet have occurred at some of these journals and centers. Yet, there has been no coordinated attempt to catalog such entries, rendering the PDFs difficult to find, incorrectly archived, and unsearchable via academic search engines. This problem illuminates the need for an archive such as D-Scholarship. However, my attempt to post an article from the journal *International Studies in Education* (ISE) indicates that simply making the archive available will not

encourage deposits. In fact, deposits will not occur until faculty misconceptions are addressed and a copyright education program is created.

Dr. Jacob, editor of the *Journal of International Studies in Education,* did not initially embrace the concept of allowing deposits from his journal to D-Scholarship. Specifically, he expressed concern about copyright issues and expanded his arguments to include all academic journals and the middleman corporations who advertise journals to libraries. He indicated that none of the journals he used would agree to postings on D-Scholarship and expressed surprise that Harvard had arranged a mandatory depositing initiative via DASH.

During our discussion I confirmed that ISE is exclusively an electronic publication, does not sell print copies or electronic downloads, and gains no profit from advertisement. As such, ISE would not face a financial loss or contractual violation from uploading the journal to D-Scholarship. Yet, Dr. Jacob remained opposed to D-Scholarship and offered that I might post a link to the article on D-Scholarship. Such concessions threaten to render D-Scholarship to the status of a list of links, forcing researchers to take extra steps to find the article, and preventing the text of the article to be searched.

Dr. Jacob appeared unconcerned that articles on ISE are difficult to find or use. However, the article addressed in this case study is the only English language text regarding modern Mongolian academic debate. It is important that unique scholarship coming out of the University of Pittsburgh become accessible to the global academic community, not only those who have the time and skills to dig through small journals housed on difficult to find web pages.

Beyond access, this case study indicates a strong need for improved copyright education at the University of Pittsburgh. My understanding is that journals require a signed copyright agreement from authors, or that the copyright remains with the author. Although I do not remember signing a copyright agreement with the ISE, they have asserted that the ISE holds the copyright to my article. This issue will not have a large impact on my professional career; it is a small article, and does not radically affect me regardless of who owns the copyright. However, the University of Pittsburgh is setting a poor precedent by encouraging graduate students to publish, while not providing copyright education or following best practices.

At the end of my discussion with Dr. Jacob I was an exemption to the unwritten policy of the journal of not permitting full text posting of journal articles. However, I have not yet uploaded my article because the exemption was conditioned on the creation of a new PDF prepared by the ISE staff that will include a statement of copyright.

This entire process took two months from initially writing to the Journal to finally having a meeting with Dr. Jacob. And, if the time for the creation of a new PDF is included into the time frame, it will take four months. This is hardly an efficient, speedy, or pleasant process.

Although the Library Committee has expressed hesitancy to mandate that all faculty publications be posted to D-Scholarship, it seems reasonable that they mandate all publications from University of Pittsburgh owned journals and centers be uploaded to D-Scholarship. Such a mandate would quickly streamline the posting process that my experience indicates will not occur voluntarily.

Chapter Four: Rightslink — Barrier to the Open Access Movement

Carolyn Commer & Alexandra Seitz

Artifacts Nominated for D-Scholarship Submission

James Allen, "Aristotle on the Disciplines of Argument: Rhetoric, Dialectic, Analytics," *Rhetorica* 25 (2007): 87-108.

Keywords: Aristotle, argument, argumentation, argument theory, rhetoric, dialectic, analytic, philosophy, enthymeme, syllogism, categorical syllogism, syllogistic logic, syllogistic argument, Topics, Prior Analytics, Sophistical Refutations, Gorgias, Zeno, James Allen.

Henry Howe and John Lyne, "Gene Talk in Sociobiology," *Social Epistemology: A Journal of Knowledge, Culture and Policy* 6 (1992): 109-163.

Keywords: Henry Howe, John Lyne, rhetoric of science, genetics, sociobiology, social epistemology, gene talk, Steve Fuller, James Collier, E.O. Wilson, Richard Dawkins

Status: Both artifacts blocked by failure to gain permission from Rightslink.

One of the greatest barriers to open access for scholarly work has been the introduction of Rightslink, an online rights and permissions service used by most major publishers, including Oxford University Press, Springer, Nature Publishing Group, The University of Chicago Press, Blackwell Publishing, the American Medical Association, BMJ Publishing Group, Palgrave MacMillan, Taylor & Francis, Elsevier, The New York Times, The University of California Press, etc.

Rightslink is a barrier to open access for scholarly work because its service allows publishers to automate copyright permissions services so that customers can have access to articles—but for a fee. No doubt publishers that are using Rightslink have increased their rights and permissions revenues while saving on handling and transaction costs, but is this really serving the public's interest? While publishers claim that the service makes the rights and permissions process faster and easier for

customers, we should recognize that this is only partially true. The automated set-up of the online service is quite difficult to navigate if you are trying to do something other than simply reorder prints of an article—like obtain copyright permission to republish an article on D-Scholarship.

The Allen Artifact

This section details the first author's attempt to gain copyright permission from the University of California Press for an article written by James Allen, a distinguished scholar here at Pitt. In order to seek copyright permission (I was never successful) I had to jump through many hoops at Rightslink until I eventually contacted UC Press directly (they never responded). The trouble I encountered with Rightslink shows that this service provides major obstacles for securing copyright permission in the D-Scholarship submission process—yet another important reason why Pitt scholars need to understand the serious consequences of the copyright agreements they sign with publishers.

This artifact is a scholarly journal article that examines the early stages of Aristotle's theory of argumentation. In the article, James Allen shows that prior to the conception of analytic, or syllogistic logic, Aristotle's realm of argument was composed solely of rhetoric and dialectic. Allen discusses how Aristotle understood rhetoric and dialectic as general arts of argumentation that lacked particular subject matter; they could therefore, in practice, be applied to any subject. Allen also explains that "as counterparts" rhetoric and dialectic were not autonomous for Aristotle, but interdependent, with rhetoric drawing on conclusions or starting points gleaned from dialectic. When Aristotle developed analytic or syllogistic logic and called it the master form of argument, he did not abolish rhetoric or dialectic, but made them deferential to analytic or syllogistic formalism. We should understand Aristotle's early approach to argumentation, concludes Allen, as one that is more concerned with argumentation in practice (dialectic and rhetoric), rather than concerned with the form of argumentation itself (analytic).

Allen's article adds usefulness to the Communication Department section of D-Scholarship because it offers key insights into the history of rhetoric and argumentation. Though Allen is a professor in the philosophy department, this article was first published in *Rhetorica*, the journal of the International Society for the History of Rhetoric (ISHR). *Rhetorica* is known for publishing only articles of an exceptionally high caliber, and so the academic rigor of Allen's article will elevate D-Scholarship generally. Additionally, inclusion of Allen's article shows that the Communication Department section of D-Scholarship is committed to cross-disciplinary work, bridging the history rhetoric and ancient philosophy, offering each valuable research on the shared topic of Aristotle and argumentation.

In order to get permission to reprint or republish works from University of California Press, I had to go through an online copyright permission system called Rightslink (visit http://www.copyright.com). Rightslink appears to be a copyright service that wants to make money as a kind of copyright "middle man."

After a preliminary investigation into Rightslink, I'm concerned that companies like it present serious roadblocks for open access; they seem to make more digital scholarship available online, but for a small cost. Rightslink, for example, is an online copyright service that allows people to log in and "place orders" for article reprints and permissions.

At first, I thought it might be a great idea to have a copyright system that allows people to make requests and receive permissions online. I did a test run, created an account and username, and tried to order 1 copy of Allen's article under the section "put article in library reserve/e-reserve." They tried to bill me $15.00 for my request, but never made it clear to me exactly what I was getting for this $15.00, the right to "republish" the article in our D-Scholarship repository, or the right to simply "reprint" it on my home printer. Nor was it clear what other

fees might be incurred in the future should I somehow misuse what copyright I may or may not have been granted. Because I didn't want to pay the $15.00 I never figured out what $15.00 would get me. But overall I found the process and user interface frustrating. After two and a half hours trying to figure out the Rightslink process, I opted to write a letter to UC Press and email it to them directly. Other than the automated response I received, I have heard nothing else from them.

It is my suspicion that some publishers like UC Press have not been as diligent about responding to copyright requests now that Rightslink handles most of them. I think this may be another unfortunate consequence of the Rightslink system, and a potential barrier for contributions to D-Scholarship.

The Howe & Lyne Artifact

The following case study details a submission proposal to the University of Pittsburgh's D-Scholarship repository. The artifact proposed is a 1992 *Social Epistemology* article co-authored by Pitt Communication and Rhetoric professor John Lyne, entitled "Gene Talk in Sociobiology." Professor Lyne's article presents us with several interesting issues that pertain to the functioning and utility of the new D-Scholarship repository. The primary issues addressed in this section focus on 1) the difficulty in attaining republishing permissions from journals and 2) the need to digitize older journal issues that only exist in hardcopy format. Among the twenty-one submission proposals presented in our seminar, over twenty-five percent encountered complications regarding copyright permissions. Compounded with this problem is the somewhat urgent need to begin to digitize hardcopy scholarly works that are decreasing in their visibility due to the increasing dominance of digital technologies in everyday life. Certainly these interconnected issues are essential to the future of digital scholarship in general and to the workings of D-Scholarship in particular. The following case study further details these issues, their meaning for D-Scholarship and its potential

submitters, their relation to writers of journal articles, and their significance to the publishing industry.

"Gene Talk in Sociobiology," an article co-authored by biologist Henry Howe and communication and rhetoric scholar John Lyne, was published in the 1992 special issue of *Social Epistemology: A Journal of Knowledge, Culture and Policy*. It seems that the purpose of this special issue, entitled "The Rhetoric of Sociobiology," was to introduce the relevance and perspectives of rhetoric of science to the journal's readership. Thus, as the centerpiece of this special issue, Howe and Lyne's article represents an important moment in which the field of communication staked a claim within public discourse on biology.

In the article, Howe and Lyne set out to accomplish two major goals. The first is to critique sociobiologists' use of language drawn from three specific fields of genetics -- biometrical genetics, population genetics, and molecular genetics. Here, the authors examine how sociobiologists appropriate an "eclectic" set of phrases and terms (e.g. "gene," "polygenetic inheritance," "fitness") from these genetics subfields without attending to the contexts, meanings, constraints, and assumptions of these specific scientific communities. This broad based and somewhat careless use of language blurs the differences between the rhetorics of the three subfields and leads to deficient theories and conclusions within sociobiological studies. Yet through their use of what Howe and Lyne term "gene talk," sociobiologists successfully co-opt the authority of biometrical, population, and molecular genetics. This in turn allows them to make more persuasive cases for their inherently flawed determinations. Howe and Lyne argue that this incautious use of "gene talk" within the field of sociobiology often leads to arch-determinism and the widespread application of flawed theory in public policies related to human behavior and interaction.

The second goal of the paper is to point to a "third way" of studying the rhetoric of science. Here, Howe and Lyne argue that there are generally two types of rhetoric of science

scholarship. The first entails analyzing and critiquing the "internal" rhetoric within a specific scientific community; that is, it entails looking at how language and ideology shape the way scientific knowledge is produced. The second involves investigating the "external" rhetoric of (or about) science; that is, it involves examining and critiquing the ways scientific knowledge is communicated to and understood by publics beyond scientific communities. In this essay, Howe and Lyne claim that the best and most useful rhetoric of science scholarship would attend to "internal" rhetoric, "external" rhetoric, and the relationship between the two.

John Lyne is a distinguished professor of communication and rhetoric whose work has been central to the development of rhetoric of science. The ability to republish this very important article on the D-Scholarship website will further showcase Lyne's tremendous influence in and contributions to the field as well as bring complementary attention to the Pitt Communication Department.

Further, publishing this work on Pitt's D-Scholarship website will allow for greater and more direct access to the article and will likely increase communication scholars' awareness of *Social Epistemology,* which may be unknown in certain corners of the field. Howe and Lyne's article is a critical piece of scholarship within the subfield of rhetoric of science that, due to its 1992 publication date and appearance in a journal generally dedicated to epistemology, may have become somewhat lost within the canon of rhetoric of science literature. Its availability to Pitt-affiliated students and faculty interested in the Communication Department, the work of John Lyne, and/or rhetoric of science -- as well as to the wider public (through the repository's open access functions) -- will allow the publication to emerge out of its current exclusive and somewhat hidden location within the journal's archives. Finally, the special issue of this journal is historically significant to the field of communication as it boldly establishes rhetoric's place in the realms of science and epistemology.

Since rhetoric of science inquiries should be of interest to many disciplines outside of the field of

communication and rhetoric and because the article was co-authored with a distinguished biologist, its publication on the D-Scholarship website would likely expand its readership from the social sciences into the biological sciences. For example, keyword searches offering scientific terms such as "gene," "biometric genetics," and "sociobiology," would likely result in listings that include Howe and Lyne's article, directing the attention of members of the scientific community and other "outsiders" to the subfield of rhetoric of science.

The dedication of this special issue of *Social Epistemology* to "The Rhetoric of Sociobiology" demonstrates the growing importance of rhetoric of science. We should note also that the editor of *Social Epistemology* is Steve Fuller, a prominent and controversial figure in the realm of rhetoric of science. The fact that Howe and Lyne's article is featured so prominently within Fuller's journal speaks volumes about the importance of their work.

The University Library System at the University of Pittsburgh contains digital archives of the issues of *Social Epistemology* from 1997 to the present. Copies of the journal from the first issue published in 1987 up until 1998 are available only in the stacks of the "Current Magazines, Newspapers, and Journals Room" of Hillman. Thus the addition of Howe and Lyne's 1992 article to D-Scholarship would provide Pitt students and faculty, as well as the wider public, with access to a digital copy of the piece.

After a long and tedious process of information gathering on the best way to attain permission to republish Howe and Lyne's article on D-Scholarship, I resorted to following the specific guidelines on the Taylor & Francis permissions webpage. This step was preceded by a multiple email endeavors that sought to deal with the permissions request through conversing with an actual person at Taylor & Francis. Both Howe and Lyne expressed great enthusiasm at the idea of digitizing the article and making it available on D-Scholarship. Lyne supported my permission request by sending emails to the current editor of *Social Epistemology*, Joan Leach,

in search of guidance on the principal way of obtaining republishing rights for the piece. Unfortunately, these inquiries almost always directed Lyne and me back to the inhuman Taylor & Francis permissions webpage, seemingly run by an outsourced company called "Rightslink." After creating an account with the company and answering multiple questions on the nature of my request and the article itself, I was directed to a page which informed me that "Taylor & Francis does not allow electronic reuse of text extracts >500 words for the use specified." Further, it suggested that if I wished, I would be allowed to use an abstract with a link back to the journal's web site.

It is clear that journal publishers like Taylor & Francis feel threatened by open access repositories such as D-Scholarship. In fact, many of these publishing houses have employed external companies like "Rightslink" to further distance themselves from having to deal directly with individual republishing requests. But the act of posing republishing restrictions to articles which are not digitally available and which are housed in areas that are becoming less and less visited (i.e. in University journal reading rooms) is neither beneficial to scholars nor to the publishers of their work. Plainly stated, both author and publisher win if older works are republished in online open access repositories because both author and publisher receive increased attention. This increase of attention serves to advance the knowledge and visibility of both parties' product.

