THESIS

CONVERGENT INVENTION IN SPACE AND PLACE:

A RHETORICAL AND EMPIRICAL ANALYSIS OF COLORADO STATE UNIVERSITY'S MORGAN LIBRARY

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ABSTRACT

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A RHETORICAL AND EMPIRICAL ANALYSIS OF COLORADO STATE UNIVERSITY'S MORGAN LIBRARY

This thesis seeks to describe the ways in which contemporary academic library spaces facilitate rhetorical invention. To observe rhetorical invention in a real space, this thesis analyzes spatial practices in Colorado State University's Morgan Library. This thesis argues that Morgan Library is a representative space of convergent invention. The neologism convergent invention is defined as the cross-platform and multi-modal creation of a rhetorical text which accounts for external factors on the creator(s). To describe the functions of the contemporary library, this thesis uses Michel de Certeau's theories of strategies and tactics to articulate usage patterns. Strategies are analyzed through a rhetorical criticism of Morgan Library to show how the library materially articulates its vision of convergent invention. Users' tactics to accept or reject Morgan Library's messages about convergent invention are explicated through the results of survey data and behavior observations. In the conclusion this thesis provides some implications for convergent invention and the future of libraries, both academic and otherwise.

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CHAPTER ONE: INTRODUCTION

On September 14, 2013, BiblioTech Digital Library, the first bookless public library in the United States, opened both its physical and digital doors to patrons in Bexar County, Texas. BiblioTech offers digital access to ebooks, comics and graphic novels, magazines, audiobooks, movies, language learning applications, technology tutorials and various databases. Users can bring their own devices to BiblioTech, such as laptops and ereaders or they can use the library's in-house computers and tablets. Users can also check out ereaders to take home with them.[1] While more libraries are starting to offer more digital options in addition to books, BiblioTech takes this to the extreme. There are no physical books available for checkout at BiblioTech. At first glance, BiblioTech does not look like a "library." Instead of rows of books, BiblioTech features rows of computers, tablets and other technology. A *Time* author states that the library "looks like an orange-hued Apple store."[2] The employees even wear polo shirts reminiscent of Apple's in-store employees. All of these factors give BiblioTech's physical space an affect that does not resemble the staid stereotype of libraries.

Even though BiblioTech looks very different from anything that has ever been considered a library before, it persists in meeting many of the traditional functions of a library space. BiblioTech's mission statement directly references the public service, educational and information dissemination goals of the traditional library. The mission of BiblioTech is "to provide all Bexar County residents the opportunity to access technology and its applications for the purposes of enhancing education and literacy, promoting reading as recreation and equipping residents of our community with necessary tools to thrive as citizens of the 21st century."[3] BiblioTech provides a vital literacy service to an underserved community. According to Laura Cole, Special Projects Director at BiblioTech, "San Antonio is the seventh most populous city in

the country but ranks 60th in literacy."[4] It is difficult for a community to gain literacy and appreciation for reading without access to material to read. BiblioTech is designed to cost-effectively meet the literacy needs of this community.

Whether we may be jealous that our own community does not have a digital library at this time or are thankful that such spaces will not soon threaten our more traditional libraries, the existence and goals of BiblioTech, by necessity, raises some important questions about libraries in the 21st century. Given the quickly changing information systems in which we live, what constitutes a "library" in the 21st century? Is it the same entity as it was in centuries past? Can a bookless building really call itself a "library"? Can a person use a library when they are not inside the physical building? What does it mean to "check out" a resource, electronic or otherwise? What behaviors are acceptable in the library? The questions above prompt us as librarians, library users, and scholars to consider how library spaces can be designed to best meet our ever-changing needs and how to make the most of the space in question.

This thesis addresses the use of space in the contemporary library. In what follows, Colorado State University's Morgan Library will serve as a representative case study for how an academic library in the 21st century employs physical space in order to provide its users with resources to study and create. In other words, Morgan Library provides a rich place from which to analyze two issues at the heart of rhetorical studies: invention and materiality. Invention is the process of creating a speech or other rhetorical text. Libraries, Morgan Library included, are important places where rhetorical invention occurs. Libraries are important not just because they provide a physical place for people to do the work of rhetorical invention but also because they have the possibility to influence how the inventive process takes place. Scholars can understand the possibility of this influence through the concept of materiality. Contemporary rhetorical

critics have moved away from analyzing speeches exclusively to analyze material things, such as monuments, memorials, clothing and everyday objects, as rhetorical. This thesis will examine how library spaces communicate through physical space, objects, architecture and the technology offered within. I will analyze what this materiality communicates to users and investigate the ways in which Morgan Library deploys materiality to direct users' inventive processes. I will discuss the theoretical basis with which I will be investigating these issues in more detail in Chapter Two.

The synthesis of these elements forms the basis of my central premise in this thesis. In this thesis, I will argue that Morgan Library is a representative place of what I call *convergent invention*. By convergent invention I mean, "cross-platform and multi-modal creation of a rhetorical text which accounts for external factors on the creator(s)." Convergent invention is a neologism created for this thesis, which combines Henry Jenkins' concepts of convergent media with the classical cannon of rhetorical invention. I will explain both of these concepts in more detail in Chapter Two. For now, it is important for readers to understand that this definition articulates how rhetorical texts are created in a media-based society. In addition, convergent invention adds spatiality to the mix. It assumes that the environment in which a person is engaging in rhetorical invention, both immediately and more broadly, will affect what they produce. I am choosing to focus on Morgan Library as a *representative* place so that I can show how the trends of convergent invention are articulated in a real space.

In this chapter, I will begin to make connections between invention, space, and media and explain how these connections can help us understand convergent invention within academic libraries. To do so, I will first briefly detail the ways in which rhetoric can be linked to libraries. I will then explain and justify Morgan Library as a rhetorical text and a useful case study. I will

also provide an orientation to the space for readers who are unfamiliar with it. This chapter concludes with an explanation of my perspective on the text and a preview of the rest of the thesis.

Rhetoric, Invention and Libraries

On first glance, the library may not seem "rhetorical" in the ways that rhetoric is traditionally conceptualized. In *On Rhetoric*, Aristotle proffers perhaps the most famous definition of rhetoric, defining it as "an ability, in each [particular] case, to see the available means of persuasion."[5] To simplify and summarize Aristotle's statement, the rhetorical project has been traditionally understood as persuasion. To engage in rhetorical behavior is to actively seek to change the minds of the people in the audience. The rhetor is seeking to gain compliance with their request or secure agreement to her or his idea. It is an intentional and, especially in Aristotle's conception, a premeditated act. An effective rhetor prepares for her or his presentation, thinking about the most effective ways to make their case. Because of its usually persuasive nature, rhetoric is frequently linked to politics and the law. Direct persuasive appeals are used in politics to convince people to support an ideology, protest the status quo, agree (or disagree) with a new policy or to vote in a certain way. During classical times, many people (nearly all men) represented themselves in the court of law so knowledge of rhetoric and persuasion was essential to winning the case.

These applications illustrate the centrality of persuasion to the study of rhetoric, both in classical times and contemporarily.[6] By contrast, libraries have traditionally been understood as places of openness and information access. People come to the library without expecting a persuasive message, but to explore the works of others. The library is frequently perceived as an objective repository of information that does not have a political or socially charged agenda.

While such a view of libraries may seem noble and civically minded, it is not wholly accurate. Public and school libraries can be targets for controversy in communities over questions regarding collection policies and challenges to the availability of certain materials deemed "controversial."[7] The funding of libraries can also be a critical political question. Even if a library is not at the center of a controversy, libraries can be conceived as rhetorical artifacts that both foster rhetorical acts and act on audiences in rhetorical ways.

To better understand how libraries can function as rhetorical texts, it is important to first clarify the scholarly distinction between spaces and places. These words may be interchangeable in everyday speech; scholars, however, give these two words different definitions. Throughout this thesis I will use these words in the scholarly way I describe here. A space is a physical location in a larger system. This is a more general term that is used to refer to a physical location without a lot of meaning attached. An example could be a parking spot in a general parking lot. Unless a person has a reserved spot or a spot in which they choose to park, there is not much that differentiates one parking stall from another. Disregarding special circumstances, such as a need for a disabled parking spot, all of the spots serve the same basic purpose. Space becomes place through the process of social construction. The parking spot may become a place if it is reserved for a certain individual. While all parking spots are the same size, by putting up a sign declaring one space for an important person (such as a department chair), that spot has more meaning. It becomes a place. As Jessie Stewart and Greg Dickinson note, "In real ways, place does not exist without the human efforts necessary to turn space into place."[8] Placeness adds more nuance to a space. It reflects social norms about how to act in that particular place, such as not taking the boss' parking spot. As Stewart and Dickinson continue:

> Place making is a distinctly communicative practice, for it is through a series of (often nonverbal) forms and sign that places make a claim to placeness. More than

> communicative, place making gestures are always rhetorical. While the built environment and its surrounding discourses and embedded practices create *this* particular sense of place these objects, discourse, and practices do not make any other particular sense of place.[9]

Libraries reflect place-making rhetoric through their design as well as the embedded cultural practices therein. Consider the behavioral expectations of the library. Many people will instantly think of the "shhhhing" librarian ordering library users to quiet down and not eat or drink in the building.[10] Such expectations are embedded practices of library usage because they seem automatic to users. Without an explicit instruction of what to do, the users know what behaviors are acceptable and which are not. To understand how the space influences behavior, it is helpful to consider Thomas Rickert's conception of rhetoric as "ambient." Rickert argues that rhetoric is more than a persuasive exchange between subject and object; a person's surroundings affect how they act, interpret their environment, and feel.[11] The ambient rhetoric within the library—its architecture, its facilities, its colors, shapes, corridors, stacks, and networked technology—influences how users act within the place. Identifying and discovering these visual, material, and discursive rhetorics and connecting them to rhetorical invention fostered in Morgan Library will be a central part of this thesis.

