Overview

This course will explore innovations in scholarly communications, focusing particularly on the disruptions wrought by technology on publishing, open access, and copyright. Beginning with a mix of theoretical readings tied to practical examples in these areas, the course will provide students with the opportunity to investigate new and innovative ways of understanding the scholarly endeavor. Students will be able to engage with fundamental concepts of the issues and will develop knowledge and values that will further their capacity to engage as leaders and information professionals.

This course requires no background in copyright or scholarly communications, although an interest in the practice of copyright and scholarly communications librarianship will be a huge plus.

Rationale

The information organization is in a state of flux, wrought by vast technological change. This course hopes to empower information professionals to see the impact of the work that they are called to do and the potential for legislating great changes in their organizations. Students need opportunities to engage with the fundamental concepts, theories, and practices of scholarly communications and to learn how information is created and applies in these areas. Scholarly communication is a field with vast potential for growth and an area where students can continue to work long after they have graduated.

Outcomes

Students will be able to contribute to the growing body of knowledge in the field and will be able to understand and apply new technologies around the preservation and communication of information. Students should be able to grow into leadership positions at their organizations with their understanding of the innovative theory and practice at play in scholarly communications. Students should understand the diverse constituents in the scholarly communications enterprise and should be able to engage across a diverse spectrum of participants.

Relationships to Existing Courses

http://ischool.utoronto.ca/graduate-courses/inf1001h
http://ischool.utoronto.ca/graduate-courses/inf1230h
Course texts

All of the materials used in the course are licensed by the University of Toronto Library or are available online. As such, you will not have to purchase any textbooks for this course.

Evaluation

30% Assignment 1: Project proposal
50% Assignment 2: Project paper and tools final versions
20% Class presentation of final project

Assignments must be submitted electronically via Blackboard by the given time on the due date.
Late papers and assignments will be penalized 5 percentage points per day (weekends count as 2 days). Keeping to deadlines is an important part of professional and scholarly practice, especially in collaborative projects. Extensions will only be granted in advance of the deadline, and only in the event of illness or a similar documentable reason.

All written assignments must be submitted in a professional font, following one of the many standard citation formats.

Assignments

One of the main aims of this course is to provide students opportunities for direct engagement with real-world problems facing information organizations. Focusing on issues surrounding scholarly communications, you will have the opportunity to identify an issue and work to explore the problem and create tools and resources to help mitigate the issue.

This assignment will be broken into three parts.

1. **The proposal**: working in groups, and in discussion with the instructor, you will be expected to identify an innovation or other issue in the scholarly communications environment to explore. A successful proposal will identify an issue, investigate any relevant literature briefly, and will suggest a course of action. For example, a group might suggest looking into non-traditional scholarly communications, focusing on scholarship ongoing on social media, and will propose to create materials to assist
libraries in understanding, preserving, and supporting this type of scholarship. [fwiw, I think this is a cool project and someone could totally propose it even though I’m using it as an example]. Proposals should be discussed with me beforehand, as I would like to see some diversity in the projects.

2. **The project**- This is the main deliverable for the class; you will be expected to have a solid understanding of your issue and to have produced, in groups, some sort of final deliverable. This could be something like a libguide, a video, XML markup, a policy paper, etc….the details will be dictated by the nature of the problem identified.

3. **The presentation**- I’m pretty sure you all have a basic understanding of this part. You will be expected to present your results to the class in the time allotted to your group. This last part, the time allotted part, is particularly important; you will be expected to have the discipline and preparedness to present your groups work within the time allowed.

**Special needs**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please let me know as soon as possible. Additionally, Accessibility Services staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations.

Some of the materials in this course may be politically, socially, or otherwise controversial. I will attempt to warn students about these materials; if you need special consideration in this area please don’t hesitate to contact me and we can discuss alternatives/accommodations.

**Class one: Introduction (You Live in the Future)**

This is the course overview. The readings for today are short, but really quite important. What I’m hoping to accomplish here is give you a sense of the style of the course and a general feel for what we’re going to be accomplishing.

Readings:

We will be doing some reading of legal opinions; this will save you a ton of time and energy. I think it’s important for information professionals to be able to make sense of what they courts are trying to say, so hopefully this will give you a good introduction to the practice.