As it stands right now, fewer people have access to Howe and Lyne's article than would be the case if the article appeared on D-Scholarship. It is virtually hidden in its current location on the stacks of the *Social Epistemology* catalog in University libraries. Most notably, eleven years of *Social Epistemology* issues starting from the journal's founding in 1987 through 1998 are available only in hard copy, further decreasing the article's potential readership.

As Richard Lanham points out in his 1997 article, "The Economics of Attention," "the world desperately needs a model of economics of

information that will schematize its forms and functions."[1] This new model is currently being crafted, reshaped, developed and redeveloped every day and there is a strong need for publishers to update their business models in order to better adapt to this changing landscape of information production and distribution. The recent embrace of open access repositories by prestigious institutions like Harvard, Cornell and Dartmouth marks a decisive shift in universities' attitude toward this issue of attention, signaling to publishers that if they wish to remain viable and relevant, they must transform their models in accordance with this new development. The open access model, they argue, supports a central and core mission of the academy—to make scholarly research broadly accessible and available to the public. In turn, the restriction of access is fundamentally at odds with this mission. Open access repositories like D-Scholarship allow for articles such as "Gene Talk in Sociobiology" to be accessed more easily than they were under the older paper model and thus are a logical choice for producing the aforementioned goal. They bring greater visibility to older articles simply by their online location, through factors like searchability and hyperlinking.

One can understand why publishers like *Social Epistemology* might feel threatened by the open access model. But after assessing the plausible outcomes and possibilities of working with the open access system, it seems clear that allowing authors to showcase earlier works in online locations associated with particular universities would only increase knowledge and interest in the journals in which such works were published.

The potential submission of Howe and Lyne's piece to D-Scholarship raises questions once again about the problem of department categorization within the repository. Although clearly a pertinent contribution to the field of communication and rhetoric and the subfield of rhetoric of science, I wonder if the article should

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[1] Richard A. Lanham, "The Economics of Attention," *Michigan Quarterly Review,* 36 (2007), http://hdl.handle.net/2027/spo.act2080.0036.206.

not be cross listed in the Department of Biological Sciences, due to its immediate relevance to the field of biology. Clearly, since John Lyne is a University of Pittsburgh professor in the Communication Department and Henry Howe is unaffiliated with our University, the article's primary listing should fall under the Communication Department. However, the restrictions currently in place which limit departmental listing to a single selection could be contested as they constrain the multiple filing possibilities for interdisciplinary scholarly works.

Chapter Five: The Deceased Author Dilemma

David Landes

Artifact Nominated for D-Scholarship Submission

William S. Tacey, "Pitt's Speech Department: Part I," *University of Pittsburgh Working Papers in Rhetoric and Communication* 2 (Fall 1980): 1-13.

Keywords: History of Pitt, University of Pittsburgh, Department of Communication, Cathedral of Learning, religion and pedagogy, John Bowman, Ralph Turner, Pechan Loyalty Act, tenure history, public speaking, Bill Tacey.

Status: Pending due to difficulty in obtaining permission from author's next-of-kin.

This case study explores issues of seeking permissions to deposit a work created by deceased author in D-Scholarship. The work in question was originally only published as a working manuscript in Pitt Communication's student journal, *University of Pittsburgh Working Papers in Rhetoric and Communication,* and circulated locally. The work was never published by a printer who took rights to the piece, leaving the copyrights to the estate of the deceased author. The arduous hunt for online posting permissions proved futile, and it exposes one of the many weaknesses of the opt-in model of open scholarship. The increased the labor required to submit older works if they continue to be handled on a case by case basis is untenable. Cases like this one show why open access will tend toward hosting virtually only present works, leaving the last 25 or so years of third-party-owned scholarship in a vulnerable position to be taken hostage to the dwindling private publishers who will strike back against open access with increasingly higher access prices

for the scholarship many rely on. Before elaborating more on the unique difficulties posed in efforts to deposit artifacts by deceased authors, this chapter first considers the rationale for including this specific artifact in the D-Scholarship repository.

This artifact improves database quality both as a piece of scholarship about University of Pittsburgh history relevant to all associated with the Department of Communication, with the university of Pittsburgh, and with the D-Scholarship database itself. This history made available for the first time to widespread public audiences touches upon a diversity of institutional, cultural, pedagogical, and historical topics, from black history to religious studies to theater arts to Pittsburgh's famous economic history and beyond. Making this rich piece of history a public document can provide resource for countless unforeseen applications. The ability for each of the history's words to be a match with someone's Google search terms confers a unique potential for dissemination that has been

heretofore historically unavailable. Anyone searching for any of the many names mentioned in the article will find this piece and enjoy access to the information about them. Due to the age of the article and its focus on the 19th and early 20th century, most of the names in this history refer to deceased people. Most of the web has presentist tendencies with ephemeral objects that rank by newness.

While the scholarship speaks of a historical subject matter of scholarly and communal value, there is another dimension in which this departmental publication of working papers is itself a local artifact. Current department culture can benefit from witnessing more the department legacy that they currently are authoring, perhaps unwittingly. Such a legacy includes artifacts of past communal practices that cultivated the intellectual culture of young and established academics in collaboration. By posting relics of former communities, they stand as monuments speaking to onlookers, encouraging the conversation and co-editing of each other's work. Of note is the preface's desperate plea to maintain existence, an object of interest for the history of Pitt Communication's history of its working papers journal:

> As we continue publishing Working Papers, we are encountering financial problems that threaten its existence. Thanks to Dean Baranger's support of the last issue, we were able to continue. We hope that the Rhetoric and Communication Department will provide support for future editions.

The history provided by the Tacey artifact, being the first installment in a series, covers a broad range of topics of interest to many audiences. A few topical highlights include:

• Pittsburgh Academy (1787–1819) growing into the Western University of Pennsylvania (1819-1908) before becoming the University of Pittsburgh.

• Connections between the church, Pittsburgh money, and the development of Pitt.

• The church influence on curriculum and faculty: mandatory daily prayer and mass

attendance; curricular emphasis on oratorical ability due to preaching practice.

• History of the Cathedral of Learning.

• Chancellor John Bowman's fundraising to complete the 20-year-incomplete Cathedral

• Case study in the history of tenure: Ralph Turner (popular professor of history) vs. Chancellor Bowman.

• Black integration: University of Pittsburgh medical school admonished for routine exclusion of "negro" admission.

• The McCarthy era's Pechan Loyalty Act threatening academic freedom.

• Public Speaking originating as a Division of English (and a theater division) before becoming Pitt's speech department.

• "Bill" Tacey's place in this history, making this pieces an example of productivist scholarship in which the author is multivocally speaking as both a participant and historian.

This piece is likely of interest to the Department of Communication's faculty and graduate students, any department of speech, English, theater arts, and more generally those with interest in the University of Pittsburgh. The piece, with its various narrative elements, can serve as a historical account for Pittsburgh history, the development of tenure, sociology, pedagogy, religion and society, etc. Lastly, the work contributes to a local professor's posthumous legacy of interest to those seeking resources on Tacey, his life and his work.

The Tacey piece presents us with a vexing problem about seeking republishing permission from 1) a deceased author, 2) a very locally published but now defunct journal, and 3) a journal of draft papers. The legalese in the artifact's opening pages states:

> There are no copyright restrictions on articles published in *Working Papers in Rhetoric and Communication* other than those imposed by the authors, thereby allowing freedom to public their work elsewhere. Individual contributions are unedited and published as submitted by the authors.

It remains unclear who inherits the rightful ownership of the deceased Tacey's draft writings that were reproduced in a departmental (presumably low-circulation) publication that took no rights from its authors. It appears that Tacey held full rights. Upon his death in 1986, rights (like debts) presumably follow the deceased's estate. In this case, public records indicate a few potential contacts: wife Evelyn Riethmiller Tacey, daughter Mary Tacey Boatner of Newport NH, stepdaughter Lynn Hockenberger of Birmingham Mich, and five grandchildren and a brother. There may be other possibilities of copyright transfer to the University of Pittsburgh or public domain, depending on the legal policies in 1986 and current law's handling of past law. As this case study shows, more legwork is necessary to clear the remaining hurdles before this artifact can be successfully deposited on D-Scholarship.

Chapter Six: The Challenge of Finding Digital Homes for Articles from Orphaned Journals

Carolyn Commer

Artifact Nominated for D-Scholarship Submission

Lester Olson, "A Cartography of Silence: Bias Crimes and Public Speechlessness," *Journal of Intergroup Relations,* 31(4) (2004/2005): 76-102.

Keywords: cartography of silence, cartography, silence, public speech, public speechlessness, muted moments, systemic silence, communicative silence, communications, rhetoric, bias crimes, anti-gay violence, harassment, hate crime, anti-gay violence hearings, NGLTF, anti-discrimination law, symbolic embodiment, homosexual panic defense, homophobic violence, fairy shaking, Lester Olson, Adrienne Rich, Harvey Milk, John Conyers, Robert Gravel, Barney Frank.

Status: Pending due to unresolved copyright status of article.

Unfortunately, if a scholar does not choose a publisher wisely, they risk their work being neglected or even forgotten since most journals retain reprint and republishing rights. Timing is also a key factor for publishing; while some work may not seem relevant in its own time, it may be more important to future scholars. Here D-Scholarship has the potential to help fill a gap in journal publishing by re-publishing and re-circulating articles electronically that did not receive the attention they deserved in their own time.

This chapter details my experience trying to republish an excellent but neglected article written by Pitt scholar Lester Olson; it appeared in the *Journal for Intergroup Relations*, a small journal published by the National Association of Human Rights Workers. Within smaller circles,

the article made a huge impact, but due to the small audience for the journal, the article never received wide attention, particularly from Olson's own field—Communication. Below I describe Olson's article, as well as detail some of its heuristic value by recounting my experience trying to secure copyright permission for the article. This particular brief testifies to the great obstacles that D-Scholarship faces with copyright law when contacting journals for copyright permission.

Olson's article examines the silence of victims that often follows anti-gay and anti-lesbian bias crimes, and focuses on how communication scholars might analyze and interpret this public speechlessness. The author uses Adrienne Rich's poem "Cartographies of Silence" to frame the article and emphasize how silence is indicative of

a systematic attempt to avoid prosecuting bias crimes. This silence can be better understood by examining its 'cartography,' that is, the many ways that the landscape of the United States' federal justice system, federal law, and law enforcement work together to systematically silence the voices of victims. It is this cartography of silence for bias crimes makes it possible to examine how the criminal justice system in the U.S. has a history of making bias crimes possible without punishment. In addition to being of excellent quality, the article has great potential to add diversity to the Communication section of D-Scholarship by focusing on how rhetoric can help us understand responses to bias crimes, making an important connection between scholarship and the real-world application of that scholarship to work in human rights.

Perhaps the greatest heuristic value of this artifact is the extreme difficulty of securing the copyright permission to reprint. *The Journal for Intergroup Relations* is difficult or impossible to contact because their contact information is everywhere out of date. I emailed Jerry Levinsky (the person reportedly in charge of submissions) but received no information back from him. I also left a message for him at the number listed on his profile and tried contacting the Editor. This number listed for the Editor directed me to The Massachusetts Commission on Human Rights, where on one occasion I spoke with an intern who had never heard of the *The Journal for Intergroup Relations*. During a second attempt I spoke with a supervisor at the Commission who was equally perplexed. Since then, Professor Olson directed me to Mark Orbe, the current editor. Thankfully, Mark Orbe replied to my request and granted copyright permission, but his response raised a new issue: is the editor of a journal really authorized to give copyright permission?

In trying to resolve the copyright issue, Professor Olson had to go through many old files in search of a copyright agreement, as well as contact Mark Orbe himself about the journal's policies. Even though I was doing most of the work for the project, Professor Olson still had to

put in a great deal of effort as well. This experience shows that the submission process to D-Scholarship can be lengthy and arduous, and so the University should proceed carefully when deciding whether to make submissions to D-Scholarship mandatory for Pitt scholars without also providing much support.

Chapter Seven: Dramatic Performances

Brita Dooghan

Professor John Poulakos' original play, *The Arachnids of Richmond* is not readily available to a larger public; digital scholarship has the potential to provide access to it. Not only will making Poulakos' play available garner attention to his work, but it will also garner attention to the University of Pittsburgh and D-Scholarship. Because Poulakos' play has already networked outside our institutional bounds, it can only be assumed that by giving more access will draw more attention to the connection of public access and academic works. This network aspect to Professor Poulakos' creation is an example of the potential openly available scholarship has to reach out beyond one's own institutional boundaries. This one play created a network between professors and students and scholars and public. Even more so, it did so inter-institutionally, by creating bonds with another university. Additional networking will follow the actual submission on our own department website, news release, and link to the D-Scholarship site. Adding the work to a public access database can only add to, not detract from, the trajectory of the networking the play has already created. Furthermore, the open circulation of the play will likely draw support from other faculty both within and outside the institution as they see the success of having a valued piece of scholarship promoted on an open access site. The following is an introduction to Poulakos' play as well as the highlights of the process of obtaining and submitting artifacts to the D-Scholarship database.

John Poulakos, creator of *The Arachnids of Richmond*, an adaptation of his *The Spiders of Acharnes*, draws on the spirit of ancient comedic playwright Aristophanes, in particular the comedian's use of insects to tell his tales. However, while Aristophanes buzzes on about Athenians' proclivity to law-courts, an addiction

he makes clear through the use of wasps in his comedic play, Poulakos spins a tale about humans' reliance on technology (also see the. This reliance blinds humans to the resources that nature herself can offer. Poulakos' humor rivals Aristophanes' own risqué humor combined with political commentary, and in fact uses similar devices that Aristophanes uses. It is not simply the matter of using an insect in a similar manner, but the comedy unfolds with comparable jokes about the body, human interaction, and awareness of our place and contribution in the world. In order fully to appreciate the nuances and creative efforts involved in the production, and subsequent performance, of *The Arachnids of Richmond*, the following is background of both the creator and the creation.

Professor John Poulakos is an established scholar of classical rhetoric, and as a professor at the University of Pittsburgh had the opportunity to teach undergraduates the delights of rhetoric in the Rhetorical Process course. The culminating assignment for this course was a play performed by each recitation section of the class in order to enact the productive and performative aspects of rhetoric. Additionally, because Poulakos not only has a vested interest in teaching the dramas but also in creating them, his endeavors captured the attention of many both within the University of Pittsburgh and outside it. One particular person, a former graduate student who worked with Poulakos, named Kelly Congdon was excited about the prospect of having his students perform Poulakos' play at University of Richmond for a course requirement.