While understanding the placeness of Morgan Library is important to seeing its rhetorical nature, it is also helps inform a larger set of questions related to information usage, management, and access. In brief, I am writing this thesis in response to the information revolution. This revolution is not just technical, but rhetorical. The explosion of digital technology has changed nearly every aspect of human life, including having profound effects on the ways people communicate. As information scholar James Gleick notes, "Every new medium transforms the nature of human thought. In the long run, history is the story of information becoming aware of itself."[12] As a scholar and critic living through this revolution, I am interested in writing a

chapter of that story. This thesis contributes to the greater understanding of this societal change by examining where it takes place. I view the design of the built environments for information storage and retrieval as making an important statement about the nature of these activities. The spatial gestures made by Morgan Library (as well as academic libraries more broadly) are making a rhetorical statement about information and the ways in which it should be used.

While I believe investigating the placeness of libraries and how their material rhetoric does or does not encourage certain forms of rhetorical invention is a critical undertaking, others may claim these are non-issues in the 21st century. Some may argue that, if information access is available anywhere with an internet connection and people no longer have to seek out a place to access resources, the nature of library spaces and places are less important. I argue that the opposite is true. Being able to access information almost everywhere has radically changed the ways we use it. Instead of getting into a barroom debate over a fact, a person can just reach for their phone and search Google for an answer. Social media and texting allow for information about emergencies, such as bad weather or a dangerous intruder, to be spread more quickly. Such changes have implications for how libraries reach users, politicians reach voters, event coordinators reach attendees, and public authorities reach the public in crisis, just to name just a few. In short, when information can be accessed anywhere, the spaces and places where people choose to access this information are becoming more, not less, important.

In Chapters Three and Four, I will elaborate how spatiality, materiality, and information usage come together in meaningful, rhetorical ways in Morgan Library. Within these chapters, I will use Michel de Certeau's concepts of strategies and tactics to provide a larger theoretical basis for my analysis. Strategies and tactics describe power, particularly how people act and are acted upon in spaces. De Certeau's work focuses on how the basic actions of everyday life are

rhetorical, communicative and persuasive. De Certeau believes that actions which are frequently overlooked, such as walking patterns, the arrangement of physical space and the ways in which people interact with objects reveal important information about the power structures in place. To better understand de Certeau's principles in action, consider the example of a young child's bedroom. While a child's bedroom may not initially seem like a rhetorical space, through the strategies and tactics both the child and their parent/guardian(s) enact it can be the site of communication about larger issues.

De Certeau defines a strategy as "the calculation or manipulation of power relationships that becomes possible as soon as a subject with will and power . . . can be isolated."[13] In other words, according to de Certeau, strategies can be conceived as communicative moves a subject with power employs to promote their idea of how to use a particular space. The child's caregiver may want the child to keep their room clean so they provide bins and other organizational tools to store toys. The parent/guardian also has a great deal of authority over the decorations in the room. These décor choices can reveal deeper ideological biases of the parent/guardian. For example, a girl's room may be decorated in princesses, frills and pink, which reinforces a traditional view of femininity. Strategically, the parent/guardian is pushing their view of gender on their child. This act may not be conscious or purposeful, but still presents a rhetorical message to the child and those who enter her room.

De Certeau defines tactics, on the other hand, as "a calculated action determined by the absence of a proper locus."[14] By this, he means that tactics are resistive moves by the user with little or no power to change an element(s) of the same space. In sum, strategies are enacted by "the establishment"; tactics are how users push back. A child who does not want to keep their room neat and organized is likely to ignore the bins and throw their toys on the floor in an act of

rebellion.[15] Similarly, a child who finds ruffles too feminine for her taste may pull them off of pillows and bedding as a way of resistance.[16] A young child is probably not thinking this deeply about ripping fabric, but the action is tactical in that it communicates her resistance.

Both strategies and tactics are essential for understanding how users actually interact with spaces. As demonstrated by the hypothetical example of a young child's bedroom, the bedroom is a place where the parent or guardian attempts to strategically present their views and the child has the opportunity to resist. In the case of libraries, strategies and tactics are also essential for understanding how users access information. A space, such as Morgan Library, may be enacting a strategy to get users to interact with information in a certain way. Users, however, may choose to use resources and library spaces differently. To put these abstract theoretical concepts into more concrete examples, I will address both strategies and tactics in this thesis. Chapter Three will describe and analyze the strategies within Morgan Library and Chapter Four will focus on tactics used in response.

Morgan Library: The Text

In order to better understand the contemporary academic library, I will be analyzing Colorado State University's (CSU) Morgan Library, the main library on campus.[17] Morgan Library serves 29,500 students including 22,500 undergraduate students, 3,600 graduate students, and 550 professional veterinary medicine students as well as 1,560 faculty.[18] The facility is open seven days a week during the academic year. Morgan Library's users also have access to a 27/7/365 study space called the Study Cube. The Cube is attached to the rest of Morgan Library, but students can access it when the main building is closed.

The building, which was originally completed and opened to students in January 1965, celebrated its grand-reopening in August, 2012 after a significant renovation.[19] This renovation

was initially to begin in May, 1995 in order to provide more space for stacks and student workspace. The renovation of Morgan Library was underway in 1997 when a massive flood hit CSU. The flood destroyed a large majority of the basement of the library, including many books.[20] A great majority of campus resources were devoted to flood recovery both at Morgan Library and across campus. The full renovation, therefore, was delayed.

Like many other libraries, Morgan Library was created in its current form not as new construction but by adding on to an existing structure. This is a common practice in library renovation as libraries move between paradigms. There are, however, issues with this approach. As library architect Fred Schlipf states, "Every time a new library is designed, self-assured people announce that it will never need to be expanded . . . . These people could be right, of course, but history is not on their side. Somewhere there are no doubt libraries that are just too large, but in most cases libraries are either brand new, over crowded, or both."[21] Given that Morgan Library finished an expansion project in 2012, Schlipf's comments definitely apply. The challenges that Morgan Library has faced are broadly applicable to other libraries.

Recent renovations were done with an eye toward the current trends and best practices in library design and use. According to a statement from Dean of Libraries, Patrick Burns, through renovation, Morgan Library was to be "transformed into an Information Commons by being redesigned to support collaborative teaching and learning, and expanded electronic access that is essential to the conduct of a 21st century university."[22] Morgan Library was redesigned as a place where people can come together and use information. In short, it provides a contemporary example of how the trend of libraries as a place of invention is articulated in a real space.

Morgan Library is located in the center of the Colorado State University campus. The entrance is south of the main plaza and Lory Student Center in a high traffic area.[23] There is a

large parking lot on the west side of the building. Users enter Morgan Library near the Study Cube by the plaza. The Study Cube is a two-story cube structure with walls made of mostly glass. Upon entering the building, users can either enter the study cube or the main library.[24] After entering the next set of doors, students are on the main floor of the library, the first floor. During temperate months, the first floor provides access to the courtyard. Users are greeted by a three-story atrium. Workspaces are visible on the second and third floors, and there are two crows' nests supported by pillars on the third floor. There is a sculpture made of plastic tubing hanging from the atrium. Skylights and windows provide natural light over the courtyard. The west wall of the library has a second atrium. It faces three stories of west-facing windows, offering a view of campus and the foothills of the Rocky Mountains.

Upon entering the main building, users are given a choice to proceed directly into the main atrium or to visit the Study Cube. The two-story Cube is made of glass walls and has furniture for students to use, including tables, chairs, couches, and whiteboards. Students can work individually or in groups. All students are given keycard access to the Study Cube 24/7/365, so there is always a place for them to work even when the main library is closed. The Study Cube has its own restrooms and drinking fountains so it can be open even when the services of the main library are closed.

Most of the first floor is devoted to work space and services. Morgan's Grind, the library coffee shop, is located directly to the left of the door as users enter. To the right, students will find the loan and reserve desk and upon moving further down, the help desk. The middle of the space features a large, prominent staircase going up to the second floor and down to the basement. Behind the staircase is an area full of computers. Users can check the monitor by the staircase to see what computers are in use and find an available workstation. The north side of

the first floor features a few classrooms, some editing bays, and chairs and tables positioned to face out the west window towards the mountains. Assistive technology rooms for students with disabilities are located near the classrooms. There is also an event hall near the west side of the courtyard, which can be used for larger events. Users can follow a hallway left and access the event room, current awareness reading material, curriculum collection (children's and YA literature), librarian and administrative offices, and the reference and law/tax sections. No book stacks for the general collection are on this floor.

Morgan's Grind is one of the main features of the first floor. The coffee shop serves coffee shop standards such as drip coffee, tea, hot chocolate, chai and espresso drinks as well as snacks, sandwiches, and burritos. Morgan's Grind also has an express line for drip coffee to allow users to enter and exit quickly. Like most coffee shops, Morgan's Grind has tables and chairs for customers to work or gather in groups. Unlike other coffee shops, outside food and drink is allowed and visitors do not have to purchase anything from Morgan's Grind to use the space. It is even available when the coffee shop is closed.

During temperate months, users can access the courtyard through a door on the north side of the courtyard. It is surrounded on four sides by the building itself. Glass walls provide a view into most areas of the library surrounding the courtyard. Students can sit at metal tables or benches. For those using laptops and other electronic devices, power is provided through several covered outlets strategically located throughout the space. On the east end of the courtyard is a large abstract metal statue. Trees and shrubs are located around the perimeter of the space.

The other floors have fewer services and are more dedicated to space for stacks and work. The second floor is mostly devoted to book stacks, periodicals, technical services, and workspace, including group study rooms. Acquisitions, cataloging, and preservation are located

the southwest end of the building. Archives and special collections are located in the southeast corner. Due to the Lory Student Center renovation, the RamCard office has been temporarily located in room 203 by the archives and special collections.[25] The second floor also includes the Ram Kidz village where parents can bring their children for supervision during specific open hours while they remain in the library. Students have access to the atrium on this floor and can work overlooking the courtyard or plaza.