I’m often asked what scholarly communications are. This article provides a brief overview of the concept. Pay attention, if you will, to what the author does not say. 2006 was a long time ago…


It’s a powerpoint, but really rich with information. Try to imagine the talk that would go along with it.

Class two: Knowledge Infrastructures

Infrastructure is tricky, because we often only notice it when it’s not working correctly. Try to think of all the infrastructure with which you interact at the University.

Hanseth, Ole and Monteiro, Eric, Understanding Knowledge Infrastructures http://heim.ifi.uio.no/~oleha/Publications/bok.3.html#pgfId=913144

Sorry for the layout; I think this chapter gives a good entry level description of knowledge infrastructure.


Knowledge infrastructures ten years later…what has changed, remained the same?

Class Three: Born Digital

Digitization, particularly mass digitization, is a hugely disruptive technology. Let’s explore it!

Erway, Ricky, Defining Born Digital http://www.oclc.org/content/dam/research/activities/hiddencollections/borndigital.pdf?urlm=161291
Hahn, Trudi, Impacts of Mass Digitization Projects on Libraries and Information Policy

Darnton, Robert, Google and the Future of the Book

Check out http://www.hathitrust.org/. Be familiar enough with it to discuss/describe.

**Class Four: Copyright (Copyright's Rationales)**

Today we’re going to be talking about Copyright, both in and of itself and how it relates to the scholarly endeavor. Copyright in Canada has undergone significant changes in the past 3 years, and we’re still making sense of the impact of those changes. First though, why do we have copyright? What are the antecedents to today’s law?

Remember to meet at the Fisher Library today so we can see the actual Statute of Anne!!

Hardin, Garret, The Tragedy of the Commons
http://www.sciencemag.org/content/162/3859/1243.full

Recommended: Heller, Michael, The Tragedy of the Anticommons
http://repository.law.umich.edu/cgi/viewcontent.cgi?article=1608&context=articles

Take a look at the Statute of Anne:
http://www.copyrighthistory.com/anne.html

The Statute of Anne: The First Copyright Statute
http://www.historyofinformation.com/expanded.php?id=3389

**Class Five: Copyright (Copyright in Practice)**

Today we’re going to be talking about Copyright, both in and of itself and how it relates to the scholarly endeavor. Copyright in Canada has undergone significant changes in the past 3 years, and we’re still making sense of the impact of those changes.

Copyright Act of Canada

Don’t read the whole thing, for goodness sake, don’t. Just take an overview.
Canadian Intellectual Property Office, A Guide to Copyright

Just read the beginning, down to “What to consider before filing an application.” This is a government source, so it’s moderate, if a bit dry.

CCH Canadian v. Law Society of Upper Canada

Remember the Kerr piece. This is the antecedent to AC v. Alberta. Interesting comparisons? Also, one might note that suing the law society was probably a bad idea?

Access Copyright v. Alberta

Remember the Kerr piece. You don’t need to close read all of this at all. What is the takeaway? How do we as librarians make this actionable?

Geist, Michael (ed.) The Copyright Pentalogy

Just read the introduction. The book is uneven, but some of the chapters are quite informative.

Impact of Supreme Court Copyright Decision Limited to Small Proportion of Copying in Schools, Access Copyright Says

Class Six: Copyright in Action!

Let’s take a look at some copyright actions that are recent and ongoing.

Arl Focus Area, Author’s Guild v. HathiTrust
http://www.arl.org/focus-areas/court-cases/105-authors-guild-v-hathi-trust#.VWhtdI7BzRY

Author’s Guild v. HathiTrust

Geist, Michael, Access Copyright’s Desperate Declaration of War Against Fair Dealing
http://www.michaelgeist.ca/2013/04/ac-lawsuit-v-york/
Class Seven: (Publishing in Peril)
Today is broken into two parts. First is a brief overview of publishing, and second engages with the changes to publishing we’re seeing in our new digital future.

Muir-Cochrane, E, What do Journal Editors Want?
http://journals1.scholarsportal.info.myaccess.library.utoronto.ca/pdf/14410745/v15i0003/263_wdjewaprpfp.xml

This is a short but useful little article explaining the basics of journal submission.