Congdon's connection at Richmond spurred the network, or perhaps more appropriately said, a *web* that connects Poulakos' play to a larger community. Congdon was piqued because of his own scholarly interests, but also because his current institution: the University of Richmond's mascot is none other than The Spider. Congdon and Mari Lee Mifsud, assistant professor of Rhetoric and Communications at

the University of Richmond, were teaching an undergraduate course that focused on Aristotle's *Rhetoric* and *Poetics*. The design of the course was to have the students closely read each of the works and follow with plays that expressed the concepts in Aristotle's works. Congdon's own experience as Poulakos' former teaching assistant, sparked the idea that the culminating assignment could also be a play performed by the students. Congdon inquired about transforming *The Arachnids* into an English version so the students would be able to perform it.

After obtaining Poulakos' permission, the language obstacle had to be addressed. Namely, Poulakos wrote the play in the Modern Greek language because the original was performed in Greece (2008). The students were an English speaking group with the intention of performing for an English speaking audience. Thus, the play required a translation. In order for the play's sense to come across in idiomatic English, Poulakos solicited the aid of a native English speaker. Enter Michele Kennerly. Kennerly, a doctoral student at the University of Pittsburgh and a Poulakos advisee, also received her Master's Degree in Classics, was a previous teaching assistant in the Rhetorical Process course, and is proficient in **a**ttic Greek. Her capabilities helped morph the play into one that reached a larger audience.

The play debuted in April 2009, when Poulakos traveled to Richmond to assist the performers with costumes and direction. Although, as Poulakos relates, the students were at first a bit shy, they brought *The Arachnids* to life. The audience engaged the play by laughing, cheering, and even reciting the chorus lines. Through Poulakos' creative force, he was able to combine elements of ancient with modern, historical with contemporary, Greek with English, and university with university. The web continues to grow; now, with Poulakos' permission we have access to the English text of *The Arachnids of Archanes*. With additional efforts the pictures and video of the performance will follow. This

access is not only available to us as students at the University of Pittsburgh, but because we are uniquely positioned we are able to offer the greater public access to this original creation.

Professor Poulakos is a prominent member of the communication discipline. His scholarly efforts are well-known but this play is not. Submitting the play and performance will enable a larger audience to discover the possibilities of what one can do in the communication field. Second, this play, although scholarly, was not done in the purview of the university institution or published in a journal to which scholars potentially have access. Instead, this is an original work that is not currently accessible unless contacting the author. However, since it is not advertised or searchable, one would not know the work exists in the first place. Third, the play itself is rhetorically savvy, and an exemplar of what good scholarly efforts can provide. It addresses communication, technology, humanities' position in the world (and more) in the frame of a comedic play that reflects Aristophanes' work from 422 BC, connecting historically significant works and themes by using contemporary problems. A final comment on the contribution touches on one thing I mentioned in the introduction: the network aspect to Professor Poulakos' creation. This work is an example of the potential scholarship has to reach out beyond one's own institutional boundaries. This one play created a network between professors and students and scholars and public. Even more so, it did so inter-institutionally, by creating bonds with another university. Adding the work to a public access database can only add to, not detract from, the trajectory of the networking the play has already created.

There are three aspects to this brief that yields heuristic value to the D-Scholarship seminar themes. First is the aspect of time. That is to say, attempting to select, report, and submit an artifact for the database in a short amount of time poses some challenges that will be useful for later attempts at brief writing and

submission. Second relates to the idea of order of presentations whereas I am the first to present allows me to raise some basic questions for discussion about D-Scholarship. The final aspect relates to the specific artifact itself. I will look at each of these aspects in turn.

The short turn around time poses some challenges when requiring time to obtain the artifact and/or permissions to use the artifact. The selection itself poses a problem because as far as I could find, there are no lists of University of Pittsburgh, particularly the Communication Department, past affiliated scholars. We do have an alumni page on the Communication Department website, but it a relatively short list.

The short time also poses a challenge to actually obtain permissions. Suppose we ask the author who agrees, we then need to make contact with other potential copyright holders, contributors to the artifact, etc. Without having clear parameters established and in one central location, the focus, in my experience, is determining the appropriate questions and whom to ask, rather than the actual submission of the artifact. This also overlaps a bit with the ordinal aspect of my experience with creating this brief.

Accumulating more support from scholars to promote the open access site could potentially solve these types of problems. Furthermore, if there were more permission transparency it might be beneficial in prompting others to submit their work.

Being the first to present allows me to raise some questions about basic rules for submission to the website. For example, after browsing through submissions already included in the D-Scholarship database, I noticed three things in particular. First, there is not a substantial list of rules and regulations that help a submitter understand exactly what rules s/he should follow. What is provided indicates that only a University of Pittsburgh affiliated person can submit, but also that the author him or herself must submit.

Thus, the rules remain ambiguous and require us to ask clarifying questions. For example, if only the author is intended to submit, are we supposed to explicitly ask permission from the author for both the use of the artifact *and* to submit on his or her behalf? Professor Poulakos is a University of Pittsburgh affiliate, so he could submit the play on his own, which could resolve this particular problem (although, not for my contribution to the website!). However, this may not always be the case if one selects artifacts from authors who are no longer at the University of Pittsburgh or even deceased. Perhaps not only should a list of rules be made available, but also a section on permissions required in various instances. For example, a form for copyright, a form for personal author, a form to submit on behalf of author, etc.

Finally, I had another observation when reviewing other submissions. I noticed that the submissions were accompanied by abstracts, titles, and citations. This made me wonder how much of that is required for the submission of my artifact. So, for example, if Professor Poulakos did not provide an abstract, but if it is required as part of the submission, must I make one for him or ask him to create one for the artifact? As for titles, does the title need to match the artifact title or do we create a separate title for the artifact? And finally, is there a standard citation style required by the database for either the citation provided or the actual artifact submitted?

The final aspect that provides potential heuristic value is about the specific artifact I chose. It is an original work, never published, and sent directly from the author. As it stands, I have posted it in PDF format, which prevents changes being made to the original. However, you will note that initially there was no real author identification on the text. In this situation, I created a cover page, headers, and identifiers. However, it might be beneficial to make these rules clear on the submission site. Also, I noted above that many submissions have citations attached, but this play does not really

exist anywhere from which normal citations derive, so it creates questions about the correct citation for it. Finally, if I am able to obtain the recorded performance and/or photographs of the performance, under which sub-heading should all of the artifacts be submitted, since there are areas for each of the items I would like to be able to submit?

The submission of this artifact clearly contributes to the communication discipline, to the University of Pittsburgh, as well as to the conversation surrounding D-Scholarship. It is a valuable contribution in that it is 1) an innovative artifact and 2) it poses some challenges about the D-Scholarship database that require response in order to make it a more user-friendly system. Despite the deadline for the presentation, there is clearly more work to be done after obtaining the other artifacts that should be included with the play. Additional areas might also require revisiting after receiving feedback and potential answers that result from our seminar conversations. Both of these last two statements indicate this project is an unfinished work-in-progress, but has the potential to help chart the boundaries of D-Scholarship.

Chapter Eight: Public Debates

Allison Hahn

The following case study discusses deposit of a 2003 Public Debate by the William Pitt Debating Union into D-Scholarship. This event, previously stored on VHS, was a collaboration of Pitt faculty, students, and external experts. The process of depositing the video and supporting documents from this event demonstrates the advantages of a university wide depository while illuminating four areas for improvement or concern regarding D-Scholarship: digitalization, formatting, and compression, and categorization.

The artifact, a "Public Debate on Sex Education" is a videorecording of a public debate examining abstinence-only education strategies. The event attempted not to solve problems but ask questions and prompt discourse that might lead to solutions. D-Scholarship is a unique space for storing Public Debates and other lectures, discussions, seminars held at the University of Pittsburgh. Inclusion of these artifacts highlights joint projects students and faculty and provides a unique database of public debates, possibly the only such database in the world.

At the time of preparation, no videos, let alone debates had been deposited on the D-Scholarship site (similar depositories such as Harvard's DASH do not even have a video option), Publication of the artifact highlights both the William Pitt Debating Union (WPDU) and the capability of D-Scholarship to provide non-text based academic documents to the public.

Presently, the only digital evidence of this 2003 debate is a media alert and flier on Dr. Mitchell's homepage. Those wishing to view the debate are required to first find Dr. Mitchell, and then find the undergraduates to whom he has loaned the only VHS copy. Transcription of the debate began, but was not completed, in 2003. I

have completed and attached the debate transcript to this artifact submission. The complete bundle of flier, media alert, transcript, and video are offered for submission to D-Scholarship.

The video files for this case study were transferred from VHS to digital files by utilizing the resources of CIDDE. While these resources are expansive, they require comprehensive training and reservation of one of three terminals. The digitization of this file had previously been assigned to a work-study student but was not completed due to the tediousness of the process. This lack of completion indicates it would be a stretch to expect that work-study students will willingly format and archive video artifacts to D-Scholarship.

The depositing process was lengthened by the limitations of D-Scholarship. Timothy Deliyannides, Head of the University of Pittsburgh Department of Information Systems, indicated that video files should be uploaded in MPEG, QuickTime, AVI, or FLV formats. I attempted first to upload in AVI format, but after several failures determined that I could only upload QuickTime files. Upon this realization the videos were uploaded within an hour. The amount of time spent incorrectly formatting the files indicates a strong need for a concise, step-by-step guide to be posted to the D-Scholarship F.A.Q. page regarding acceptable file formats.

Dr. Deliyannides suggested splitting the video file into smaller chapters to improve download speed and allow patrons to download only what is interesting to them. The files, stored as quick time videos, are available for streamed viewing and download. This maximizes the utility of deposited video and audio files by allowing researchers and educators to utilize files in classrooms that do not have Internet connections.

This case study was deposited under the 'video' heading on D-Scholarship. The location is misleading because the artifact is a bundle of files including video, transcription, posters, and media releases. When selecting a category I was faced with the decision between video and text, but no option to upload both together. In seminar we discussed the creation of a new, "debate" heading that would allow for such complex deposits. However, such a heading would further complicate the database and perhaps lead others to ask for their own subheadings. Rather than debating about headings this brief recommends following the example set by Harvard's DASH depository where all deposits from a department are listed on the same page and the patron has the option to sort by author, title, format, just as they would in any card-catalogue system.

The digitization process of this public debate was exceptionally long and tedious. Had there not been any false starts it would have take approximately 9 hours to complete. Given that this was my first attempt at such a project I estimate that digitalization alone took 30+ hours. Among the reasons for this lengthy process were the need to break the file into chapters and an error in CIDDE file compression.

While faculty may be tempted to pass this work onto their work-study or graduate students, it should be remembered that ensuring transcript accuracy or determining chapter divisions for video files is a in depth process that requires both extensive knowledge of the subject and attention to detail. The attention required to prepare artifacts for deposit on D-Scholarship is beyond that required by most work assignments. As such, faculty should either modify compensation structures to reflect this extended engagement or expect sloppy work by disengaged students.

Chapter Nine: Videotaped Lectures

Joseph Sery

> *Artifact Nominated for D-Scholarship Submission*
>
> Brenton Malin, "Electrifying Speeches: The Technologizing of the Voice in the Early 20th Century US," Department of Communication Agora lecture, University of Pittsburgh, September 11, 2009.
>
> Keywords: Speech, public speaking, technology, emotion, Pronounciphone, elocution, media history, voice.
>
> Status: Pending due to technical difficulties in preparing artifact for submission.

In *Public Intellectuals: A Study of Decline*, Richard Posner traces the long history of American intellectuals and their important roles throughout various stages in our history.[1] Lamenting our present condition, which he describes as one with a waning interest in and market for public intellectuals, Posner views much of contemporary culture as sedated by intellectual mediocrity, at best. Although prominent academic figures, such as Noam Chomsky, Martha Nussbaum, Stanley Fish, and, of course, Posner himself, make useful, nuanced contributions to our national discourse on an array of issues, their presence and impact continues to fade. They also represent the exception rather than the rule, as more academics continue to retreat behind the protective walls of the Ivory Tower. Some engage in local issues and contribute diverse opinions on salient issues, but more often as citizens, not intellectuals. Sadly, those with expertise and an aptitude for critical examination and reflection

are disinclined to share their talents with the greater public. Instead, they focus on their research and teaching, both of which are essential to the University, but reach smaller audiences. Only a small coterie of like-minded academics and intellectuals will likely read journal articles, especially when the language is particular to a specific field and, consequently, often inaccessible to a lay audience. Ideally, teaching acts as a link to a world outside of academia, one wherein former students may take their acquired knowledge and bring it to their professional careers and citizen lives. Although we may think our words and ideas are having a profound and long-lasting effect on our students, our influence fades over time.

As pessimistic as my assessment may appear, one must not assume academics are either helpless or uneager to contribute to the public sphere; they simply lack the adequate opportunities and formats necessary to share their wisdom. One of the exceptional aspects of the D-Scholarship repository is both its ability to make available traditional scholarly work, such as journal articles, and the multiple mediums scholars may utilize, such as audio and video files. The latter, in particular, has the ability to

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[1] Richard Posner, *Public Intellectuals: A Study of Decline* (Cambridge, MA: Harvard University Press, 2001).

reconnect the University to the public sphere on local, regional, national, and international levels. Given our socio-cultural obsession with YouTube and streaming videos, scholars may post lectures, research talks, and, pending approval, conference presentations that are more accessible to a lay audience. Non-traditional means of engagement are necessary in the present context, even though metrics measuring scholarly engagement have not yet caught up to the changing academic landscape.

The following example from Communication Professor Brenton Malin illustrates the potential use for D-Scholarship to connect with the greater public with video presentations. In addition to his contribution highlighting the merit of non-traditional methods of public intellectualism, I also address the broader need for and importance of departmental speaker series' finding a home online, using the Communication Department's Agora as a representative example.

Dr. Malin gave a presentation for the University of Pittsburgh Department of Communication Speaker Series, the Agora, on September 11, 2009 and, with a full audience in attendance, presented "Electrifying Speeches: The Technologizing of the Voice in the Early 20th Century US." The artifact was selected for two reasons. The first, and most obvious, is because of the merits of the presentation itself. Dr. Malin gives a compelling and thought-provoking Agora that addresses important disciplinary and interdisciplinary issues. The second, and most idealistic, is the public intellectual aspirations for D-Scholarship and illustrating the potential role of a "Digital Agora."

The Agora has long been an important site of intellectual engagement for the students and faculty of the Communication Department at the University of Pittsburgh. The forum offers scholars an opportunity to present research as a means to prepare for upcoming national and international conferences or to refine work before submitting it to an academic journal. Unlike other presentation opportunities, such as the National Communication Association's yearly convention, the amount of time available to

speakers extends well beyond the typical 20 minutes, thus allowing academics an adequate amount of time to elaborate upon the depth of their work. The generous amount of time also offers audience members a chance to explore the speaker's topic with an extensive question and answer period. Presenters benefit greatly from such rigorous academic interplay as the wide array of intellectual interests and perspectives leads to stronger, more nuanced ideas (akin to Cass Sunstien's "many minds" argument). Dr. Brenton Malin's presentation, "Electrifying Speeches," offers a wonderful example of an Agora. By adding it to the Pitt D-Scholarship repository, it may spark interest in establishing the "Digital Agora" as a means to connect with other scholars and the greater public, while also exemplifying the strength of the Communication Department.