The third floor is devoted to book stacks and workspace. Its main feature is the Collaboratory, an open space with tables, couches and whiteboards for students to use. Lining the walls of the Collaboratory are rooms for checkout. The rooms feature a conference-style table seating 6-8 students, a whiteboard, and a flat screen TV. Each room has a sliding glass door, allowing for privacy and noise reduction while ensuring that no "funny business" occurs in the rooms. Students can check out AV cables and dry erase markers at the circulation desk to use in the rooms. The third floor also features a space called "the living room." It is designed as a quiet study space and has several tables and chairs for student use. The living room overlooks the campus and provides a clear view of the Rocky Mountains to the west. There is also a dedicated silent study room on the third floor. Study space takes up most of the northeast area of the floor and students have access to the atrium, including a few balcony spaces with tables and chairs.

Users can also access the basement of the library. The basement contains group study rooms, book stacks, maps, government documents (both federal and state), interlibrary loan and microfiche. A sign at the entrance to the basement indicates that the basement is a designated quiet area. Students have access to large tables and chairs for studying as well as study carrels along several walls. The basement is the only area of the library to feature movable book stacks.

During the 2013-14 school year, Morgan Library is hosting a few displaced student services due to the renovation of the Lory Student Center. These services include the campus' First National Bank branch, the cashier's office, the RamCard office, and the RamTech workspace.[26] The closure and construction of the Lory Student Center has redirected student traffic elsewhere, including Morgan Library. One student need that Morgan Library, and especially Morgan's Grind, has absorbed is hungry students looking for a microwave to warm up their food. According to *The Rocky Mountain Collegian*, CSU's student newspaper, the only public microwaves on campus are located in the (now inaccessible) basement of the Lory Student Center and in Morgan's Grind, leading to frustration for students.[27] As I analyze Morgan Library it is important to consider how these renovations elsewhere on campus affect library users.

Several notable visual and material elements appear throughout the building, which will feature prominently in later analysis of the text. First, users provided with various kinds of furniture throughout the building. Some of the building is furnished with more "traditional" library furniture including large tables with chairs, rolling computer chairs and study carrels. Other parts of the library, however, are furnished, with couches, casual stuffed chairs, ottomans and couches. Second, natural light is a significant part of the library's design. The west wall of the library is a large windowpane, providing a view of the campus and Rocky Mountains. Third, the building has a relaxed policy on food and beverages, allowing them everywhere except in the stacks, special collections and designated food free zones, such as computer workstations.[28] To accommodate the additional waste generated, waste and recycling receptacles are located strategically throughout the building. These elements will be further discussed in the analysis.

Before moving on to broader issues of information usage inspired by my analysis of Morgan Library, I feel it necessary to justify why I am using an academic library as my jumping off point. Morgan Library provides a case study that can be used to examine trends in one place. A detailed study of one place can provide insight into what trends may be like in similar place. A case study can also provide insight into the methods that work best for examining these kinds of rhetorical texts. In addition to the locational convenience of Morgan Library, I am most educated and experienced in the operation of academic libraries. This experience provides me with the background necessary to understand the workings of Morgan Library. In addition, university libraries, as a whole, are a more cohesive group than other types of libraries, such as public libraries. For example, in college, I volunteered at the Brandon Public Library, which served the town of Brandon, Wisconsin (population 950). The issues facing Brandon's library are very different from those of an urban or suburban public library. University libraries, however, are a much more homogenous group, serving similar uses at institutions across the country. Universities also tend to be innovation leaders so their practices may influence other libraries, academic and otherwise. In Chapter Five of this thesis I will discuss some ways in which this research can be expanded to include other types of libraries and settings for information usage.

Authorship of Morgan Library

When assessing a rhetorical text one of the first things many people consider is the creator or author of the text. The concept of solo authorship, however, is one long contested in the post-structuralist context. Roland Barthes' essay "Death of the Author" contests the idea of "authorship" as traditionally understood in a modernist, positivist tradition is an overly simplistic way of discussing the concept. Barthes states,

> We know now that a text is not a line of words releasing a single 'theological' meaning (the 'message' of the Author-God) but a multi-dimensional space in which a variety of writings, none of them original, blend and clash. The text is a tissue of quotations drawn from the innumerable centres of culture.[29]

While authors (or "scripters" as Barthes prefers to call them), may put the words on the page, it is up to the readers of the text to interpret those words.[30] Furthermore, texts are not created and interpreted in a vacuum. The text under study takes its inspiration from previous texts and future texts will take their inspiration from existing texts. Frequently these texts are not just taking their inspiration from others but directly copying them. In essence, Barthes is making the argument that texts are not exclusively the work of their authors ("scripters"), nor can a text be wholly original.

Barthes' ideas apply to a physical and spatial text such as Morgan Library. For example, the group of people who influenced the design of Morgan Library did not invent the Library of Congress classification system used throughout the building. It is a common feature of academic library "texts" and thus the scripters of Morgan Library included it.[31] This example indicates that authorship or credit for the creation of Morgan Library cannot be limited to just one discrete group of individuals at Colorado State University. The design has to fit within the limitations of the university, including space and budgetary restrictions. Existing spaces and budgets, therefore, are part of the authorship of Morgan Library.

Outside standards also play a role in the way Morgan Library was both initially designed and re-designed. These forces contribute to authorship of the design. Not only does Morgan Library have to meet the needs and limitations of Colorado State University, but it also has to meet standards set by outside agencies. Standards for academic libraries are developed by the Association of College and Research Libraries (ACRL), a division of the American Library Association (ALA). Their most recent publication on the topic, *Standards for Libraries in*

Higher Education was approved by the ACRL board of directors in October 2011.[32] The ACRL *Standards* articulate the importance of space in academic libraries, stating that, "Libraries are the intellectual commons where users interact with ideas in both physical and virtual environments to expand learning and facilitate the creation of new knowledge."[33] Further complicating these metrics is the fact that the current guidelines were issued October, 2011 while the redesign was underway. Previous ACRL standards recommended that universities with less than 50% of the FTE (full time equivalent) population residing on campus have seating space for 20% of the FTE population.[34] Meeting this standard requires a specific number of seats and does not take into account the differences between individual libraries. This standard, however, was the prevailing guideline throughout a significant part of the planning project. The ACRL's current metrics for assessing the effectiveness of an academic library are less absolute than previous standards. As the *Standards* note,

> These *Standards* differ from previous versions by articulating expectations for library contributions to institutional effectiveness. These *Standards* differ structurally by providing a comprehensive framework using an outcomes-based approach, with evidence collected in ways most appropriate for each institution.[35]

The ACRL's current *Standards* are designed to encourage libraries to make decisions that are more in line with their strategic needs instead of design choices designed to satisfy a certain numerical requirement. In this way, the updated *Standards* return some control of authorship and choice to individual libraries. The *Standards*, however, are still an important part of the authorship calculation.

The Critic's Perspective

Historically, certain forms of rhetorical criticism have sought to create a distance between the critic and the critique that she or he is making. In this view, while the critic should be well educated in how to conduct criticism, their personal viewpoints and perspectives are not integral

to the process. For example, in his foundational article "The Literary Criticism of Oratory" Herbert Wichelns argues that rhetorical criticism needs to become its own field of academic study, separating itself from literary criticism. Wichelns argues for a critique of a single speech featuring a single orator, substantially based on Aristotle's tenets articulated in *On Rhetoric*.[36] This article provides the basis for the inception of the study of rhetorical criticism. It does not, however, pay much attention to the critic her or himself.

Some critics have gone so far in removing the personal that they attempt to replicate a scientific objectivity in examining artifacts. As objectivist perspectives began to influence the discipline, some critics urged the field to adopt a pronounced critical distance from their texts. In January of 1970, scholars gathered in Racine, Wisconsin for the Wingspread Conference to discuss this very issue. At this conference, they developed a perspective dubbed the "critic-scientist."[37] The proceedings of this conference encouraged rhetorical scholars to look at their texts from a more objective perspective, which could be more generally applied.

Later critics objected to such an impersonal approach. One argument against this approach was the turn towards criticism of ideology. Instead of examining just speeches, rhetorical scholars turned their critical attention to ways in which societal power structures were implicated in rhetorical texts. Phillip Wander explains the importance of examining ideology and power in his article "The Ideological Turn in Modern Criticism:"

> Criticism takes an ideological turn when it recognizes the existence of powerful vested interests benefitting from and consistently urging policies and technology that threaten life on this planet, when it realized that we search for alternatives. . . . An ideological turn in modern criticism reflects the existence of crisis, acknowledges the influence of established interests and the reality of alternative worldviews, and comments rhetorical analyses not only of the actions implied but also of the interests represented.[38]

Ideological criticism requires the critics to engage their own critical perspectives. Critiquing an ideology as problematic means that the ideology in question conflicts with the critics' own

ideology. If a critique states that a rhetorical artifact is racist or sexist, for example, the critics are using their own ideology that racism or sexism is problematic.[39] While labeling racism or sexism as problematic may be obvious to us in academia, it is clearly not a universal value as racist and sexist thought is still prevalent in society at large.

Further, when a scholar critiques a piece of rhetoric, particularly with diffuse artifacts that increasingly populate this century, she or he is not just criticizing the rhetoric, but making her or his own rhetorical text. Raymie McKerrow exemplifies this position when he characterizes rhetorical criticism as a "performance." He explains that rhetorical criticism is "a performance of a rhetor advocating a critique as a sensible reading of the discourse of power."[40] The critic uses her or his scholarly background to advocate for an interpretation of a rhetorical text, thus making an argument about that text. In addition, scholarly work contributes to larger intradisciplinary conversations. As evidenced by traipsing through the academic literature in rhetoric (and other disciplines), scholars like to argue with each other and debate ideas that affect the methodology and directions of the field. While reading rhetorical criticism, or any other scholarly work, I believe it is important to remember that the work serves a rhetorical goal in concert with its academic goals.