Friedlander, Amy and Bessette, Randi. The implications of information technology for scientific journal publishing

This is a lit review with a lot of interesting sources. Gives a good overview of the issues and TONS of things into which you can dig deeper. Don’t close read, just try to highlight the important parts.

Canadian Copyright Institute, A Fair and Better Way Forward
http://www.thecci.ca/docs/A-FAIR-AND-BETTER-WAY-FORWARD.pdf

Glushko, Graham, Ludbrook, and Martin, Understanding Large and Liberal in the Context of Higher Education
http://www.cla.ca/feliciter/2014/4/?utm_source=Feliciter+Vol.+60%2C+%26+%26+&utm_campaign=UA-32846026-1&utm_medium=email#copy

These readings are a pair, as you will understand once you read them. They’re about copyright, so why am I assigning them in the section on publishing?

Kroes, Neelie, Open letter regarding the speech " Our Single Market is Crying out for copyright reform."

Class Eight: A General Theory of Information Policy

Just one book, it’s dense, it’s tough, but it’s ever so worth the effort.
I am crazy in love with this book! It’s not talking about what most of us think of open access is, but it engages with an essential element that I believe it *should* be. Read the introduction for class, but I recommend the entire thing. The end can get a little heavy, so don’t worry if the theory gets too obtuse.

**Class Nine: (Engaging Open Access)**

What is Open Access? Why is it a good thing? Is it a good thing? Today’s class looks into OA, arguably one of the most disruptive and new things to happen to scholarly communications for some time.

Budapest Open Access Initiative,
http://www.budapestopenaccessinitiative.org/read

When does a movement become a movement? I’m not entirely sure, (nor am I entirely sure that Open Access meets the sociological definition of a movement), but if Open Access had a moment, the BOAI was it.

Glushko, Shoyama, Rethinking Library Approaches to Open Access
http://www.cla.ca/Content/NavigationMenu/Resources/Feliciter/Feliciter_Spring_2015_FINAL.pdf

Willinsky, John. The Access Principle
http://mitpress.mit.edu/sites/default/files/titles/content/9780262512664_Download_the_full_text.pdf

You probably should, or already have, read this book at some point in your careers. But today just read chapters one and two.

Beal, Jeffrey, Scholarly Open Access Blog
http://scholarlyoa.com/

Take a look at this page, explore some of the posts. Engage, critique, etc...

**Class Ten: (Non-Traditional Scholarly Communication)**
Given what we’ve learned so far, it’s pretty clear that I think that there’s more to scholarship than the peer reviewed journal article. Today’s class looks at some of those less than traditional forms.

Daniels, Jessie, From Tweet to Blog Post to Peer-Reviewed Article: How to be a Scholar Now
http://blogs.lse.ac.uk/impactofsocialsciences/2013/09/25/how-to-be-a-scholar-daniels/

Interesting discussion of how a scholarly idea evolves and changes. I want us as librarians to think how we can better use and teach others to better use and communicate their research and expertise.

Greenhow, Gleason. Social scholarship: Reconsidering scholarly practices in the age of social media.
http://journals2.scholarsportal.info.myaccess.library.utoronto.ca/pdf/00071013/v45i0003/392_ssrspitaosm.xml

This is a more scholarly look at social media and social scholarship.

Mangan, Katherine, Chronicle of Higher Education, Social Networks for Academics Proliferate, Despite Some Doubts
http://chronicle.com/article/Social-Networks-for-Academics/131726/

Academic facebooks are everywhere. What should we think about them?

Burpee, Glushko, Goddard, Kehoe, Koufogiannakis, Moore, Outside the Four Corners: Exploring non-traditional scholarly communication. [Forthcoming, will upload to Blackboard]

Han, Ted. A tweet of his...
https://twitter.com/knowtheory/status/537725127039782912

How does one cite a tweet? And why would somebody cite a tweet?

Hurricane Digital Memory Bank (A lot of people died in Hurricane Katrina...if you dig deeply enough you can get to some pretty dark stuff. Just a warning...).
http://hurricanearchive.org/

This is a digital humanities project out of George Mason University engaging in some archiving of and sensemaking around the events before, during, and after hurricane Katrina.

Class Eleven: Practical Day
Everyone should take a look at this page and be prepared to discuss in depth at least one innovation in scholarly communication.

http://innoscholcomm.silk.co/

Class Twelve: Presentation Day