The artifact is important for several reasons. First, the subject matter is central to the field of Communication. Malin draws from and elaborates on the popular elocutionary movement in public speaking and follows the transition to a controlled, systematic orality found in the 1920s. The intellectual history Dr. Malin outlines is an important aspect of our field and examines a significant transition.

Another key benefit of this artifact is its interdisciplinary connections. How have advancements in technology changed public speaking? What happens when a formalistic, scientific approach to speech collides with a long history of humanistic traits (i.e. uniqueness, contextual, etc.)? Malin's presentation addresses core issues of Communication while simultaneously extending an olive branch to other disciplines, which makes the presentation important and useful on its own merit. Perhaps its greatest contribution, however, is its ability to cultivate an atmosphere wherein Agora presentations are, by default, recorded and made available on D-Scholarship (the "Digital Agora"). Although my analysis focuses on the Communication Department's Agora, other departments certainly apply.

One must not assume the Digital Agora is limited to traditional presentations. The speaker series has enjoyed a wide variety of format styles, from conventional conference-like approaches (such as Dr. Malin's) to theatrical productions of Ancient Greek drama. In recent years, a round table forum has been used to discuss graduate development issues, such as issues surrounding the job market/interview process and publishing one's work in academic journals. Although those topics may not merit submission to the Digital Agora as they are specifically intended for Pitt students, the round table approach may be worth exploring outside of skills development. For example, the department, field, and public sphere may benefit from a range of broad questions: What is the present state of rhetorical/media/communication scholarship? How do scholars enter and become active intellectual participants in the public sphere? How will our field be affected by public access databases, such as Pitt's D-Scholarship? The faculty and graduate students have thoughtful perspectives on these issues, but rarely have the opportunity to discuss them outside of private, interpersonal conversations or in classes. The traditional presentation style is by no means useless, unimportant, or obsolete, but by offering the opportunity for more creative means of expression that will reach a wide audience, the Digital Agora will encourage active thought and reflection on the first cannon of rhetoric: invention.

In addition, by allowing public access, these presentations are also a way in which we, as academics, can reach a broader spectrum of individuals with our work. The lay audience may be less inclined to read 25 page journal articles, let alone book-length projects, which rarely cater to those outside of academia even *if* they are made available free of charge. If, however, engaging presentations are available, which may be downloaded or streamed, the likelihood that a non-academic audience will find, utilize, and hopefully benefit from a research project increases dramatically. One need only look to TED Talks to see how solid presentations skills and accessible language cultivate a greater likelihood

that the public will take an interest in academic issues. The Digital Agora may contribute to and foster more public intellectualism. The goal of research and publication is not just the expression of ideas, but disseminating one's ideas such that they have the greatest impact.

Finally, and perhaps most importantly for the Department of Communication, focusing more attention and resources on the Agora helps to maintain and strengthen its intradepartmental role of cultivating a deep sense of academic camaraderie. One of our department's most admirable traits, the convivial spirit with which our department members engage one another is almost palpable. Although present beyond the Agora, the speaker series offers a ritual that brings our department members together such that we are not simply an aggregate of academics. We are, to put it simply, a community. Digitizing future Agora presentations conveys this sense of community to all those who watch and, as a practical advantage, illustrates not only our exceptional scholarly presence, but also our superb academic culture to potential graduate students and other scholars. Granted, I offer only one presentation, Dr. Malin's, to be submitted to the D-Scholarship database, my intention is to carry on the tradition of recording and making available future Agora presentations, not to mention presentations from other departments.

Although video contributions have already been made to the D-Scholarship repository, this artifact raises similar problems and concerns while also creating some new ones.

The challenge of file size has been expressed concerning other video submissions and remains important (if unresolved). As the quality of the video is increasingly reduced, at what point does the video become more useful (or less distracting) as an audio file? In addition, should there be a set formatting style for videos? We have had two other video contributions, but no communication between the submitters regarding a standardized approach (for example: file type, lowest/highest quality accepted, titles, etc.). If recording the Agoras becomes a regular

occurrence, should there be a standard for all presentations?

Again, reflecting a previous discussion, ought we attain permission from audience members who ask questions? Ought we ask for audience permission before the presentation begins? Is this the best method? Is it even necessary to seek permission, especially if the individuals remain unnamed?

Given the Agora invites speakers from other institutions to present their work, the present Pitt-affiliated stipulation becomes problematized. By presenting one's work at a University sponsored event, does that make the presenter "Pitt-affiliated?" If so, how will they be categorized (e.g. under their name? under Digital Agora?)? If not, are we then limited to only Pitt students and faculty?

More importantly, the greater problem of access to distribution may affect future Agora presenters. Prestigious professors from other universities will probably not struggle to find an academic outlet; yet, what if one of our future Agora's was not given by an academic, but rather a social activist. Although s/he may be able to blog to his/her heart's content, the added ethos gained from association with a highly regarded intellectual institute via D-Scholarship cannot be easily attained (if attained at all) when she is not a student or faculty member. The presentation itself has a limited audience, many of whom have a vested interest in the topic, thus online, public access publication could increase the speaker's academic *ethos* and the message could reach a wider audience.

One question hiding behind all of the artifacts was raised, albeit indirectly, when David Brady notes of sociology, "public sociology is simply the acknowledgement that sociology must *ultimately* seek to improve the lives of people."[2] Does our field (and, more generally, our University) share a similar *telos*? If we, like Herbert Gans and Michael Burawoy, assume scholars have an

obligation to the public, then posting recorded lectures and presentations offers a simple way of making material available. The video material is also more inviting to those unable or unwilling to read our books and journals.

The inclusion of this artifact acts not only to promote the work of Dr. Malin, but also stresses the importance of the Agora as a site of scholarly engagement and illustrates the intellectual acumen and integrity of the department. We almost assume that our ideas are never going to reach beyond the few people attending a presentation, but by making the Digital Agora we have the opportunity to reach a much broader audience, perhaps even those outside of academia. True, my hope that Dr. Malin's presentation acts as a catalyst in gaining the speaker series and Communication Department more attention and prestige (and university funding!) may be a bit far-reaching. Surely we are no "TED Talks," but that doesn't mean we can't do more to promote the department, our graduate students and faculty, and the Agora.

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[2] David Brady, "Why Public Sociology May Fail," *Social Forces,* 82 (2004): 1-11.

Chapter Ten: Oral History Interviews

Candi Carter-Olson

I really wanted to challenge the idea of "scholarship" with my second D-Scholarship submittal. As a former journalist and an academic who likes to base a lot of my research on primary sources, including interviews, I decided to play to my strengths and do a series of oral histories. The G20 summit created a perfect opportunity, particularly since many of the women from my Gendered Social Movements course and women that I know from the English Department participated in the protests both as protestors and as academics. I thought this would make an interesting intersection for people studying citizen-scholar credibility and motivation.

I chose oral histories rather than some other kind of offbeat scholarship because there is a debate over whether an oral history in and of itself can stand as a form of scholarship with no written interpretation from the interviewer. Oral history has been embraced by the feminist community as a way to recover and highlight the forgotten and overlooked voices of history. These voices include women, ethnic minorities, racial minorities, the socioeconomic underclass, and other disadvantaged groups. The interviewer generally gathers the interviews and then interprets them in a theoretical paper. However, there have been several projects that simply gather the interviews and then deposit them in

one place to stand as documents by themselves. Some of these projects include NPR's StoryCorps and the United States Government's recordings of slave narratives.

I would argue that an oral history can stand by itself as a piece of academic work because the interviewing process is a process of interpretation and the process of listening to that interview is a powerful way to understand history. Adding the written interlocutor may obscure the historical voice. As the StoryCorps site says in its "About Us" section:

> By helping people to connect, and to talk about the questions that matter, the StoryCorps experience is powerful and sometimes even life-changing. Our goal is to make that experience accessible to all, and find new ways to inspire people to record and preserve the stories of someone important to them. Everybody's story matters and every life counts. Just as powerful is the experience of listening. Whenever people listen to these stories, they hear the courage, the humor, the trials and triumphs of an incredible range of voices.[1]

Because everybody's story matters and every life counts, I believe that the recorded interpretation stands as an important historical document in and of itself. This form of academic work forces the interviewer to be conscious of how he or she designs the questions he or she uses, and it also makes the interviewer a part of the historical interpretation process because he or she is deciding what questions to ask and which ones to follow. The story is told by the narrator, but structured by the interviewer. In this way, it is a form of scholarship. As Sherna Berger Gluck argues, oral history "is the creation of a new type of material on women; it is the validation of women's experiences; it is the communication among women of different generations; it is the discovery of our own roots and the development of a continuity that has

been denied us in traditional historical accounts."[2] The storytelling tradition of documenting events and ideas was brought from Africa and continues today as an important way for people to communicate their lives, experiences and interpretations of events. It's a form of academic work that can stand on its own, not just as research, but as a document constructed by the academic and his or her narrator. Oral history is the democratization of scholarship, just like public access is the democratization of scholarship.

This artifact was a kind of "Hail Mary" pass to see what exactly constitutes research and/or academic work that's appropriate for the D-Scholarship database. The D-Scholarship site states: "Examples of items that this repository can accommodate include:

• Research papers, published or unpublished
• Conference papers and presentations
• Supporting multimedia (audio, video, images, etc.)
• Research data
• Electronic Theses and Dissertations"

The oral history interviews' primary purpose was to document these women's experience for Pitt's historical memory and to provide a challenge for the D-Scholarship database. I have no intention of writing an interpretive paper based on these interviews because, as explained below, I do believe that they could be considered academic artifacts by themselves. Even if they are not considered completed academic work, they could be considered "research data" or "raw data."

I submitted this artifact late in the term because it took some time to think through how to make these interviews usable for other people, and this included making a time index for people who might wish to listen to specific sections of

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[1] StoryCorps, *About Us,* [cited 2 November 2009], available from http://www.storycorps.org/about.

[2] Sherna Berger Gluck, "What's So Special about Women? Women's Oral History," in *Women's Oral History,* edited by Susan H. Armitage, Patricia Hart and Karen Weathermon (Lincoln, NE: University of Nebraska Press, 2002).

these interviews without listening to the entire interview. Other oral history archives have posted either transcripts or interpretive writings of the interviews, so I had no guides for creating this table of contents. I could have created a transcript for this artifact, but the time constraints of this term would have meant that I would not have been able to submit any of these interviews. Even with as late as I submitted these interviews, I still only managed to create a table of contents for two of the interviews in time to get them submitted in time for the end of the term.

I had assumed that since I had submitted these audio files late in the term and the format may have seemed challenging to the D-Scholarship database that these interviews would not be posted in time for this reflection. However, the administrators reviewed the submission information on Dec. 15 and posted the files the same day. I was surprised at how easily these files were posted because they are such unusual forms of scholarly work and people might find the particular knowledge contained therein suspect or not academic enough. In a Dec. 15 response to an e-mail from me, Timothy Deliyannides noted, "The actual review time is very brief, usually requiring only a few minutes. We do not review content at all. We are basically looking to see that the descriptive metadata entered by the author or proxy is complete and accurate. We also check that each file can be opened and read or viewed as intended." In other words, content is not a primary concern of the D-Scholarship administrators. This is something that the administrators may want to consider as the database moves forward. Because D-Scholarship represents the collected scholarship and knowledge of the University of Pittsburgh, it's one way that people may judge the effectiveness of our education and contribution to knowledge. If actual content is not reviewed, people could post objects that are not just controversial forms of scholarship. They could be downright bad or just written and posted as a joke.

In terms of whether or not D-Scholarship is an appropriate forum for raw data or alternative forms of scholarship, such as oral history interviews, I think that D-Scholarship might offer a unique opportunity for scholars to provide information to the public without the academic gaze interpreting it. However, because D-Scholarship is really designed for finished works or works that have been presented at conferences, I am not sure that it's the best place for works that do not obviously include academic interpretation. If D-Scholarship were to include research data or alternative forms of academic work, its administrators may want to consider creating separate sections for these forms of work that would clearly label them as work that is not to be read like standard academic work. When a person is reading work that is labeled "academic," which the D-Scholarship database will give to all of its content because it is affiliated with the University of Pittsburgh, he or she expects a certain kind of work. Including information that doesn't fit that guise is important to the D-Scholarship database, I think, because it shows the diversity and depth of the University's work. However, giving alternative work its own section will help readers to interpret and use the information in a manageable way.

Each of the people who submitted an oral history for this project has signed a Deed of Gift giving all of their copyright to me. I will keep these signatures for future reference if a dispute should arise. Because these narrators have signed all copyright to me, I should not need to submit a proxy form to the D-Scholarship administrators.

D-Scholarship has no audio files yet, so this will add to the diversity of content on D-Scholarship. In addition, it will add depth to the University's own scholarship on its own history, which I think could be an important benefit to D-Scholarship. Even though the scholarship on D-Scholarship has value to a wider audience, it's also a good opportunity to expand the ways that the university community sees itself and the work being done within the community. Particularly since these interviews were all done with graduate students who were interested in the G20 summit as scholars and as activists, these help to add depth and variety to the way people

see the University of Pittsburgh's scholarly activities.

The Communication Department at the University of Pittsburgh does a wide variety of scholarship, and oral history is one of the types of research that stretches across many peoples' work, from Christine Feldman's dissertation on the Mod's to the Zboray's work on women reading and writing (although, granted, their work is more based on archived letters and diaries). By simply submitting a set of oral histories and defining it as the interpretive act rather than the primary source for a paper, I will giving the Communication Department a different way to see their own work as researchers and the roles that they allow narrators to play in the construction of the interpretive document.

Also, like Joe Sery's submittal of John Rief's paper, this is an example of graduate student work. It's by a Communication graduate student about other graduate students from across the university. However, this is radically different that the traditional kind of scholarship that graduate students are encouraged to perform, which includes writing seminar papers that appeal to a very small audience, presenting them at conferences for that small audience, and then publishing them in academic journals with an even smaller audience. The oral histories that I've recorded have been designed to respond to both academic concerns and non-academic concerns. These oral histories can start a conversation on the role of academics both within the academy and outside of it because the scholarship is designed to speak to both audiences.

Most obviously, this particular artifact challenges the notion that scholarship must be interpreted through a series of gatekeepers and theory before it can be considered "academic."

Am I submitting academic work or am I submitting raw data? If the D-Scholarship team considers this raw data, will it accept it or will it remand this to the oral history collections that are gathered elsewhere on the library web site? Since it was posted, obviously the administrators seem some academic value in oral history interviews. Do they see this article as academic or raw data? Because these were posted so close to deadline, I have not been able to follow up with the administrators and get their reflections on this issue.

I had wished to see whether the D-Scholarship database could house several audio files in one submission; however, after speaking with my fellow graduate students and Dr. Mitchell, I decided to split these interviews into separate submissions to make them easier to document and search.

To make these oral histories both academic objects and objects open for research and external interpretation, I had wanted to include a series of links to several different news articles and videos about the G20 protests in Pittsburgh and their influence on the Pitt community in particular. Thus far, I have not seen a way to do this on D-scholarship. After posting my submissions, I discovered that the D-Scholarship database only allows links to sites that are relevant to the author, the publisher, or the publication, which severely limits the kind of cross-referenced information that submitters can make available to users. D-Scholarship provides a unique opportunity for a university to provide a comprehensive database that will allow people to cross-reference research and find out more about a topic beyond what is readily available in the primary artifact. By limiting the types of links that are available, the administrators are limiting the site's utility and usability.