As a critic, I agree with Wander and McKerrow and believe that in order to understand the performance of criticism, the reader needs to understand the critic's standpoint. I do not believe that any rhetorical critic is capable of being fully objective. This is not to say that critics' interpretations are all based on personal impressions. Critics should support their interpretation of the text with theory and observation, but their interpretations will stem from their own personal experiences, values and knowledge bases. Rather than feigning objectivity, I believe critics should state any of their relevant biases or experiences upfront. Giving background

information on the critic(s) is a valuable exercise for both the critic and the reader. When I began to write about my background as a critic it helped me find my blind spots and potential biases I did not know I had. As a reader, knowing the background of the critic can help me evaluate what the authors are saying in more detail, considering what I know about her or himself. I hope to provide the same insight to my readers.

I am not the only contemporary critic with this belief. Various scholars of space and place have been explicit about their perspectives on the text. For instance, in their article "Ways of (Not) Seeing Guns: Presence and Absence at the Cody Firearms Museum" Brian L. Ott, Eric Aoki, and Greg Dickinson begin by discussing their formative experiences with firearms. The authors used their experiences as a place to begin thinking about their criticism, stating, "In our nine-hour car ride to the museum, we shared and reflected on what the West means to each of us and discussed (prior to and following our visit to the CFM [Cody Firearms Museum]) how we understand and regard firearms."[41] I believe the reader should have a similar insight in to my experiences with libraries.

During my undergraduate years I prepared for graduate school and a career in library and information science. I worked at my college's library in the technical services department with an emphasis on cataloging books and government documents, both federal and state. During summers and school breaks I took on other tasks including book repair, circulation, serials, and interlibrary loan. This experience provides me with the background to understand the inner workings of an academic library. I also had two significant library research experiences as an undergraduate. The first was at the Newberry Library in Chicago where I completed an undergraduate research fellowship. My last library research experience took place out of a physical library. During the summer of 2011, I researched referrals in virtual reference

interactions at the Rutgers School of Communication and Information. This research broadened my perspective on space and libraries, because many of these conversations took place online with one or even both of the participants outside of the physical library.[42] It also emphasized the interconnectedness of libraries with other libraries as well as other services or entities, such as wireless companies or legal and social services.

From the proceeding description of my experiences with libraries it should be clear that I am an expert library user. Because I am an expert, I look at libraries differently. For example, I worked in Government Documents in college. From this experience I am very familiar with how they are organized. I know how the documents are organized (by agency) while this system confuses others. Because of this experience and expertise I am more likely to use Government Documents in my own research and writing. I teach my Public Speaking classes about Government Documents and encourage my students to use them. As an expert user, I need little help or guidance in using this resource. I have an expert understanding of the documents.

The expert perspective is useful as I try to interpret the space in rhetorical analysis and through behavior observation. As an expert, I can have the advantage of seeing trends that others may not notice. The expert perspective, however, renders me less likely to see what others may see. I may miss areas where others have difficulty using the space (such as the aforementioned Federal Documents collection) and I may choose to focus on my areas of interest (such as Government Documents) to the detriment of other library resources. I believe the reader needs to have insight into my experiences and perspectives to understand my writing, especially in Chapter Three (a rhetorical criticism of Morgan Library) and Chapter Four (behavior observations and survey data). I plan to highlight when my own perspective plays a significant

role in my arguments; nonetheless, the reader should keep my subject position in mind throughout the thesis.

Preview of the Thesis

I have two major goals in this thesis. One goal is to explore Morgan Library as a rhetorical text. I want to understand how this place communicates to users about how they should use the resources within. As I stated earlier, I believe that Morgan Library leads users towards a specific type of rhetorical invention: convergent invention. Convergent invention consists of engaging in rhetorical invention across media platforms. This form of invention also takes into account the influences that the environment may have on the rhetor. A secondary goal in this thesis is to branch out from Morgan Library as a case study to understand other places of invention. To support my analysis of one case study, Morgan Library, later in my thesis I will examine what other places, such as the aforementioned BiblioTech, can tell us about the relationships between place, materiality, and invention.

In order to achieve both of these goals I will proceed through the next four chapters as follows. In Chapter Two I will review the background literature for the project and discuss the methods with which I will be using to examine Morgan Library. The literature I will be reviewing includes the history of the academic library, a background on rhetorical invention, an understanding of communication literature on space and place, and a discussion of how libraries function as sites of cultural production. Chapter Two also explains the methodology supporting the project. This thesis is unique because I am using multiple methodologies (rhetorical and empirical) to understand Morgan Library. In Chapter Three I will conduct a rhetorical criticism of the space and in Chapter Four I will use social scientific methods (surveys and behavior

observations) to describe how people are using this space. The methods of conducting both the rhetorical criticism and the social scientific research will be discussed at the end of Chapter Two.

Chapters Three and Four are designed to serve as counterparts to each other. These chapters are focused on my case study of Morgan Library. In Chapter Three, I will use de Certeau's theory of strategies to discuss how Morgan Library uses placeness to encourage its own vision of convergent invention. This chapter will be written using rhetorical methods to explain the tactics in play at Morgan Library. In Chapter Four I will discuss the tactics in which library users engage to either embrace or reject Morgan Library's version of convergent invention. To engage in this analysis I will return to the themes of bodies, consumption and leisure, but this time from a social scientific perspective. Through surveys and behavior observation I will gain a clearer picture of tactics in action.

Chapter Five will conclude my thesis. This chapter returns to some of the larger questions in Chapter One about spatiality, materiality, and contemporary rhetorical invention. I will examine convergent invention outside of Morgan Library, the implications for libraries and future directions for research in both Communication Studies and Library and Information Science. In the end, I will return to my two main goals in this thesis: understanding Morgan Library as a rhetorical text and understanding the broader implications of spatiality and materiality on information usage.

CHAPTER TWO: LITERATURE REVIEW AND METHODS

In January 2011, the *Chronicle of Higher Education* published an editorial from instructional librarian Brian T. Sullivan in which he lamented the impending death of the academic library as we know it. He begins his piece, called "Academic Library Autopsy Report, 2050," with the following morose prophecy:

> The academic library has died. Despite early diagnosis, audacious denial in the face of its increasingly severe symptoms led to its deterioration and demise. The academic library died alone, largely neglected and forgotten by a world that once revered it as the heart of the university. On its deathbed, it could be heard mumbling curses against Google and something about a bygone library guru named Ranganathan.[43]

Three years after Sullivan's premonitions the academic library appears to be hanging on. Of course, his prophecy has another thirty-six years to come to fruition. As someone with an unabashed attachment to the library, I believe that Sullivan's ideas are unnecessarily negative and that the library will change and adapt with the times. In this chapter, I will discuss the background literature and the methods for investigating the contemporary academic library. It is my hope that this chapter will help inform understanding of the present as well as provide some ways to think about the academic library of the future.

I begin this chapter with a history of spatial practices in the academic library. To introduce and cement the theoretical background for this project I will review three main areas of scholarship. First, I will examine rhetorical invention, starting with a historical perspective and moving towards a contemporary definition of invention that takes new media and mediums into account. Next, I will survey the rhetoric of space and place, focusing on materiality and everyday life. Following that, I will analyze libraries more specifically, placing them in an important role as sites of cultural production. I will then explore the intersections between all of

these themes, discussing how they come together to form the basis of this thesis. I will conclude with a review of the methods I will use in the chapters that follow.

The History of the Academic Library

Before analyzing Morgan Library in great detail, I feel it is necessary to provide some background about spatial practices in academic libraries as a whole to provide the reader with context for my analysis. Library spaces are just as essential to library usage as the collections. As the nature of the collections within the library changes, the ways users engage with the space changes as well. Even though these purposes have changed throughout the history of libraries, the overall goal of the library has remained the same: learning. As library historian Scott Bennett notes, "From the beginning, libraries and learning have become inseparable."[44] Users come to the library to learn from the information provided within. The nature of this learning, however, has changed with the format and type of materials provided in the library.

Bennett articulates three paradigms in the history of library design: reader-centered, book-centered, and learning-centered, and argues each of these paradigms is tied to a revolution in information technology.[45] The reader-centered paradigm puts books at the service of readers. With the invention of movable type, books made information more accessible than hand-written copies, but they were still luxury items that were difficult to produce. Library users had to read books within the library, so spaces were designed with well-lit reading areas for visitors to use the materials. This paradigm was in effect from the beginning of libraries until around the turn of the twentieth century. Contemporarily, examples of this paradigm can mostly be found in specialized research libraries. One example of this paradigm in current usage is Chicago's Newberry Library, a humanities research library.[46] The library holds old and rare books as well as a variety of historical archives. Books are stored in closed stacks and brought to users in the

reading rooms and carrels as requested. The special collections are climate controlled and fire resistant, designed to facilitate preservation of rare materials. Tables in the reading rooms are designed for book reading rather than laptop use. The space encourages users to read and take notes on books and other materials with the writing process occurring after the user has left the library. The Newberry, in short, is designed for reading.

A second paradigm shift happened around the turn of the twentieth century. Books became easier to produce due to the invention of the paper-making machine, and the reader-centered paradigm was supplanted by the book-centered paradigm. Around the 1920s, book collections grew rapidly and space to hold these growing collections dominated libraries, making readers a lower priority. While this is not the current paradigm, many current library buildings were designed around this purpose and they are struggling to convert to the contemporary learning-centered paradigm. The New York Public Library (NYPL) is currently undergoing this transition. The NYPL serves not only the information needs of the community but also the scholarly and preservation needs of New York City. To keep their collection preserved while still providing access as well as allowing more space for library users, the NYPL is building off-site storage. The changes will create space for library users while also preserving valuable materials.[47] Offsite storage allows the NYPL to transition from the book-centered to the learning-centered paradigm while still keeping the physical collection available to users.