Chapter Eleven: Documentaries

Alexandra Seitz

The following case study details a submission to the University of Pittsburgh's D-Scholarship repository. The artifact under consideration is documentary film created by two University of Pittsburgh graduate students in January of 2009. The submitter, Alexandra K. Seitz, is one of the primary creators of the piece. Although the submission attempt generated a plethora of beneficial knowledge for D-Scholarship users and administrators, two primary issues stood out as potential complications for the repository. First, the possibilities for formatting and uploading lengthy video pieces to the website are starkly limited—video files must be of a minimal megabyte size, requiring longer pieces such as the proposed documentary to be broken up into separate QuickTime files. Second, the options provided to the submitter in regards to licensing are minimal and inadequate—only one out of at least six possible licensing options through Creative Commons is presented to submitters of non-software content. These issues are most salient to the future of the D-Scholarship repository in that they detail restrictions and limitations that threaten to deter Pitt faculty and student creators of high quality works from submitting their pieces to the repository. The following case study further details these issues, their meaning for D-Scholarship and its potential submitters, and their relevance to the future of digital scholarship at the University of Pittsburgh.

During the spring of 2005, four American student filmmakers traveled to the island of Montserrat with the hope of capturing unique footage of the island's weeklong Saint Patrick's Day celebration that they could later edit into a compelling film narrative about a relatively unknown island and its people. The project, directed and produced by current University of Pittsburgh Communication graduate student, David W. Seitz, and co-produced by University of Pittsburgh Religious Studies graduate student,

Alexandra K. Seitz, culminated in a one-hour documentary film that offers an ethnographic portrait of the island, its people, history and traditions during March 2005.

In the late 1990s, massive volcanic eruptions destroyed Montserrat's infrastructure and leveled the island's capital, Plymouth. Today, Montserrat's 4,000 citizens are still coming to terms with this traumatic event. *Montserrat: Emerald of the Caribbean* explores how shared values—community, hope, faith—and traditions serve as sources of strength and identity for Montserratians as they rebuild their lives together. The film culminates in a portrayal of the sights and sounds of Montserrat's annual St. Patrick's Day Festival, a commemoration of African slaves who rebelled against their Irish slave masters on Saint Patrick's Day, 1768. A unique blend of African, Caribbean, and Irish traditions, the Saint Patrick's Day Festival represents the past, present, and future of a resilient people.

In recording the events of Montserrat's Saint Patrick's Day celebrations and offering a space for Montserratians to speak to outsiders about its meaning, the film functions, in a way, as an intervention into the communication subfields of rhetoric, media studies, and culture. In terms of rhetoric, the film explores various local forums and styles of public address—poem recitations, calypso performance contests and radio public service announcements—to elucidate how Montserratians construct arguments, maintain collective memories, and motivate each other to ways of thinking and action as they struggle to rebuild a nation severely uprooted by volcanic eruptions. As a "media study," the film offers an intimate portrayal of ZJB Radio, the island's only local media outlet. Following prominent radio personalities Rose Willock and Basil Chambers, the film shows how ZJB Radio fulfills many roles on the island (much like early radio in the US): town crier, public forum for debate, repository for local news and community concerns. Furthermore, the film examines what one might consider to be non-traditional forms of media such as intricately designed kites, cross-cultural

"masquerade" dress and shows how such non-traditional media convey specific messages to community members.

D-Scholarship seems to have risen above the curve in choosing to include a video submission option within its repository. Harvard's DASH repository, for example, does not contain a video option. The fact that Pitt's D-Scholarship repository contains a video option should be highly commended, as video pieces contribute to a more dynamic and diverse landscape of scholarly submissions. This being said, the following description and analysis of the technological processes for both uploading and viewing a video submission will demonstrate that D-Scholarship still needs to update its video submission options for both the submitter and the user.

As mentioned in the introduction, large video clips (such as a 60 minute documentary) must be spliced into small files in order to be placed onto D-Scholarship. In the case of the proposed documentary submission, this means that the viewer must first have the QuickTime application on his or her computer and second download all the (sizable) files to his or her computer. The main issue, however, that arises from this mandatory splicing of clips is that it results in the fragmentation of what should be a continuous viewing of the film as a whole. Although this problem does not seem that drastic, the fact that other websites allow for such a production to be uploaded and streamed in its entirety, creates an exigency for D-Scholarship managers to address if they wish to be competitive with such sites.

The best solution to this problem may be to allow video to be streamed directly on the D-Scholarship website. If this is not an option, allowing the submitter to present the artifact on D-Scholarship with the appropriate description, abstract, promotional materials, AND a link to the website where it can be streamed in its entirety may be another optimal alternative.

The proposed submission of this artifact brought to light the issue of Creative Commons Licensing to the D-Scholarship repository. When attempting to upload the Mpeg files of the

documentary video to D-Scholarship, I was instructed to choose a licensing option for each clip. The website presented four options for licensing selection including "Unspecified," "Creative Commons Attribution Non Commercial Non Derivatives," "Creative Commons GNU GPL (for software only)," and "Creative Commons GNU LGPL (for software only)." After reviewing the Creative Commons website and educating myself on their various licensing conditions, I concluded, in conjunction with executive director of the film, David W. Seitz, that the best copyright option for the video within CC is "Attribution, Non Commercial, Share Alike." This option allows others to:

> Remix, tweak, and build upon (the) work non-commercially, as long as they credit (the original author) and license their new creations under the identical terms. Others can download and redistribute (the) work…(and) they can also translate, make remixes, and produce new stories based on (the) work. All new work based on (the original work) will carry the same license, so any derivatives will also be non-commercial in nature.

Remixing, tweaking and building upon others' work are actions that many scholars and artists have engaged in, particularly since the emergence of both web videos and music remixing technologies. In a digital environment in which these types of actions are practiced in abundance and in which digital audiences expect such permission allowances, we do not see the need to restrict such usage of our work. Further, since our documentary contains myriad audio and visual possibilities for remixing and reconstruction, and since one of our main goals for the film is to inspire further interest in the island nation of Montserrat, we see the "Attribution, Non Commercial, Share Alike" option at CC as a compelling possibility for the licensing of our soon-to-be publically-available work. Finally, it seems clear that the array of licensing options presented by Creative

Commons presents a positive, reasonable, and unique way of increasing the creative possibilities within the scholarly and artistic "commons," an advancement that clearly coalesces with the broader arguments made by proponents of the open access movement.

It is thus unfortunate that the D-Scholarship system has not allowed for the particular CC licensing option, "Attribution, Non Commercial, Share Alike," to appear as a possible selection for University of Pittsburgh D-Scholarship submitters. Additionally, there are four more licensing options on the Creative Commons website that should be made available as options on D-Scholarship. They are: "Attribution," "Attribution, Share Alike," "Attribution No Derivatives," and "Attribution Non Commercial." As the D-Scholarship website stands now, only the most extreme option that largely favors copyright restriction, "Attribution, Non Commercial, No Derivative" is provided as an option for D-Scholarship submitters. We therefore suggest that the other licensing options on the Creative Commons website be added to the D-Scholarship licensing selection option.

David W. Seitz is an accomplished senior graduate student in the Communication Department at Pitt. He is currently writing his dissertation on the establishment and international reception of American World War I overseas cemeteries and has won a number of prestigious fellowships during his tenure at Pitt. Alexandra K. Seitz is also an accomplished University of Pittsburgh graduate student. She completed her Master's in Religious Studies at Pitt in August of 2009 and is currently in her first year of PhD course work. With this in mind, the publication of the film on the D-Scholarship website would serve as a valuable promotional piece for both the Pitt Communication Department and Pitt's Department of Religious Studies in demonstrating the achievements of their graduate students.

In addition to the Communication components of the film detailed in the film description above, one could see the film as a study of communication *as* culture (as forwarded

by James W. Carey). Depicting impromptu musical performances, annual tea parties, dance parties at the "Old Peoples' Home," and illegal fishing trips in the "Exclusion Zone" (again, I can explain if you like!), the film reveals how knowledge, relationships, and memories are created and preserved by multiple forums (both official and unofficial) of transactional ritualistic communication.

In regard to our seminar's investigation of rhetorical production, the inclusion of this film allows us to look at two particular aspects of filmmaking and its relation to the discipline of communication studies. First, in light of our class's focus on the changing model for publishing knowledge, the making of this film and its submission to the D-Scholarship repository suggests that more communication scholars should engage different media technologies as producers at the creative level. Because of the technological revolution occurring in our lifetime, the ability to produce high quality video has been democratized. Furthermore, in terms of making knowledge, creative projects outside of the scholarly publication realm are often limited or lost amongst members of academia. Now, more than ever, we should encourage academics to engage in such projects because of this democratization of production technologies and methods. As Kembrew McLeod has shown us, academics can use artistic and creative forms to make persuasive intellectual arguments and point to significant contemporary phenomena worthy of study.

Finally, I think that communication scholars who write about, think about, and criticize new media technologies and their effects on individuals, academia, and society at large, could benefit from interacting with those media technologies as producers (rather than solely as receivers and/or "objective" critics). That is to say, by becoming producers of media (via the blogosphere, film, radio, etc.), scholars would acquire a wider and sharper perspective of their objects of study. Additionally, they might notice new potential paths for productive community-

and knowledge-building that would otherwise remain hidden.

This video piece is of a different genre (documentary film) than my classmates' proposed video submissions and thus will be the first of its kind on D-Scholarship. The film also transcends the scholarly realm both in terms of its medium and content and thus may be of interest to a range of publics and individuals, from documentary filmmakers, anthropologists, and Catholics, to Montserratians, members of the African Diaspora, and communication students.

It could be argued that some documentary films are not necessarily academic. Thus the submission of a documentary film onto D-Scholarship merits a close review to determine whether it fits the criteria of a scholarly piece. Because of *Montserrat*'s firm visual ethnographic foundation and general educational aims, I contend that its inclusion in the repository is both valid and enriching to the D-Scholarship catalogue.

As noted above, the content of the film is unquestionably interdisciplinary and thus contains the ability to be of interest to a variety of scholars and students in other academic fields besides communication. The film's investigation of community radio, ritual, the African Diaspora, permaculture, island communities, Caribbean history, and catastrophe narrative exemplify this point. Additionally, my involvement in the film as a co-producer and my current status as a Pitt graduate student in Religious Studies furthers the interdisciplinary component of the artifact.

This particular film has been shown only once in a public setting in the United States. This viewing took place at The Johns Hopkins University Film Festival on Sunday, April 19, 2009. Copies of the film were donated to specific leaders of the Montserratian community by the head filmmaker, David Seitz, and have subsequently been viewed by Montserratian school children and adult citizens at various community/nation-building events within the island. Hence, when uploaded to the repository, D-Scholarship will be, thus far, the sole online

venue for the non-Montserratian public to view the film.

At the suggestion of classmate Allison Hahn, who is also submitting a digital video to D-Scholarship, I visited CIDDE in order to create Mpeg files of the film. I uploaded the film in AVI format to one of the programs available for use at the video production station. Once uploaded (this process unfortunately occurs in real time), I was able to use an Adobe program to splice the film into separate Mpeg files, which I coordinated to the appropriate chapters of the doc. When uploaded to the D-Scholarship website, they will appear as separate Mpeg files titled with a number and the chapter name. Apparently Mpeg files take less time to download than AVI files because their quality is slightly lower. However, I watched its appearance on the large computer screen and the quality was very fine.

Finally, it is important to note that the actual "Details" page for the proposed video submission could use significant revamping in order to make the page and thus the proposed artifact more user-friendly and navigable. For example, it would helpful to be able to include the time span of clips next to their titles. Moreover, adding a list or description of the objects of study within each individual clip to this "Details" page would improve the artifact's value for archival research. For instance, if someone was searching for examples of shamanistic dance, he or she could see that this type of content is included in Chapter 4: Kite Flying. As it exists now, the format for video files is confusing and not very user-friendly.

In the case of the creation and deployment of this film, it seems that the antinomy pointed out by Scott Consigny in his article "Rhetoric and Its Situations" fits most appropriately. David Seitz learned of the island of Montserrat through his friend and teaching associate Erik Churchill, who had traveled to the island in March of 2003 with the aim of attending the island's St. Patrick's Day festivities. Seitz and Churchill spent the 2002-03 academic year teaching English to primary and secondary school students on the French-speaking island of Guadeloupe. Two years later,

Seitz, who often recalled Churchill's intriguing account of the trip, proposed the idea of documenting the festivities for a film.

It thus appears that while "exigency," per se, does not appear to have caused Seitz's eventual rhetorical response, the uniqueness of the Montserratian Saint Patrick's Day celebrations obviously stimulated Seitz's interest and eventually prompted him to film the phenomenon. At the same time, Seitz, in his own agency, created a rhetorical situation out of the visit through the choices he and his crew made while filming and subsequently editing the event, its culmination, and its underlying context. As Consigny writes, "the art of rhetoric is an art of 'topics.' The rhetor discloses issues and brings them to resolution by interacting with the situation."[1] The film allows us to further explore the rhetorical situation in Montserrat, but also, in and of itself, is a piece of rhetoric. Further, the cycle of communication continues as the D-Scholarship project in our Graduate Seminar in Public Argument created an exigency for me to rhetorically respond with the proposal to submit *Montserrat: Emerald of the Caribbean* to the repository.

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[1] Scott Consigny, "Rhetoric and its Situations," *Philosophy and Rhetoric* 7 (1974): 179.

Chapter Twelve: Graduate Student Participation

Joseph Sery

Artifact Nominated for D-Scholarship Submission

John Rief, "Talking at Cross Purposes: Violating Higher-Order Conditions with Oppositional Arguments." In Frans H. van Eemeren, J. Anthony Blair, Charles A. Willard, and Bart Garssen (Eds.) *Proceedings of the Sixth Conference of the International Society for the Study of Argumentation* (Amsterdam: Sic Sat/International Center for the Study of Argumentation, 2007): 1147-1154.

Keywords: Pragma-dialectics, higher-order conditions, argumentation theory, intercollegiate academic debate, normative pragmatics, critical discussion, Debate Author Working Group, DAWG, argument.

Status: Pending.

Enhancing the academic ethos of the University of Pittsburgh with scholarly contributions to their respective fields, graduate students from every department play a pivotal role in cultivating strong intellectual environment. Although the work they produce after graduating from the University may be what eventually distinguishes them, many graduate students are producing compelling, important, and useful research throughout their time in Pittsburgh. Their future work is often an expansion from the ideas and issues explored, examined, and reflected upon during their time as graduate students, igniting a lifelong passion for their respective areas of expertise. They are presenting their research at national and international venues, representing the academic strength of the University to a wide array of attendees. Setting themselves apart from their peers, an outstanding few have their work published; a commendable achievement for a young scholar. Too infrequently, however, do these accomplishments receive the adequate attention they deserve, especially for a young scholar eager to make a strong presence on the job market. Considering the troubling economic times, graduates students need their scholarly publications highlighted and given the opportunity to reach the widest audiences, be they potential employers or similarly minded researchers.

As such, the University of Pittsburgh's emerging D-Scholarship database must give considerable thought to the ways in which

graduate student contributions can be included, yet also be mindful of the graduate student's unique position in the University system (and academic world writ large). They lack the power of their faculty mentors and their time at the University is fleeting (or so we hope). As a result, they may be left out of discussions concerning the future of D-Scholarship, which may instead focus on faculty considerations. However, ignoring graduate student input (both scholarly contributions to D-Scholarship and their perspectives on public access publication) is a grave mistake. They play an integral role in the academic culture of the University and represent the next generation of scholars.

To better understand the beneficial role D-Scholarship may have on a graduate student's academic career, I offer an example from my home department, Communication. Our students are doing remarkable work, but struggle to have their ideas (and notoriety) spread. Used wisely, D-Scholarship has the ability to bring additional exposure to our graduate students, thus making them more marketable as they prepare to depart the University while also raising the integrity of our department and the University of Pittsburgh.

In 2006, University of Pittsburgh graduate student John Rief attended and presented at the Sixth Conference of the International Society for the Study of Argumentation in Amsterdam. Drawing from both practice and theory, Rief examines the "reflexive turn" in NDT community and challenges the Pragma-dialectical model of argumentation in the process. After the conference ended, his essay was included in the conference proceedings. Although one may suggest conference proceedings do not reflect the academic rigor and legitimacy standards sought for D-Scholarship contributions, the conference is prestigious and his essay was selected for its strength and potential influence.

Through both interpersonal conversation and email (attached at end of document), John Rief has given permission to submit his work to D-Scholarship. The publishers, SicSat, have also given permission for the essay to be made available online.

The artifact offers several important contributions to the D-Scholarship repository. First, at the moment, contributions from graduate students are almost exclusively theses or dissertations. Only recently have there been different types of contributions, but these are infrequent and do not represent the publishing strength of the University of Pittsburgh's graduate students. With the inclusion of John Rief's essay, other graduate students may feel more comfortable submitting completed work that is not simply a part of a thesis or dissertation. Hopefully, this artifact will encourage other graduate students to submit quality work, both inside and outside the Department of Communication.

Second, one of the most important aspects of the Pitt Communication Department is our highly intelligent, motivated, and successful graduate students. As Dr. Mitchell revamps the Pitt website to better communicate the strength of our graduate students (i.e. an online calendar of conference presentations, "word clouds," etc.), including Rief's essay will only help to improve the reputation of our graduate students. Furthermore, prospective students and fellow scholars will have more of an opportunity to make connections with similarly minded Pitt students. Other departments would no doubt also benefit from such exposure, thus raising the University's prestige and ability to attract the brightest, most promising graduate students. Furthermore, one of the most important and useful aspects of D-Scholarship is its ability to foster a digital academic culture, one in which scholars are connect to and through their work

Finally, and most importantly, John Rief will benefit from the submission. Like hundreds of other graduate students, he will be on the job market soon. By submitting an essay to the D-Scholarship repository, Rief has the opportunity to increase his visibility and improve his credibility for the various colleges, universities, and/or fellowship programs to which he will apply. Yet, as most scholars know all too well, even the most profound, insightful, and important conference presentations may be ill

attended. Although more individuals received a copy of the conference proceedings, the circulation is far less than desirable. With D-Scholarship, Rief's essay will have the ability to receive the attention it deserves, especially with other argumentation scholars who did not attend the conference and do not have access to the print-version conference proceedings. If we've learned anything from John Stuart Mill's *On Liberty*, it is the importance of getting ideas out of a small, private sphere and out in the fresh air.

Until now, I have been all-too-eager to promote Rief's work and other graduate student contributions. I have neglected, however, whether or not graduate students ought to readily contribute their work, especially if it reflects a longer project that may change in time. Graduate students must be prepared to ask, "*Should* I be all-too-ready to submit work to D-Scholarship?" Isocrates reminds his students "not to publish hastily their views on things which they do not understand, but to wait until they can find themselves in accord with men who have much experience of matters submitted to them for judgement (*sic*); for if they will so govern their thoughts, no one can fail to approve their discretion."[1] There is great danger in putting out ideas that need time to cook a little longer. (We don't want to have our graduate students suffering from academic salmonella, do we?) A young scholar may change his/her mind after doing more research or engaging with the material from a different perspective. If public access has the ability to draw more attention to a particular essay, we have been presuming such work is worthy of additional attention. Dissemination for dissemination's sake is not wise and may result in an essay haunting the early years of one's career. Graduate students ought to reflect on the worth of the article and ask themselves if they truly want it available online, perhaps discussing the issue with his/her advisor and other faculty mentors. If the essay is

submitted in an academic journal or included in a volume of collected essays, one may presume s/he has met the adequate standards for wider dissemination. (Note: I am not suggesting John Rief's essay is not worthy of inclusion; I only mean to stress graduate students and young scholars ought to conscientiously reflect on whether or not they feel prepared for and comfortable with such wide dissemination).

A second important point of heuristic value is the transition from the old guard to the new guard. Having nothing to do with age, we've addressed throughout the past two months how some scholars are reluctant to utilize D-Scholarship. Encouraging graduate students to utilize D-Scholarship will help to pave the way for accepting this type of scholarship as not only normal, but expected. Acquainting graduate students with public access publication, illustrating its usefulness, and addressing potential ramifications may make the transition to a new era of academic publication easier.

Given the benefit graduate students may receive from the D-Scholarship repository (and the potential ways in which they may be taken advantage of), I must stress the importance of including graduate students in future discussions on D-Scholarship and public access publication. True, the faculty and research professors contribute the majority of Pitt-affiliated publications, but graduate students are nonetheless an important voice in the discussion. To make a decision without considering their input would neglect their role in the University and may have negative ramifications. Just as faculty care deeply about the future of publication, so too do graduate students, especially as they enter the academic landscape to an ever-changing terrain.

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[1] Isocrates, *Panathenaicus,* trans. George Norlin, Loeb Classical Library, Vol. 2 (London: William Heinemann, 1929), 272.

Chapter Thirteen: Undergraduate Student Participation

Matt Gayetsky

Artifact Nominated for D-Scholarship Submission

Jen Sweeney and Stephanie Luczajko, "Critical Geneaology of United States Sugar Subsidies," Unpublished William Pitt Debating Union Speaking Briefs, University of Pittsburgh, 2008-2009.

Keywords: Affirmative, agricultural policy, CEDA, Central Romana, debate, Dominican Republic, exploitation, Fanjul, Foucault, genealogy, Haiti, media, narratives, NDT, racism, slavery, sugar subsidies, William Pitt Debating Union, WPDU.

Status: Pending.

In its current form, D-Scholarship has been promoted as the University of Pittsburgh's digital repository that allows open access for scholarly research which has been published by members of its faculty. While this is certainly a laudable goal for this fledgling system, the limits of this system ought to be tested by pushing or pulling the norms of (1) what counts as scholarly research and (2) for whom is this system. This chapter tests the limits of these two issues by arguing that the debate research of a pair of undergraduate students is a piece of previously unpublished scholarly research that enhances the D-Scholarship repository. The focal point of this inquiry seeks to determine how the University views the academic work of its undergraduate students. Even though seminar papers and debate research are not placed under the same scrutiny as a peer-reviewed academic article, the question ought to be raised whether or not D-Scholarship is also a space for undergraduates to showcase exemplary pieces of their work. These questions become even more salient in a world where D-Scholarship becomes an opt-out system.

The criterion for what is compulsory to upload versus that which might remain opt-in (or excluded from submission) should be determined prior to the system going live, such that the expectations for both faculty and students is clear. This brief recommends that even though D-Scholarship should transition to an opt-out structure, undergraduate students' submissions should remain opt-in, although encouraged to participate.

Jen Sweeney and Stephanie Luczajko, currently senior debaters at the University of Pittsburgh attended the Arizona Debate Institute during the summer of 2008. There, they began their work on a genealogical investigation of how the agricultural policy of the United States, and in particular its sugar subsidies, act to promote slavery in the world today. By subjecting our agricultural policies to a genealogical analysis, they were able to examine the way in which our subsidies act as a technique of power. However, they had little success with this argument (failing to win a single debate round on this argument until her third tournament) and began to ask

herself why it was the case that an argument which claims that an ongoing United States trade policy continues to perpetuate slavery in the Dominican Republic could be so unpersuasive. Instead of remaining on this course, she determined that the best way to engage this question was to provide a retrospective analysis of her subject-position within the context of debate rounds in an attempt to seek out what it means that questions of slavery are not deemed as particularly important within competitive policy debate. Given the evolutionary nature of where the argument began, and where the argument ultimately ended up, it seems important that both arguments be examined in comparison to one another.

Both Sweeney and Luczajko are currently members of the William Pitt Debating Union, and the documents included in this artifact have never been published, meaning that no copyright permissions were required. In conversations with both, they did provide the requisite permissions for this to be uploaded onto the D-Scholarship repository.

The University of Pittsburgh Library System is poised to take the lead for scholarly examinations of competitive policy debate. With the upcoming launch of *Timely Interventions* (the Department of Communication's online journal which publishes articles that translate competitive arguments made within debate rounds into topics of popular consumption), that is hosted by Pitt's library through its initiative to launch new online journals, it is clear that the University has made a commitment to argumentative theory. While it appears clear that there is value for translational research of the work done in competitive debate, there is also value in the untranslated information. If a communication scholar were to write an academic article critically analyzing an important speech or object, this object is typically open for public viewing. Debates, and the arguments made within them, remain hidden behind closed doors and hidden from the public eye, which puts the debate scholar in a privileged position of elite access to the objects of critique. By opening the objects up

to public dissemination, it allows the source material to be circulated generally, potentially allowing a cross-pollination of debate argumentation into other areas.

Another possible value of this artifact to D-Scholarship is to use the repository as a space to include working projects. Susan Brown, in her article "Published Yet Never Done," argues that there is a level of fictiveness in the presupposition that a piece of scholarship be 'done'[1]. Even in the traditional model of publishing, the work that appears in journals is only a snapshot of a scholar's thoughts on any particular issue. What a digital repository provides is space in which works of varying levels of completeness have the capacity to more easily be work-shopped communally. Certainly, the file-structure of the repository should reflect these different possible stages, but setting up D-Scholarship as being *only* for finished, published articles (as is the case with other repositories, e.g. Harvard's DASH) misses a valuable way in which this system could be used.

The William Pitt Debating Union is unique, as unlike most debate programs which become affiliated with academic departments at some later point in their life, the Department of Communication at the University of Pittsburgh emerged *from* the debate program. Across the country, the rising cost of competitive debate has resulted in various schisms between debate teams and the departments that fund them. The typical justification for these clashes is that the debate team serves only a small number of students (often less than eight students); yet even small programs cost over $40,000 annually. If, however, it were possible to articulate the work of debate programs as a scholarly practice that results in the public dissemination of arguments which are important, this cost might not look so extreme as it serves as a public good. While Pitt has been able to avoid budgetary

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[1] Susan Brown, *et al.,* "Published Yet Never Done: The Tension Between Projection and Completion in Digital Humanities Research," *Digital Humanities Quarterly,* 3 (2009).

crunches better than many schools, there is value for the department to continue to amplify its debate program by amplifying the research of its team.

Aside from rearticulating what it means to do research for debate, there are several other reasons why the inclusion of this artifact would be important for the department. Most of the objects under consideration for submission to D-Scholarship have been faculty members in the department or otherwise affiliated with the University. In contrast, this artifact allows the department to showcase the work that its undergraduate students are doing, and illustrate that important scholarly work is not restricted to faculty members. Second, if there is such a thing as the "Pitt Brand" in the department of communication, it would be some type of grounded, interdisciplinary theorizing. This artifact displays the department's blend of theory and praxis, as Sweeney and Luczajko would publically perform their critique about slavery in the Dominican Republic and their immanent critique of the debate community dozens of times. This fusion of high theory and physical engagement typifies the work which is done in our department.

Further, it is important to consider the work that is being done by undergraduate students, both inside and outside of their classes as important. Debate work seems particularly well suited for submission as serious scholarship due to the nature. On average, the arguments written by debaters are made publicly and critiqued for their merits around fifty times within a season. Losses carry the weight of "revise and resubmit" to those who are serious about the activity. University of Texas assistant coach Ryan Goodman has compared the level of rigor and intensity of debate research and preparation over the course of a year to the work involved in completion of masters' thesis."[2] If this observation is accurate, artificially quarantining

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[2] Gordon R. Mitchell, "Pedagogical Possibilities for Argumentative Agency in Academic Debate," *Argumentation & Advocacy,* 35 (1998): 41-60.

undergraduates from participating in the D-Scholarship initiative seems short-sighted and excludes potentially valuable artifacts from submission to the repository.

There are several important questions surrounding the arguments of Sweeney and Luczajko that insist upon being answered. The first is a large, multifaceted question that questions the limits of fair use and what it means to be Pitt-affiliated. As one can see from reading through the artifact, typical debate arguments are mostly very long block quotes, which are connected by a brief description of what each block quote says. In the eyes of D-Scholarship, does this constitute a violation of fair use? In the event that it does not violate fair use, then the question becomes whether or not it makes sense to call such an artifact the product of a Pitt scholar. Michel Foucault, after all, 'writes' more of this argument than either Sweeney or Luczajko. However, does the 'remix' of other authors arguments constitute a new thing brought into being by a Pitt scholar, or would it be viewed as a set of discrete parts which is not a Pitt product? In the event that it is permitted, what then is the lower-bound of submission? Would a collection of cited block quotes, without tags explaining the content also count as a unique Pitt product? Or to push this boundary even further, does writing notes in the margins of a book amount to an academic endeavor?

Unfortunately, as one the date of the completion of this brief, this submission is currently pending its submission to D-Scholarship so the answers to these questions have not yet been provided. This itself poses an important issue, namely, that if the repository is going to become an opt-out system, the resource demands upon the system will exponentially increase. Even with an extremely limited number of people are currently using the system, the lag between an artifact being submitted and posted seems inordinately lengthy. If this system were hit with several hundred submissions each month in its current form it would be impossible to keep up. Rather than disparaging the system, this simply serves as evidence that if D-Scholarship is

going to be an important part of Pitt's transition to an open-access economy it will need substantial support to ensure its proper functioning.

Additionally, I have argued for some degree of restructuring of the categories that currently exist within the repository. Rather than dividing artifacts only by the format (e.g. thesis), D-Scholarship should consider multiple-tagging of artifacts, by both format and content-type. In the current system, this artifact would be uploaded as "other" because it falls outside of the current established categories. Providing departments with the opportunity to determine their own content-tags would at least diminish the number of artifacts in the unhelpful 'other' category, as well as help out scholars who are researching a particular topic. Clicking on the content-category of "Argumentation" would provide this researcher with a list of artifacts that are all related to the general area that this person is interested in, rather than clicking on "thesis" and being forced to determine what does/not apply.