The third and current shift to the learning-centered paradigm is the result of growth in digital resources and information technology. The paradigm shift began in the early 1990s and rapidly accelerated as the capacities of information technology grew. Libraries began incorporating Information Commons into their designs to facilitate information usage. An Information Commons provides both access to information technology and the instruction to use

it wisely. It is a place for students and faculty to collaborate with each other and with librarians to get the most out of the available resources. As Bennett explains, "The information commons requires a fundamental new degree of collaboration between librarians and information technologists, who bring different professional training and cultures together in newly designed spaces in support of student and faculty learning."[48] The Information Commons, therefore, is at the heart of the learning-centered paradigm and this thesis will examine Morgan Library (after renovation) as an example of said paradigm.

Bennett notes that, "Putting the reader at the center of library space planning is a return to the first paradigm, with the critical differences that information is now superabundant rather than scarce and now increasingly resident in virtual rather than physical space."[49] The learning-centered paradigm contains some elements of the book-centered paradigm, especially a focus on space for library users to engage with resources.[50] In the book-centered paradigm, such retrieval was simple: the user simply had to find the book and read it. In the learning-centered paradigm, resources are digital and take up electronic, rather than physical space. While the academic library was once primarily a site of structured individual learning, students are now using the library in a variety different ways.

This paradigm shift begets several important characteristics of learning-centered libraries. Users need an internet-enabled computer, either their own or one provided by the library, to access the resources. The contemporary academic library provides users with access to digital resources outside of the library. For example, at CSU, users can access the library's databases anywhere on campus and can access the resources off campus by logging into the library's website. Some students, however, may not connect these resources with the library because they still think of the library as a physical building with books.[51] Because of the diversification of the

library, there is a growing view that the physical library building is less important to education.[52] Even though the physical library may be perceived as less important, the resources offered therein have become more important than ever. Libraries operate in both physical and virtual space and understanding how these spaces interact with each other is key to understanding the contemporary academic library.

One way in which libraries exist in both physical and virtual space is that library resources require the use of information technology. Even if the user is searching for physical items, such as books, maps, DVDs or government documents, they are required to access a computer to search the catalog.[53] In addition, more resources are found through databases, requiring the user to access specific online locations. Students continually cite computer access as an important part of their library usage.[54] While these students may be using the computers for personal use (such as email and social networking), the computers are required to use the library's digital resources as well. Providing insufficient space to access computers provides insufficient access to the resources as a whole.

The library designed in the learning-centered paradigm not only provides an Information Commons to access resources, but also provides a place for users to come together and learn collaboratively. These collaborative spaces are where people can come together to engage in rhetorical invention. Libraries, such as Morgan Library, include collaborative meeting rooms, comfortable furniture, and even coffee shops for their users. Thus, a social dynamic is created which encourages users to not only engage library resources, but engage each other. These amenities come together to create an impression of the library as a "third space," a space between home and work where people come together to socialize.[55] As Karen Latimer notes, "[libraries] were designed as places where people would want to come even if, thanks to the

impact of electronic resources available anywhere, any time, they didn't actually *have* to come."[56] Users are encouraged to visit the contemporary academic library not just to use its intellectual resources, but its physical resources as a meeting place, miniature classroom, and even a cafeteria. Such amenities, even though they may not be purely instructional, may contribute to the inventional process as a way to make users feel more comfortable and welcome in the space.

Rhetorical Invention

Invention has been a key part of rhetorical theory since classical times.[57] Invention, as discussed in Chapter One, can generally be understood as the process of constructing a rhetorical text. In classical times, "rhetorical texts" were conceived of exclusively as speeches. Therefore, although I take invention more broadly in the rest of this thesis, in the classical period rhetorical invention is understood as purely speech. Beginning with Aristotle, invention is constructed as a central theme in rhetoric and rhetorical education. As stated in Chapter One, Aristotle famously defines rhetoric as "an ability, in each [particular] case, to see the available means of persuasion."[58] This definition means that rhetoric is based in understanding how to persuade, or change the minds, of the audience. Invention forms the basis on which many of his other concepts are based. The three artistic forms of proof (ethos, pathos, and logos) are created by the speaker during the inventional process.[59] His topoi, or topics, are essentially shortcuts to rhetorical invention. While Aristotle does not use the term "invention" directly, he devotes the entirety of Books 1 and 2 of *On Rhetoric* to the subject.[60] While Aristotle does pay some attention to style and delivery, the majority of focus is on invention, leading the reader to deduce that Aristotle valued invention above other rhetorical skills such as style and delivery.

Invention continued to be regarded as important in the Roman era. According to George Kennedy, Cicero defines invention as, "the reasoning out of truth, or that which is like the truth, to make a case probable."[61] This definition expands on Aristotle's ideas about invention while incorporating the prominence of legal rhetoric. Cicero's work in developing the five cannons of rhetoric (invention, arrangement, style, delivery, and memory), codified in his works *de Inventione* (and, potentially *Rhetorica ad Herenium)*, cements invention's place in rhetorical education and practice. In his main work on invention, Cicero conceives of the five cannons as a step-by-step process, beginning with invention.[62] Rhetors begin with invention before proceeding through the other cannons, establishing invention as an important part of rhetorical thought. Overall, through the classical period rhetorical invention remains strong. It is considered the core of rhetoric and connects the study of rhetoric to the study of the other liberal arts.

During the Renaissance and Enlightenment eras, however, invention as a canonical aspect of the rhetorical act became a debated topic. As Sharon Crowley notes when reflecting on the history of invention, "Rhetorical invention goes in and out of fashion because it is intimately tied to current developments in ethics, politics, and the epistemology of whatever culture it serves."[63] In essence, because rhetorical invention provides the basis to develop new ideas and plays a critical role in the persuasive process, it has often been considered dangerous by the establishment. A citizenry educated in rhetoric with a focus on invention has the power to speak against the government. A political structure invested in preserving absolute power has a lot to fear from rhetorical invention, which has provided incentives to countless regimes, institutions, and powerful individuals to quash it.

The Renaissance illustrates perhaps one of the most severe blows dealt to rhetorical invention in Western thought. In his attempt to organize the liberal arts, French educational reformer Peter Ramus dismantled the traditional five canons of rhetoric. He assigned the customarily rhetorical work of invention (as well as arrangement and memory) to philosophy, leaving rhetoric with the canons of style and delivery alone. For Ramus, rhetoric (and rhetorical education) were training in elocution and nothing more. As he notes:

> Our second contest was against Cicero. For he had transferred to rhetoric almost all Aristotle's obscurity concerning invention and arrangement, and indeed also style, confusedly making one art from the two, and then applying it confused in this way to the legal process of civil suits.[64]

Ramus argues that rhetoric was mixing the skills of invention and style/delivery, which should be two separate subjects. This split, however, divorces rhetorical education from the development of content and thus from discussions of knowledge and ethics in speech. This split remained prominent through the Renaissance and Enlightenment, especially as similar ideas were later codified in Rene Descartes' philosophical critique.

However, just as rhetorical invention has faced detractors, it has also had defenders. For instance, 17th century rhetorical scholar Giambattista Vico strongly disagrees with Ramus's splicing off of invention from rhetoric. In *On the Study Methods of Our Time*, Vico states:

> In our days, instead, philosophical criticism alone is honored. The art of 'topics,' far from being given first place in the curriculum, is utterly disregarded. Again I say, this is harmful, since the invention of arguments is by nature prior to the judgment of their validity, so that, in teaching, that invention should be given priority over philosophical criticism.[65]

Vico believes that invention is a core part of rhetoric and that not teaching it is a disservice to students. A century later, Scottish rhetor Hugh Blair in his *Lectures on Rhetoric and Belle Lettres* again underscores the importance of invention, stating, "Invention, is, without doubt, the most material, and the groundwork of the rest [of the rhetorical arts]."[66] For Blair and Vico,

similar to Aristotle and Cicero, invention forms the basis of rhetoric. In the 19th century, however, a large majority of rhetorical education took Ramus' approach and focused on teaching elocution and declamation instead of invention. Meanwhile, invention was relegated in various forms to the sciences, philosophy, and the (written) disciplines of English and Composition.

In contemporary times the forms rhetoric takes do not remain static. These changes are reflective of the phenomenon of *letteraturizzazione*, which George Kennedy defines as, "the tendency of rhetoric to shift focus from persuasion to narration, from civic to personal contexts, and from speech to literature, including poetry."[67] In *letteraturizzazione* rhetoric changes from primary to secondary forms (i.e. written to spoken) and back again based on the social situation at the time. For instance, if speaking out loud was dangerous or difficult due to spatial factors, people would have likely switched to a written form of communication.[68] Today, rhetorical invention is going through another iteration of *letteraturizzazione.* The primary rhetorical forms through which people express themselves have changed. While "the internet" was not originally specified in Kennedy's definition of *letteraturizzazione*, media such as videos, websites, social networking sites and even memes are now important and primary rhetorical forms. Accessing evidence, synthesizing ideas, and creating content through these new forms has become central to the process of rhetorical invention for the contemporary moment. These forms also embody *letteraturizzazione* because they contextually oscillate between methods of persuasion and discussion.

Contemporary *letteraturizzazione* happens through media convergence and participatory culture. Henry Jenkins defines media convergence as "the flow of content across multiple media platforms, the cooperation between multiple media industries, and the migratory behavior of media audiences who will go almost anywhere in search of the kinds of entertainment

experiences they want."[69] In a convergent media society, people are not passive consumers of media texts. Instead, they use their agency to chase (and use) the type of media they desire. Because of increased abilities of audiences to enact their agency over the media they encounter, the channels through which messages are delivered become increasingly more complicated in a society dominated by convergent media.