The final question addresses the 'oeuvre' of Pitt's open-access transition. One of the biggest benefits of open-access repositories like D-Scholarship is that it provides the possibility to amplify one's own research. This seems like a limited scope for this initiative, however. Individuals within these different parts of the library system should begin considering how the different parts of the initiative can help one another; the clearest example I provide above being D-Scholarship and D-Scribe working together to be mutually amplificatory. Uploading the original debate arguments to D-Scholarship is a way to amplify (or contextualize) the translational research of these arguments in a D-Scribe article. This allows people who are seeking out some information to remain *exclusively* within the Pitt Library System. The capacity to do this functions to amplify the system in its entirety, and while I believe the above recommendation to be a good one, new and creative interactions between these systems ought to be encouraged.

COMMRC 3314
GRADUATE SEMINAR IN PUBLIC ARGUMENT
Rhetorical Production

Gordon Mitchell
University of Pittsburgh
Department of Communication
Wednesdays 5:30-8:30 pm; CL 1128; Fall 2009

OVERVIEW

This seminar explores rhetorical production as a practical challenge and a topic of reflexive theorization in the context of advanced communication scholarship. While the undergraduate communication curriculum integrates rhetorical production pedagogy in applied skills courses such as public speaking, discussion and argument, few parallel opportunities for honing production skills exist at the graduate level. Of course, any scholarly piece on a controversial topic constitutes an intervention into the field of social action. But publication of scholarship for a peer audience does not exhaust the range of potential interventions available to rhetoricians.

Occasionally scholars experiment with other forms of rhetorical production that involve themselves directly in the controversies they study: Op-eds, letters to the editor, radio appearances, street theater performances, and more. Sometimes, these interventions follow a reflexive turn when the interventions themselves become topics of analysis in published articles. When this happens, scholarship becomes reflexively multivocal; the author's interpretive voice mixes with the productive they voice use to color their object of study. How do they mix? What are the various styles and registers of reflexive rhetorical scholarship? What are the promises and pitfalls of each? In addition to exploring such questions by consulting literature in communication, sociology, and medicine, this seminar will pursue a collaborative project in rhetorical production that accesses a new digital channel for circulation of creative works.

D-SCHOLARSHIP COMPONENT

The University of Pittsburgh Library's "D-Scholarship" (Digital Scholarship) program was launched in summer 2009. The Pitt D-Scholarship website (http://d-scholarship.pitt.edu/) enables any Pitt faculty member or student with a valid username to upload scholarly content that will be publicly available and searchable via Pitt Cat, Google, and other databases. Seminar readings and discussions will compare and contrast the Pitt D-Scholarship initiative with similar institutional efforts (e.g. at Harvard University and Boston University), consider the program's intellectual property implications, impact on creative economies, and possibilities for enhanced community engagement.

As the Pitt D-Scholarship program offers a concrete opportunity for students to experiment with and reflexively interrogate situated rhetorical productions, seminar participants will deliberate about how best to execute a D-Scholarship "surge," where students take the lead in organizing and executing a substantial volume of contributions to the D-Scholarship website. Twice during the term, after selecting a digital artifact (e.g. article, book chapter, preprint, audio clip, photograph) and securing necessary permissions, students will present the artifact to the class, along with a written brief that outlines the rationale for the artifact's inclusion in the D-Scholarship database. Peer deliberation will guide subsequent submission of the digital artifact and revision of the supporting brief.

OBJECTIVES

- We will grasp the relationship between interpretation and performance in rhetoric and learn how to apply such insight reflexively to our own scholarly work.

- We will appreciate ways that the "open access" movement creates exigencies for rhetorical production, strains the boundaries of copyright law, presents novel challenges for the publishing industry, and makes possible new metrics of scholarly authority.

- We will develop understanding of the term "public intellectual," and appreciate the texture of controversy it tends to generate in academe and beyond.

- We will make practical contributions to public knowledge through a D-Scholarship "surge."

REQUIREMENTS

(Grading rubrics and assignment details to be finalized after first seminar meeting discussion)

- Contribution of two artifacts to the seminar D-Scholarship surge project, with each artifact accompanied by an explanatory brief filed electronically to CourseWeb 48 hours prior to the scheduled seminar presentation.

- Substantial revision and expansion of explanatory artifact briefs in light of feedback garnered from seminar discussion, due December 9, 2009.

- Regular attendance and contribution to seminar discussions.

LOGISTICS

Office hours Tuesdays 10:00 am - 12:00 pm and by appointment in CL 1109. All course readings will be available on CourseWeb. Note that these materials may be protected by United States copyright law, 17 USC section 101, et seq., as well as University policy and procedures that prohibit unauthorized duplication or retransmission of course materials.

RELEVANT ACADEMIC POLICIES

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services, 140 William Pitt Union, 412-648-7890 or 412-383-7355 (TTY) as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

Students in this course will be expected to comply with the University of Pittsburgh's Policy on Academic Integrity. Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity.

SCHEDULE OF MEETINGS, THEMES AND ASSIGNED READINGS

SEPTEMBER 2

Introduction
   Topics covered include: impetus for design of the course; overview of syllabus; explanation of course requirements and deadlines, negotiation of grading rubric.

SEPTEMBER 9

Case Studies in Reflexive Rhetorical Production
   Each of the leading communication scholars featured this week write with a reflexive voice, making their personal interventions into the field of study part of the study itself. How do their various approaches to this challenge compare and contrast? What are the scholars interpreting, and what are they producing? What roles do the finished article texts, and prior interventions, play in their projects? Through the study of these four exemplars, we can develop a vocabulary for discussing productivist rhetorical criticism and begin to identify key challenges associated with this mode of scholarly work.

• Celeste Condit, "How Bad Science Stays That Way: Brain Sex, Demarcation, and the Status of Truth in the Rhetoric of Science," 26 *Rhetoric Society Quarterly* (1996): 83-109.
• Kembrew McLeod, "Cease and Desist: Freedom of Expression® in the Age of Intellectual Property," 2 *Poroi* (2003), http://inpress.lib.uiowa.edu/poroi/papers/mcleod031101.html
• Kembrew McLeod, *Freedom of Expression®: Overzealous Copyright Bozos and Other Enemies of Creativity* (New York: Doubleday, 2005): 117-122.
• Martin J. Medhurst, "The First Amendment vs. Human Rights: A Case Study in Community Sentiment and Argument from Definition," 46 *Western Journal of Speech Communication* (1982): 1-19.
• Phaedra Pezzullo, "Resisting 'National Breast Cancer Awareness Month': The Rhetoric of Counterpublics and their Cultural Performances," 89 *Quarterly Journal of Speech* (2003): 345-365.

Optional Bonus Reading
   • Martin J. Medhurst, "Values in Conflict: A Case Study of Coalition Formation in a Morally Ambiguous Situation," 6 *Religious Communication Today* 6 (1983): 11-21.
   • Kembrew McLeod, "Freedom of Expression™," *In These Times* (February 17, 2003): 43-44.
   • Phaedra C. Pezzullo, "Performing Critical Interruptions: Stories, Rhetorical Invention, and the Environmental Justice Movement," 65 *Western Journal of Communication* (2001): 1-25.
   • Gordon R. Mitchell, *Strategic Deception: Rhetoric, Science and Politics in Missile Defense Advocacy* (East Lansing: Michigan State University Press, 2000): 21-23.
   • Gordon R. Mitchell and Timothy O'Donnell, Editors' introduction to special double issue on the inaugural AARST Science Policy Forum, 14 *Social Epistemology* (2000): 79-88.

SEPTEMBER 16

Inverted Rhetorical Situations in an Age of Content Abundance
   Rhetorical situations are like pressing phone calls – they carry word of urgent imperfections that call on rhetors to respond with just the right language. Applied reflexively, rhetorical situations call on scholars to invent and produce fitting interventions into the fields of social action they study. What rhetorical situations are you in? How do Bitzer, Vatz and Cosigny suggest different approaches to developing fitting responses? How does the age of "content abundance," as described by Jensen and Lanham, present novel exigences for the current generation of academic scholars?

• Lloyd F. Bitzer, "The Rhetorical Situation," 1 *Philosophy and Rhetoric* (1968): 1-14.

- Richard E. Vatz, "The Myth of the Rhetorical Situation," 6 *Philosophy and Rhetoric* (1973): 154-161.
- Scott Consigny, "Rhetoric and its Situations," 7 *Philosophy and Rhetoric* (1974): 175-185.
- Michael Jensen, "Scholarly Authority in the Age of Abundance: Retaining Relevance within the New Landscape," Keynote Address at the JSTOR annual Participating Publisher's Conference, New York, New York, May 13, 2008, http://www.nap.edu/staff/mjensen/jstor.htm.
- Richard Lanham, "The Economics of Attention," 36 *Michigan Quarterly Review* (1997).
- Yameng Liu, "Rhetoric and Reflexivity," 28 *Philosophy and Rhetoric* (1995): 333-348.

Optional Bonus Reading
  - Thomas O. Sloane, ed., *Encyclopedia of Rhetoric* (Oxford: Oxford University Press, 2001): 694-697 (entry on "Rhetorical Situation").
  - Hans Blumenberg, "An Anthropological Approach to the Contemporary Significance of Rhetoric," in Kenneth Baynes, James Bohman and Thomas McCarthy, ed., *After Philosophy?* (Cambridge, Mass.: MIT Press, 1987): 429-458.
  - Kathleen M. Hall Jamieson, "Generic Constraints and the Rhetorical Situation," 6 *Philosophy and Rhetoric* (1973): 162-170.
  - Hans Radder, "Normative Reflexions on Constructivist Approaches to Science and Technology," 22 *Social Studies of Science* (1992): 141-173.

SEPTEMBER 23

The Public/Open Access Movement

In 2004, the U.S. House Appropriations Committee recommended that the National Institutes of Health (NIH) develop a policy requiring free online access to results of NIH-funded research studies. At first (2005) researcher compliance with the resulting NIH public access policy was voluntary, but in 2008 the policy was made mandatory. Numerous institutions and associations (including Boston University, Harvard University, and the University of Pittsburgh) have followed suit, enacting variations of the NIH public access policy. Comparative study of these initiatives, coupled with an understanding of the NIH actions that preceded them, will help elucidate the trajectory and texture of Pitt's D-Scholarship initiative.

- Elias Zerhouni, "NIH Public Access Policy," 306 *Science* (December 10, 2004).
- John Willinsky, Sally Murray, Claire Kendall, Anita Palepu, "Doing Medical Journals Differently: *Open Medicine,* Open Access, and Academic Medicine," 32 *Canadian Journal of Communication* (2007): 595-612.
- Michael W. Carroll, "Complying with the National Institutes of Health Public Access Policy: Copyright Considerations and Options," Joint SPARC/Science Commons/ARL White Paper, February 2008.
- Lila Guterman, "Celebrations and Tough Questions Follow Harvard's Move to Open Access," *Chronicle of Higher Education* (February 21, 2008).
- Chris Berdick, "Who Owns an Idea? Faculty to Debate Giving Open Access to BU Research," *BU Today* (March 26, 2008), http://www.bu.edu/today/node/6474.
- Art Jahnke and Jessica Ullian, "University Approves Open Access Plan," *BU Today* (February 17, 2009), http://www.bu.edu/today/node/8320.
- Art Jahnke, "Librarians at the Gate," *BU Today* (October 29, 2007), http://www.bu.edu/today/science-tech/2008/01/18/librarians-gate
- Association of American Universities, Association of Research Libraries, Coalition for Networked Information, and National Association of State Universities and Land Grant Colleges, "The University's Role in the Dissemination of Research and Scholarship—A Call to Action," February 2009.
- University of Pittsburgh Senate Library Committee, Minutes of Meeting, October 6, 2008.
- Jennifer Howard, "A New Push to Unlock University-Based Research," *Chronicle of Higher Education* (March 6, 2009).

SEPTEMBER 30

Public Access and Intellectual Property in Flux

Skype visit from Stuart M. Shieber, James O. Welch, Jr. and Virginia B. Welch Professor of Computer Science and Director, Office for Scholarly Communication, Harvard University

Skype visit from Rebecca Tushnet, Assistant Professor, Georgetown University Law Center

The movement to make scholarship widely available in free online databases has stimulated opposition from some quarters, with much of the ensuing argumentation focusing on copyright law. Some advocates, such as representatives of the academic publishing industry, favor rolling back the NIH public access policy. Other interlocutors push for even more open access. What are the key arguments for each side? Which do you find most persuasive? What is at stake in the controversy? How does it affect you?

- Rebecca Tushnet, "Copy This Essay: How Fair Use Doctrine Harms Free Speech and How Copying Serves it," 114 *Yale Law Journal* (2004): 535-590.
- Robert W. Vaagan, "Open Access Scientific, Electronic Publishing and Bakhtinian Dialogism," 4 *Westminster Papers in Communication and Culture* (2007).
- Ted Striphas and Kembrew McLeod, "Strategic Improprieties: Cultural Studies, The Everyday, and the Politics of Intellectual Properties," 20 *Cultural Studies* (March/May 2006): 119-144.
- Heather Dalterio Joseph, Prepared testimony before the U.S. House Committee on the Judiciary, Hearing on H.R. 6845, the "Fair Copyright in Research Works Act," September 11, 2008.
- Elias A. Zerhouni, Prepared testimony before the U.S. House Committee on the Judiciary, Hearing on H.R. 6845, the "Fair Copyright in Research Works Act," September 11, 2008.
- Peter Givler, Letter on behalf of the Association of American University Publishers to Hon. John Conyers, September 10, 2008.
- Scott Jaschik, "Split Over Open Access," *Inside Higher Education* (June 4, 2009), http://www.insidehighered.com/news/2009/06/04/open
- John Willinsky, "The Publisher's Pushback against NIH's Public Access and Scholarly Publishing Sustainability," 7 *PLoS Biology* (2009): 20-22.
- Jayne Marks and Rolf A. Janke, "The Future of Academic Publishing: A View From the Top," 49 *Journal of Library Administration* (2009): 439-458.
- Science Commons, "Scholar's Copyright Addendum Engine," http://scholars.sciencecommons.org/

Optional Bonus Reading
- Theodora Bloom, et al., "PLoS Biology at 5: The Future is Open Access," 6 *PLoS Biology* (2008): 2069-2070.

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OCTOBER 7

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New Metrics of Scholarly Authority

The advent of digital scholarship and surging popularity of online databases capable of aggregating and analyzing such scholarship have yielded new ways of measuring the impact of individual scholarly publications, and even individual scholars. What are these new metrics and how do they work? Will they affect future hiring, tenure, and promotion decisions? What implicit values do the metrics embrace? Analysis of these questions can serve as points of departure for broader discussions regarding what recent trends portend for young scholars intending to pursue a life of the mind.

- Michael Jensen, "The New Metrics of Scholarly Authority," *The Chronicle Review* (June 15, 2007).
- Lokman I. Meho, "The Rise and Rise of Citation Analysis," *Physics World* (January 2007): 32-36.
- Bill Cope and Mary Kalantzis, "Signs of Epistemic Disruption: Transformations in the Knowledge System of the Academic Journal," 14 *First Monday* (April 2009).