Another significant change over due to convergent media is the ability of people to engage with the media as it is consumed. This can be understood through the term participatory culture. Consumers are not just consuming their mediated messages through a variety of platforms. They are able to respond and create their own persuasive messages.[70] As Jenkins notes, "Convergence, as we can see, is both a top-down corporate-driven process and a bottom-up consumer-driven process."[71] The media producers, the traditional locus of power, still have some influence on media consumption. Convergent media is new because consumers have the power not only to influence what media producers make, but they have the power to create their own mediated experiences. Media culture in a convergent society encourages people to actively consume media instead of passively viewing it. Social media content is a perfect example. When a person views something on their Facebook feed, they are consuming the media. The platform of Facebook, however, encourages users to like or share content that they enjoy. This sharing can be a rhetorical statement on behalf of the person sharing it. If somebody shares a post that reveals their perspective on a social, economic or political issue they are making an argument for others to consider about the issue in question.

The Human Rights Campaign used this to great effect in March 2013, with their campaign to support marriage equality. People who supported the cause changed their profile picture to a red equals sign.[72] By doing so, a person was able to make a rhetorical statement

about their views on the issue. Creating a response to media is a form of rhetorical invention. As I defined it earlier in this thesis, rhetorical invention is the process of creating a rhetorical text. This process does not have to be completed on an individual basis. For example, changing one's profile picture on Facebook is a small action not requiring a large amount of thought. In the case of the Human Rights Campaign profile picture, each person contributed a bit to a larger rhetorical text. If a lot of people changed their profile picture, however, these changes would affect the look of a person's News Feed. Each individual contributed a little to a larger rhetorical message showing that a large amount of a person's friends supported marriage equality.

Another way in which contemporary convergent invention differs from earlier forms of invention is its link to materiality. Materiality will be discussed more extensively later in this chapter, but for now it can be understood as the communicative and persuasive power of "stuff." Going beyond speech and words, rhetorical scholars who study materiality examine how physical things can make communicative appeals. Spatiality is a closely related topic to materiality, in which the communicative aspects of spaces are discussed. At first glance the concepts of materiality and spatiality seem antithetical to convergent media. If convergent media is generally digital, it exists in digital space rather than physical space. In order for us to interact with convergent media, however, we need to use physical objects such as laptop or desktop computers, smartphones, or tablets. We need an internet connection which requires the physical resources of a router and/or cables. Other material circumstances can influence a person's usage of technology. For example, a person with a vision-related disability would have difficulty using various computer applications. She or he would require adaptive technology to use a computer that a person without a disability is able to use without changes. Without material objects, the

consumption and creation of convergent media as well as engagement in convergent invention, is simply impossible.

Materiality and spatiality also have less directly discernable impacts on convergent invention. In his book, *Ambient Rhetoric*, Thomas Rickert argues that invention is not just an intellectual process, but also involves dimensions of spatiality and materiality. He makes this argument by examining Plato's concept of the *chōra*, which Rickert describes as "an ancient attempt to think the relation between matter and activity, work and space, background and meaning."[73] According to Rickert, Plato problematizes the mind/body dichotomy, asserting mind, body, and environment are not discrete entities. Rickert connects this concept to rhetoric, noting, "While it [the chōra] does not rule out the use of ideas for invention, which would be impossible in any event, it does entail that ideas are only part of what occurs in an inventional procedure, the other parts being choric."[74] Invention, therefore, is not just a process in the mind, but a process intertwined with the physical environment (spatiality) in which it occurs. Higher education is a good example of this phenomenon. A Christian school with a liberal theology may teach classes differently than a Christian school with a more conservative theology and are both likely to have different perspectives than a secular college. These perspectives may filter into the classroom in the ways that discussions develop, which affects the ways in which students perceive the material.

Aristotle and Cicero did not have the internet and multimedia content in mind while creating the concept of invention. Regardless, convergent media fits into both of their definitions of rhetoric. A contemporary rhetor is using "the available means of persuasion" when creating a video she or he hopes will go viral, creating a meme, or developing a new website. Convergent invention, then, follows in the traditions of classical rhetoric. It is another form of

letteraturizzazione, another recapitulation in rhetoric's vacillation between forms. To account for contemporary invention and *letteraturizzazione* for the purposes of this thesis I will broadly define invention as "the creation and development of any rhetorical text, regardless of format." The previous section explains the background behind my neologism *convergent invention,* which I defined as "cross-platform and multi-modal creation of a rhetorical text which accounts for external factors on the creator(s)." This thesis will explore one location where convergent invention takes place: the library.

The Rhetoric of Space and Place

Rickert's merging of invention and spatiality belies that this connection needs to be more deeply examined. Building on the traditional symbolic focus on the field, rhetorical scholars have begun to examine the built environment as a rhetorical text. To better understand an environment (the library) in which rhetorical invention takes place, it is necessary to understand the rhetoric of spaced and place.[75] In this section I will describe rhetorical thought on materiality and spatiality, everyday life and responses to material rhetorics before concluding to explain how these elements influence libraries.

Materiality and Spatiality

Materiality is discussed in two interconnected but different ways. The first concerns the material effects and qualities of symbolic discourse. Dana Cloud exemplifies this view of materiality when she defines the materiality of discourse as "the idea that discourse itself is influential in or even constitutive of social and material reality (including the lived experience of work, pleasure, pain and hunger)."[76] For Cloud, the effects of discourse go beyond persuasion and ideas; discourse affects our physical environment as well. Cloud argues that in order to conduct effective rhetorical criticism using the concept of materiality, critics need to balance the

socially constructed aspects of rhetoric with the practical ones. Cloud notes, "Yet, we ought not to sacrifice the notions of practical truth, bodily reality, and material oppression to the tendency to render all of experience discursive, as if no one went hungry or died in war."[77] Discourse has a material effect on life experiences.

The second way in which rhetorical scholars often talk about materiality is as a means of persuasion separate and divorced from the symbolic world of discourse altogether. Carole Blair exemplifies this position when she implicates materiality in her definition of rhetoric. Blair writes, "I take 'rhetoric' to be any partisan, meaningful, consequential text, with the term 'text' understood broadly as a legible or readable event or object."[78] According to Blair, for something to be rhetoric it has to be a readable event or *object.* Blair's definition explicitly includes the material as rhetorical. While rhetorical scholars like Cloud and Blair may draw critics' attention to different ways on considering materiality, these ideas are not oppositional.

Cloud focuses on how rhetoric creates material realities while Blair discusses materiality as rhetorical in and of itself. Both of these approaches can be seen as working in tandem at times. One important place where materiality is discussed is bodies and gender. As Judith Butler notes, "Gender is instituted through the stylization of the body and, hence, must be understood as the mundane way in which bodily gestures, movements, and enactments of various kinds constitute the illusion of an abiding gendered self."[79] This quotation exemplifies both ways of understanding materiality. The body can be "stylized," meaning that discourse can affect how people choose to present their (gendered) bodies. The body is also rhetorical by itself without any discourse necessary. A person can use their body to communicate nonverbally. For example, if a person grabs their elbow and makes a facial expression that they are in pain, an observer can assume that she or he hit their funny bone. No words are necessary to communicate

this idea; it is understood purely on the body of the person whose funny bone has been impacted. In her book chapter "Reading the Slender Body," Susan Bordo discusses how the slenderness of bodies, especially female bodies, is read in contemporary media texts. Bordo argues that "slenderness" is a text in and of itself. She states, "The exploration of contemporary slenderness as a metaphor for the correct management of desire must take into account the fact that throughout dominant Western religious and philosophical traditions, the capacity for self-management is decisively coded as male."[80] By arguing that slenderness is a metaphor, she gives the (female) body the status of a rhetorical text. Both conceptions of materiality as related to the body provide material ways of understanding gender.

Spatiality is an important component of materiality, encompassing an understanding of the material aspects of places. As Raymie McKerrow notes, "Space-time structures life, and through that influence, affects discourse in unforeseen, unfelt ways. Understanding those ways is critical if we are to explore the freedom to be what we are not, to become what we have not yet thought."[81] Space and time are structures which affect the ways people perceive their surroundings and situation. In this vein, Rickert argues that eliminating the ambient and material context of a persuasive message eliminates part of the message itself.[82] To understand material discourse is to understand the context in which it is situated.

Scholars have analyzed several elements which contribute to the context of material rhetoric including color choice, room arrangement, and even the directions in which people travel through the space. For example, Kenneth S. Zagacki, and Victoria J. Gallagher, examining materiality in the gardens at Museum Park at the North Carolina Museum of Art, argue that the gardens promote the development and value of natural areas even though the gardens are located in an urban area.[83] In their analysis, the tropes of natural areas contributed to

the overall persuasive effect. Greg Dickinson, Brian Ott, and Eric Aoki argue that the Buffalo Bill Cody museum in Cody, Wyoming creates a "carnivalized" interpretation of the Wild West Show and the historic conflicts between white settlers and Native Americans.[84] Carole Blair, V. William Balthrop, and Neil Michel analyzed monuments and tombs devoted to unknown soldiers from an argument theory perspective.[85] They argued that the tomb's rhetoric used enthymemes to account for the national emotional cost of the missing soldiers. Blair, Balthop, and Michel's argument returns the rhetoric of space and place back to rhetoric's roots in classical theory. These scholars' works demonstrate how material space can be used to communicate a message to the person entering the space.

More recently, John Lynch demonstrates how a space can present a direct argument in his analysis of the Creation Museum in Kentucky. Lynch argues that space of the museum functions as an "embodied conversion narrative," inviting the visitor to physically experience a conversion to young earth creationism.[86] Lynch explains how a room in the museum showing a film that demonstrates the awe and wonder in (according to the museum) young earth creationism, noting: "The audio and visual components of the film are the only perceptible objects in the theater, and their magnitude of size and volume appeal to awe and wonder. The appeal to awe and wonder continues in the next room with its shift in lighting, color scheme and room dimensions."[87] The material simulation of creationism makes the museum visitor feel like part of the creation experience. The design of the space attempts to evoke certain feelings in the viewer, bringing them along in their (hopeful) conversion to a young earth creationist view.

The persuasive goal of the Creation Museum is apparent from the time the viewer first hears the name of the place. Not all persuasion in spaces, however, is as obvious. For example, in their analysis of the Cody Firearms Museum in Cody, Wyoming, Brian Ott, Eric Aoki, and

Greg Dickinson find that the museum has a subtler message to its visitors. The authors argue that the museum presents a view of guns that that, "works to replace (or at the very least *repress*) visitors' individual understandings of guns in favor of a universal (and universalizing) interpretation of them as inert objects of visual pleasure."[88] By presenting the firearms in a specific context, the museum attempts to persuade the viewer of a certain interpretation of the role of firearms American history. Unlike the very obvious persuasive message of the Creation Museum, the Cody Firearms Museum inculcates an ideological position based on the visual positioning of guns as beautiful mechanical objects. Both spaces, however, attempt to change the viewer's perspective, making them both persuasive in different ways.

Everyday Life

Another important dynamic for understanding the rhetoric of space and place is the idea of the everyday life. Everyday practices are just that—they are the practices in which people engage in during their everyday lives. For a practice to be considered "everyday," it does not mean that the practice is something everybody does. It simply means that it is not out of the ordinary or a special occasion. For example, not everyone eats fast food and some people eat it more frequently than others. Eating fast food, however, is an everyday practice because overall it is not a special occasion or out of the norm.

Everyday practices interact with materiality when the physical objects, bodies, and affects collide with the spaces and places we inhabit on a regular basis. As Greg Dickinson notes in justifying his study of materiality, "rhetorical critics and theorists determined to get after the consequential materiality of rhetoric can turn to the place of the practices of the everyday."[89] While rhetoric and persuasion may be traditionally associated with speech and words, scholars have broadened their perspective to include physical space as persuasive. Spaces can encourage

or even force the people within them to interact with the space in a certain way, contributing to an overall persuasive effect.

Examining the practices of a place such as Morgan Library means examining the practices of everyday people living their everyday life. The phrase "practices of everyday life" comes from French scholar Michel de Certeau's book *The Practice of Everyday Life*. This book examines the ways in which people use and move through space in the course of their daily lives and the consequences of these actions on our environment and the people around us. De Certeau tells us "Everyday life invents itself by *poaching* in countless ways on the property of others."[90] A person's everyday practices appropriate their surroundings to make their situation more fitting to their own personal needs. Scholars studying the everyday argue that these practices have a large and important impact on people's lives. Taking De Certeau's ideas one step farther, Dickinson argues that everyday practices are not just social but material as well. These practices affect not just social and intellectual life but physical things as well.

De Certeau also includes rhetoric in his conception of everyday life. His introduction to *The Practice of Everyday Life* links the study of rhetoric to strategies and tactics. He notes:

> The discipline of rhetoric offers models for differentiating among the types of tactics. This is not surprising, since, on the one hand, it describes the "turns" or tropes of which language can be both the site and the object, and, on the other hand, these manipulations are related to the ways of changing (seducing, persuading, making use of) the will of another (the audience). For these two reasons, rhetoric, the science of the "ways of speaking," offers an array of figure-types for the analysis of everyday ways of acting even though such analysis is in theory excluded from scientific discourse. Two logics of action (the one tactical, the other strategic) arise from these two facets of practicing language.[91]

De Certeau makes the connection between tactics, rhetoric and persuasion. A tactical act is persuasive in that it is related "to the ways of changing . . . the will of another . . . ." As I discussed in Chapter One, persuasion has traditionally been at the heart of the rhetorical project.

In addition, de Certeau links strategies and tactics to linguistic expression. While these connections become apparent in de Certeau's explanation, they are not incorporated into the usual texts studied by rhetorical scholars. De Certeau calls the readers' attention to this fact, illustrating that while strategies and tactics are rhetorical, some rhetorical scholars ignore them.

De Certeau, however, is correct about the need to study rhetorical strategies and tactics. We can see this rhetoric at work in typical, everyday action. For instance, the practice of going to the grocery store is rhetorical. The grocery store uses strategies to arrange its offerings to entice customers to purchase certain items. Customers respond to the rhetoric of the grocery store by purchasing or not purchasing these items. They complain to management about problems. Customers also have the option to take their grocery store business elsewhere. The grocery store responds to the rhetoric of the consumers and makes changes in their practices. This rhetorical process happens on a daily basis and is a prime example of the rhetoric of everyday life functioning in one type of space.

As seen in the hypothetical example of the grocery store, spaces and places of everyday life frequently send messages about consumerism.[92] We consume products both because we need to (food, clothing, etc.) but also for a variety of social reasons. Some people consume products to achieve a certain social status among peers. Others make political statements with their consumption habits, choosing only to patronize companies that match their political and ethical views.[93] Some consumers do both. Scholars generally take a negative approach to consumerism, implicating it in the maintenance of oppressive social structures, including economic and gender inequality, environmental degradation, and the mistreatment of workers in the developing world. These social reasons for consumption interact with (and sometimes

overwhelm) the practical, creating a rich materiality with which to understand and critique consumer behavior.

Materiality is important to understanding how companies can use placemaking moves to facilitate consumer behavior. In their analysis of FlatIron Crossing, a mall in the suburbs of Denver, Colorado, Jessie Stewart and Greg Dickinson explore how the mall attempts to fit into the outdoorsy Colorado lifestyle.[94] By using natural rock, the already present mountain landscape and making design references to ski resorts, the mall feels more like a place of outdoor fun than one of white, upper-class, suburban conspicuous consumption. In this same vein, Dickinson's analysis of Starbucks coffee shops demonstrates how the chain seeks to create a comforting ritual in drinking their coffee.[95] This ritual, however, ignores the consumerist aspects of coffee consumption as well as the social and environmental harms created in other countries related to the coffee business. Both of these spaces and rhetorical artifacts seek to reframe consumerism as a more organic and natural activity. The spaces communicate to the visitors that consumption, specifically the high-level consumption promoted by FlatIron Crossing and Starbucks, is a normal part of everyday life. Integrating the consumption into the space makes the consumption *feel* like a natural human activity and hides the negative social, financial, and environmental effects of consumption from the consumer.

Responses to Spaces and Places

These examples show how spaces and places can send messages to users about what they should think, feel, believe or do. Sending a message, however, is not a unilateral, unidirectional process. Just because a place is making a persuasive appeal to visitors, visitors will take its directives at face value. Users are frequently active participants in placemaking activities. They may ignore or miss certain directions or intentionally resist the directives. In Chapter One I

discussed how de Certeau conceived of people using space through strategies and tactics. Strategies are the methods through which the person, group or entity in power directs user behavior while tactics are the ways in which users dissent. He pays specific attention to the act of walking, noting "The act of walking is to the urban system what the speech act is to language or to the statements uttered."[96] Through walking a user can resist. Users may take a shortcut or walk in the opposite direction assumed by the space. By moving through physical space in ways different from how they are intended, users can avail themselves of tactics to resist the strategies of the place. A hypothetical example would be walking on the left side of a hallway instead of the right side.[97] Doing so resists generally accepted social practices but it may be for a good reason. The items a person needs on a shelf may be on the left side of an aisle instead of the right side. A repeated pattern of people walking on the left side of the aisle may indicate that the design of that area is inadequate for users' needs and therefore they are enacting tactics to make the place fit their needs.

Tactics can be further understood in the context of polysemic text interpretation. As Leah Ceccarelli argues with her characterization of polysemy, not all audience interpretations of messages are the same. Rather, polysemy suggests "the existence of plural but finite denotational meanings for a single text."[98] Raymie McKerrow adds to Ceccareli's definition of polysemy to implicate power in polysemic interpretations of text. McKerrow defines a polysemic interpretation as "one which uncovers a subordinate secondary reading which contains the seeds of subversion or rejection of authority, at the same time that the primary reading appears to confirm the power of the dominant cultural norms."[99] McKerrow's conception of polysemy includes de Certeau's concept of tactics. As people react to spaces in varying ways, they enact different tactics in response.

In the use of tactics, the materiality of the body can become paramount. For instance, Bernard J. Armada examined the National Civil Rights Museum in Memphis, Tennessee and a protest across the street. The sole protester was a woman named Jacqueline Smith who wore tattered clothes and held signs lamenting the loss of King's ideals, including one stating "Poverty is Violence."[100] Armada argued that the presence of the protest encouraged museum visitors to engage in a more critical reading of the museum, rather than taking it at face value. In de Certeau's terms, Smith was engaging in a tactic, upending the strategic power relationship between the viewer and the museum by her embodied presence.

People come to spaces from their own standpoints, which affect their interpretations. This does not, however, negate the persuasive nature of a space. Spaces can reinforce a view or encourage the viewer to reconsider their perspective. For example, a young earth creationist's view of the world may be reinforced by the Creation Museum, while a secular person would likely find it ridiculous. A space such as the Vietnam Veterans Memorial can have multiple meanings to one person or different meanings to different people, which helps explain the societal context in which it is situated. As Carole Blair, Marcia Jeppeson and Enrico Pucci state about the Memorial, it "does not suggest one reading or the other, but embraces even contradictory interpretations. The Memorial both comforts and refuses to comfort. It both provides closure and denies it. It does not offer a unitary message but multiple and conflicting ones."[101] In this way, the monument to the veterans reflects public views and sentiment about the Vietnam War. Other spaces can have different meanings to various groups. Thomas R. Dunn explored how an article of material rhetoric can be read differently by multiple groups in his reading of the statue of Alexander Wood, the victim of a gay sex scandal in the early 1800s, in downtown Toronto. Dunn argued that interpretation of the statue through multiple

perspectives was necessary to understand the statue because it had multiple meanings for different audiences. Dunn notes, "It becomes incumbent to recognize both the official and resistive readings that are made possible in the statue and that collectively inform its meaning(s)."[102] Understanding the complexity of the discourse created by the statue requires the perspectives of multiple voices.