• Susan Brown, Patricia Clements, Isobel Grundy, Stan Ruecker, Jeffery Antoniuk, and Sharon Balazs, "Published Yet Never Done: The Tension Between Projection and Completion in Digital Humanities Research," 3 *Digital Humanities Quarterly* (Spring 2009).
• Joseph Raben, "Tenure, Promotion and Digital Publication," 1 *Digital Humanities Quarterly* (Spring 2007).

Optional Bonus Reading
> • Jerry Sheehan, "Practices and Perspectives of Research Evaluation," 28 *Information Services & Use* (2008): 229-242.

OCTOBER 14

The Ideological Turn in Rhetorical Studies

Skype visit from Phil Wander, Presidential Professor of Communication, Loyola Marymount University

> In the political ferment of the 1960s, some rhetorical scholars moved to foreground the ideological dimension of academic criticism, occasionally going so far as to challenge the longstanding idea that "objective" rhetorical criticism is politically neutral. These provocations drew sympathetic and skeptical replies, some even coming from other fields of study. Who held the upper hand in these arguments? How do these meta-theoretical controversies still resonate today, when the political status of academic scholarship remains a bone of contention?

• Robert P. Newman, "Under the Veneer: Nixon's Vietnam Speech of November 3, 1969," 56 *Quarterly Journal of Speech* (1970): 168-178.
• Richard H. Kendall, "A Reply to Newman," 56 *Quarterly Journal of Speech* (1970): 432-435.
• Robert P. Newman, "A Reply to Kendall," 56 *Quarterly Journal of Speech* (1970): 435-436.
• Philip Wander and Steven Jenkins, "Rhetoric, Society and the Critical Response," 58 *Quarterly Journal of Speech* (1972): 441-450.
• Philip Wander, "The Ideological Turn in Modern Criticism," 34 *Central States Speech Journal* (1983): 1-18.
• Allan Megill, "Heidegger, Wander and Ideology," 34 *Central States Speech Journal* (1983): 114-119.
• Lawrence W. Rosenfield, "Ideological Miasma," 34 *Central States Speech Journal* (1983): 119-121.
• Forbes Hill, "A Turn Against Ideology: Reply to Professor Wander," 34 *Central States Speech Journal* (1983): 121-126.
• Karlyn Kohrs Campbell, "Response to Forbes Hill," 34 *Central States Speech Journal* (1983): 126-127.

Optional Bonus Reading
> • James F. Klumpp and Thomas A. Hollihan, "Rhetorical Criticism as Moral Action," 75 *Quarterly Journal of Speech* (1989): 84-97.
> • Peter A. Andersen, "Beyond Criticism: The Activist Turn in the Ideological Debate," 57 *Western Journal of Communication* (1993): 247-256.
> • Carol Stabile, "Pedagogues, Pedagogy, and Political Struggle," in Amitava Kumar, ed., *Class Issues: Pedagogy, Cultural Studies, and the Public Sphere* (New York: New York University Press, 1997): 208-220.

OCTOBER 21

Public Sociologies

> University of California sociology professor Michael Burawoy started planning the 2004 American Sociological Convention in San Francisco shortly after his election as ASA president in 2002, when he ran on a platform advocating "a sociology that transcends the academy," or "public sociologies." According to Burawoy public sociologies are "enjoying a renaissance" – in recent years ASA has launched a public interest magazine, created an award honoring exemplary public engagement, and weighed in on public debates about affirmative action and racial profiling. This uptick in institutional support for public sociologies has stimulated a good deal of reflexive debate in the field, including sympathetic commentary by such luminaries as Amitai Etzioni and Herbert Gans, as well as skeptical arguments from sociologists including David Brady, Charles Tittle, Kristin Luker, and Judith Stacey.

- Michael Burawoy, "Public Sociologies: Contradictions, Dilemmas, and Possibilities," 82 *Social Forces* (2004).
- David Brady, "Why Public Sociologies May Fail," 82 *Social Forces* (2004).
- Charles R. Tittle, "The Arrogance of Public Sociologies," 82 *Social Forces* (2004).
- Kristin Luker, "Is Academic Sociology Politically Obsolete?" 28 *Contemporary Sociology* (1999): 5-10.
- Judith Stacey, "Marital Suitors Court Social Science Spin-Sters: The Unwittingly Conservative Effects of Public Sociology," 51 *Social Problems* (2004): 131-45.
- Forum exchange between Herbert Gans, Murray Hauseknecht Michael Burawoy, Amitai Etzioni and Rick Cherwitz in *American Sociological Association Footnotes* (selected * Effects of Public Sociology," 51 *Social Problems* (2004): 131-45.

OCTOBER 28

Intellectual Entrepreneurship

Skype visit from Johanna Hartelius, Assistant Professor of Communication, Northern Illinois University

> Richard Cherwitz (of "rhetoric as epistemic" fame) has established a sprawling and impressive infrastructure for publicly engaged rhetorical scholarship at the University of Texas. Cherwitz, now Associate Dean of Graduate Studies, directs the program on Intellectual Entrepreneurship. Does Cherwitz's rhetorical background come through in descriptions of the program? What are "citizen-scholars" in the Longhorn variety? How does the tie to business shape the institutional basis for the Intellectual Entrepreneurship program and color the character of rhetorical production performed under its aegis?

- Visit the University of Texas at Austin's *Intellectual Entrepreneurship* website at https://webspace.utexas.edu/cherwitz/www/ie/index.html
- Gary Beckman and Richard Cherwitz, "Intellectual Entrepreneurship: An Authentic Foundation for Higher Education Reform," 37 *Planning for Higher Education* (July-September 2009): 27-36.
- Johanna Hartelius and Richard Cherwitz, "Promoting Discovery and Ownership: Graduate Students as Intellectual Entrepreneurs," in Sherwyn Morreale and Pat Arneson, ed., *Getting the Most from Your Graduate Education in Communication: A Student's Handbook,* (Washington, D.C.: National Communication Association, 2008): 83-95.
- Richard Cherwitz and Johanna Hartelius, "Making a Great 'Engaged' University Requires Rhetoric," in Joseph Burke, ed., *Fixing the Fragmented Public University: Decentralization With Direction* (San Francisco, CA: Jossey-Bass, 2007): 265-288.
- Laura Grund, Richard Cherwitz, and Thomas Darwin, "Learning to Be a Citizen-Scholar," *Chronicle of Higher Education* (December 3, 2001).
- "Citizen-Scholars," *The Alcalde* (January 2005), op-ed series compiled by Rick Cherwitz.

NOVEMBER 4

Captives of Controversy? The Debate Over Reconstructionist Science Studies

Skype visit from Brian Martin, Professor of Social Sciences, University of Woolongong

Ever since scientific controversy has emerged as a prominent locus of study in the sociology of science, questions have been raised about the political status of scholarship produced in this area. In 1990, a trio of sociologists from the University of Woolongong hypothesized that even apparently neutral and "symmetrical" studies of scientific controversies are politically loaded because of their tendency to be "captured" by the partisan "underdogs" seeking a leg up in their own public arguments. This "captives of controversy" hypothesis stimulated a raft of fascinating reflexive commentary on the normative dimensions of academic scholarship.

• Brian Martin, "Sticking a Needle in Science: The Case of Polio Vaccines and the Origin of AIDS," 26 *Social Studies of Science* (1996): 245-276.
• Pam Scott, Evelleen Richards and Brian Martin, "Captives of Controversy: The Myth of the Neutral Social Researcher in Contemporary Scientific Controversies," 15 *Science, Technology & Human Values* (1990): 474-494.
• H.M. Collins, "Captives and Victims: Comment on Scott, Richards and Martin," 16 *Science, Technology & Human Values* (1991): 249-251.
• Brian Martin, Evelleen Richards and Pam Scott, "Who's a Captive? Who's a Victim? Response to Collins's Method Talk," 16 *Science, Technology & Human Values* (1991): 252-255.
• Edward Woodhouse, David Hess, Steve Breyman and Brian Martin, "Science Studies and Activism: Possibilities and Problems for Reconstructivist Agendas," 32 *Social Studies of Science* (2002): 297-319.

Optional Bonus Reading
   • Frank Fischer, *Citizens, Experts, and the Environment* (Durham, NC: Duke University Press, 2000): 242-262.
   • Brian Martin, "The Critique of Science Becomes Academic," 18 *Science, Technology and Human Values* (1993): 247-259.
   • Nancy Blyler, "Taking a Political Turn: The Critical Perspective and Research in Professional Communication," 7 *Technical Communication Quarterly* (1998): 33-52.
   • Brian Wynne, "SSK's Identity Parade: Signing-Up, Off-and-On," 26 *Social Studies of Science* (1996): 357-391.
   • Evelleen Richards, "(Un)Boxing the Monster," 26 *Social Studies of Science* (1996): 323-356.
   • Malcolm Ashmore, "Ending Up On the Wrong Side: Must the Two Forms of Radicalism Always Be at War?" 26 *Social Studies of Science* (1996): 305-322.
   • Sheila Jasanoff, "Beyond Epistemology: Relativism and Engagement in the Politics of Science," 26 *Social Studies of Science* (1996): 393-418.

NOVEMBER 18

Physician-Citizens, Public Discourse and Professional Responsibility in Medicine
> Narrowly conceived, professional responsibility for physicians covers the clinical realm (the Hippocratic oath binds doctors to "do no harm" to their patients). But as the practice of medicine becomes increasingly bound up in the fabric of politics, national security, economics, and public health, professional norms tend to shift. What are the civic responsibilities of physicians in this complex milieu? To what extent do these responsibilities create rhetorical situations that call on physicians to produce public discourse? Are there basements (minimum duties) and ceilings (reasonable limits to those duties) that can be fashioned and put into practice? How do Gardner's concept of physicians as "citizen leaders" and Gruen, Pearson and Brennan's notion of "physician-citizens" intersect with the rhetoric's productivist tradition?

• Russell L. Gruen, Steven D. Pearson and Troyen A. Brennan, "Physician-Citizens – Public Roles and Professional Obligations," 291 *Journal of the American Medical Association* (2004): 94-98.
• U Schuklenk, "Professional Responsibilities of Biomedical Scientists in Public Discourse," 30 *Journal of Medical Ethics* (2004): 53-60.
• Lawrence M. Krauss, "Odds are Stacked when Science Tries to Debate Pseudoscience," *New York Times* (April 30, 2002).
• Timothy J. Gardner, "Building a Healthier World, Free of Cardiovascular Diseases and Stroke: Presidential Address at the American Heart Association 2008 Scientific Sessions," 119 *Circulation* (April 7, 2009): 1838.
• Declan Butler, "Translational Research: Crossing the Valley of Death," 453 *Nature* (2008): 840-2.
• S.H. Woolf, "The Meaning of Translational Research and Why it Matters," 299 *Journal of the American Medical Association* (2008): 211-213.

DECEMBER 2

The "Public Intellectual": An Endangered Species?
> Who are today's public intellectuals how do they stack up against their predecessors? Has the very notion of public intellectualism changed as the nature of academic life and public deliberation has evolved? Some commentators diverge from Posner and Jacoby's pessimistic assessments regarding the current state and future prospects for public intellectual work. Where are the key points of cleavage and how can they inform reflexive analysis of publicly engaged rhetorical scholarship?

• Selections from Richard A. Posner, *Public Intellectuals: A Study of Decline* (Cambridge, Mass.: Harvard University Press, 2001).
• Russell Jacoby, *The Last Intellectuals: American Culture in the Age of Academe* (New York: Basic Books, 1987): 3-26; 191-237.
• C. Wright Mills, *The Causes of World War Three* (New York: Simon and Schuster, 1958): 124-146.
• Ira Katznelson, "The Professional Scholar as Public Intellectual: Reflections Prompted by Karl Mannheim, Robert K. Merton, and C. Wright Mills," in Arthur M. Melzer, Jerry Weinberger, and M. Richard Zinman, ed., *The Public Intellectual: Between Philosophy and Politics* (New York: Rowman & Littlefield, 2003): 189-200.
• Michael Warner, *Publics and Counterpublics* (New York: Zone Books, 2002): 125-158.
• Michael Berube, "Bite-Size Theory: Popularizing Academic Criticism," 36 *Social Text* (1993).

<center>**DECEMBER 9**</center>

> **Rhetoric: Interpretive and/or Productive Art?**
>
> ***Final class meeting at 114 Carnegie Place; bring your appetites and final papers!***
>
> Ancient rhetoric was primarily a productive art, with an emphasis on training speakers to perform eloquently in practical situations. As rhetoric gradually gained more of a foothold as a legitimate field of scholarship in the academy, interpretation flourished and practitioners focused more on analyzing texts produced by others. What is the relationship between rhetorical production and rhetorical interpretation? Can these two modes of rhetorical action be fruitfully combined? Should one be privileged over the other?

- J.L. Austin, *How to do things with Words* (Cambridge, Mass.: Harvard University Press, 1975): 109-120.
- Thomas B. Farrell, "On the Disappearance of the Rhetorical Aura," 57 *Western Journal of Communication* (1993): 147-158.
- Robert Hariman, "Civic Education, Classical Imitation, and Democratic Polity," in Takis Poulakos and David Depew, ed., *Isocrates and Civic Education* (Austin, TX: University of Texas Press, 2004): 217-234.
- Michael Leff, "The Idea of Rhetoric as Interpretive Practice: A Humanist's Response to Gaonkar," in Alan G. Gross and William Keith, ed., *Rhetorical Hermeneutics* (New York: SUNY Press, 1997): 89-100.
- Gordon R. Mitchell, "Public Argument Action Research and the Learning Curve of 'New Social Movements,'" 40 *Argumentation & Advocacy* (2004): 209-225.

Optional Bonus Reading
- Frans H. van Eemeren and Rob Grootendorst, *Speech Acts in Argumentative Discussions* (Dordrecht: Foris, 1984): 19-28.
- Thomas O. Sloane, ed., *Encyclopedia of Rhetoric* (Oxford: Oxford University Press, 2001): 738-741 (entry on "Utterances as Speech Acts")
- Thomas B. Farrell, "Practicing the Arts of Rhetoric: Tradition and Invention," 24 *Philosophy and Rhetoric* (1991): 183-209.
- Shanyang Zhao, "Rhetoric as Praxis: An Alternative to the Epistemic Approach," 24 *Philosophy and Rhetoric* (1991): 255-266.
- Gordon R. Mitchell and Marcus Paroske, "Fact, Friction and Political Conviction in Science Policy Controversies," 14 *Social Epistemology* (2000): 89-107.
- Troy A. Murphy, "Deliberative Civic Education and Civil Society: A Consideration of Ideals and Actualities in Democracy and Communication Education," 53 *Communication Education* (2004): 74-91
- Thomas A. Hollihan, "Evidencing Moral Claims: The Activist Rhetorical Critic's First Task," 58 *Western Journal of Communication* (1994): 229-234.
- Edward Schiappa, "Sophisticated Modernism and the Continuing Importance of Argument Evaluation," in G.T. Goodnight, ed., *Arguing Communication and Culture* (Washington, D.C.: National Communication Association, 2002): 51-58.