The study of spaces, places, and materiality as rhetorical adds new layers to the study of rhetorical scholarship. These messages are particularly important to understanding Morgan Library because studying these types of artifacts complicates our notions of persuasion. Except in very rare cases, such as the Creation Museum, spaces and places lack directly persuasive messages. Instead the messages of a space or place are more subtle and indirect. Such messages can have just as strong of an effect on the audience receiving them. When people are viewing a space or interacting with a place they are not expecting to be persuaded. Their guards are down which makes them more susceptible to the persuasive messages of a space or place. Just like George Pullman states, "As with all other forms of persuasion, subtlety begets success. You have to disarm before you can charm."[103] It is important to consider libraries in this context. As I discussed in Chapter One, most people do not consider the library to have a persuasive or rhetorical message. As they enter it, therefore, their defenses are down. Library users, therefore, are predisposed to perceive of the library as ideologically neutral, when in fact, it is not.

Libraries as Sites of Cultural Production

One way in which libraries entrench epistemic values is through preservation and presentation of material. In addition to considering the physical and material space as a site of power and knowledge, this thesis will delve into larger issues surrounding information and power. Morgan Library will be considered in the larger context of both physical archives and the

Foucauldian conception of the archive. Both scholars and everyday library practitioners have the power to understand, critique and influence ideology. These goals can be accomplished by taking an approach in which an individual reflects on the cultural products and practices present in their object of study and considers the larger societal implications thereof. This thought process is called *praxis* and it is found in the scholarship regarding both rhetoric and library and information science.

Raymie McKerrow reinvigorated the concept of praxis in rhetorical studies, advocating for a postmodern turn in rhetorical criticism that focused on "twin critiques of domination and freedom."[104] McKerrow argued that critical rhetorical scholarship should critique both domination and freedom, demonstrating how the discourse under study functioned to promote and/or repress certain ideologies. Rather than a back-and-forth struggle, McKerrow conceives of power as fluid, flowing among different individuals and/or institutions. It is the job of the critic to examine the implications of the discourse, uncovering the ethical implications of social systems. A similar conception of praxis exists in library and information science. Library and Information Science scholar John Budd defines praxis as "the critical, rational, interpretive, epistemic, and ethical work of a discipline or profession. Praxis refers to action that carries social and ethical implications and is not reducible to technical performance of tasks."[105] Budd believes that a true *praxis* (as opposed to practice) of library and information science requires not just an ability to answer reference queries and catalog resources, but the desire to reflect upon these activities for their ethical implications.

Praxis can be considered in the context of two definitions of the archive. When considering the definition of "archive," information professionals and the general public likely think of a place to store documents. Archival practioners define their work as a material storage

location. As archival scholar Laura A. Miller notes, "Archives are that small portion of all the information, communications, ideas and opinions people generate that are recorded and kept. Archives are tangible products, whether they are physical or electronic, visual, aural or written. Archives must exist in some concrete form in order to be preserved and used."[106] Miller's definition places archives in a very specific cultural role. Archival work is focused on the technical task of making information accessible.

While this is one definition of an archive, it is limiting in its scope. The archive also has a social dimension. Michel Foucault provides a more expansive definition of the power, scope, and relevance of the archive:

> The archive is first the law of what can be said, the system that governs the appearance of statements as unique events. But the archive is also that which determines that all these things said do not accumulate endlessly in an amorphous mass, nor are they inscribed in an unbroken linearity, nor do they disappear at the mercy of chance external accidents; but they are grouped together in distinct figures, composed together in accordance with specific regularities; that which determined that they do not withdraw at the same pace in this, but shine, as it were, like stars, some that seem close to use shining brightly from afar off, while others that are in fact close to use are already growing pale.[107]

According to Foucault, the archive is more than just a climate controlled room and white gloves; it is what is perceived to be the entirety of human knowledge. Foucault argues that in order for human knowledge ("the archive") to be functional, it must be organized. Such organization, however, distorts the contents of the archive, making some pieces more apparent than others. In this way, archival spaces like libraries have deeply rhetorical natures in that, as Kenneth Burke claims, they select, deflect, and reflect particular social assumptions.[108] In this way, the archive is also a site of power; within the archive, multiple forces of power engage in a fluid exchange making ideas more or less visible within the archive.

Foucault's archive is more than physical or digital storage; it is a socially constructed representation of memory and reality that contains ideas ranging from scientific research to

everyday, common sense knowledge. Rhetorical scholars need to access the archive to understand the texts they examine or produce, thus making the archive an essential part of the inventional process. Even the most basic rhetorical criticism—a Neo-Classical analysis of one speaker and one speech—requires accessing the broader historical archive. To assess if a speaker thoroughly understood "the available means of persuasion," the critic needs to know what means of persuasion were available: information found within the archive. As Barbara A. Biesecker states, "[the archive] always already is the provisionally settled scene of our collective invention, of our collective invention of us and of it."[109] The archive is a privileged and incomplete record of the ideas, conversations, and ideology of humanity, and its power comes from disseminating its contents.

To understand Morgan Library as an archive, both interpretations of the archive need to be considered. Morgan Library does serve the practical functions of the archive Miller describes. It stores information and provides a mechanism for retrieval. Applying the Foucauldian lens to the practical function, the choices the faculty and staff at Morgan Library make about *how* to store and retrieve information affect what information is more or less apparent. In the context of the physical environment at Morgan Library, the faculty and staff are making rhetorical, place-making moves affecting the practical usage of the library.

Returning to issues of space and place in libraries, both practical and critical, the spaces in which users access the archive become part of the archive themselves. A library is part of the larger Foucauldian conception of the archive. For students, staff, and faculty at Colorado State University, Morgan Library provides much of their access to the greater archive, placing the library in a position of power within the institution. In concordance with a Foucauldian conception of power, it is important to note that Morgan Library provides access to not just

scholarly knowledge but "everyday, common sense" as well. Users approaching the help desk or setting an appointment with a librarian to discuss their research are accessing the library staff's knowledge of research techniques. The research skills taught to a library user affect how they use Morgan Library and other information sources going forward. Strategically, places of archival reference, such as Morgan Library, can make a rhetorical statement about their view of the "correct" way(s) to use information by presenting the archive in a certain way. For example, Morgan Library has moved the general stacks off of the main floor of the library and made other design elements, such as computer spaces, comfortable furniture, the help desk, and Morgan's Grind more prominent parts of the visual field. This can communicate the archival priorities of Morgan Library to visitors. Considering these varying conceptions of power requires a critical praxis to understand how Morgan Library (or any library) affects its users' conceptions of the larger archive.

Synthesis: The Larger Themes

In this thesis I will consider the seemingly disparate concepts of invention, space and place, and cultural production as closely linked. By reviewing the literature, it is understood that invention is not an isolated process. A person or group of people engaging in rhetorical invention needs to be located somewhere in physical or digital space. They need to be using some form of material object to record their thoughts which can range from a notebook and pen to a laptop computer to a powerful desktop computer designed for video editing. As people engage in rhetorical invention they are creating their own rhetorical text and usually interacting with the rhetorical texts of others in a cycle of cultural production. And where does that cycle occur? In some sort of built environment.

Invention, convergent or otherwise, cannot occur without spatiality. In the contemporary moment, however, it may seem strange to think of invention, especially convergent invention, as spatially bound. All a person needs to invent is a computer (or a phone or a tablet) and, depending on the battery life, a power source. For example, as a graduate student in a college town, I have several choices about where to put my laptop and write my thesis. I can sit anywhere in my apartment, at one of the four coffee shops within walking distance, in my office or various places on campus. Even some of the local bars have WiFi and power sources. This variety of choices of spaces to convergently invent means that my inventional experience is very bound to spatiality. Every time I open my laptop to work I am actively deciding in what space I wish to invent, even if it is simply a choice between the kitchen table and the couch. The themes in this literature review of rhetorical invention, space and place, and cultural production interact with each other, reinforcing and changing themselves. To think of them distinctly is to not think of them at all.

Rhetorical and Empirical Methods

As stated earlier, Chapter Three is a rhetorical analysis of Morgan Library and Chapter Four discusses the results of behavior observations and survey data about library usage. Therefore, it is accurate to think of this thesis as using an empirical mixed-methods approach. While I will use the term "empirical" to refer to the research methods present in Chapter Four to distinguish them from the rhetorical methods in Chapter Three, I wish to emphasize that I am not discounting rhetorical criticism as an empirical activity. I am, instead, using the word "empirical" as a shorthand label for the survey and behavior observation methodology used in Chapter Four.

Methods in Conversation

Electing to use a mixed-methodology for a project with strong rhetorical elements is relatively uncommon within the Communication Studies discipline. Many scholars prefer to focus their research in either rhetorical or social scientific methodologies. I, however, believe that the divide between the applications of these approaches is unnecessarily wide. Other scholars have attempted to bring together rhetorical and social scientific methodologies with successful results. For example, research in cognitive linguistics (a field allied with communication studies) has taken a social scientific approach to study how people perceive metaphors, a traditionally rhetorical text.[110] Similarly, John A. Bateman argues that effectively analyzing "page-based documents" such as magazines, webpages and newspapers requires empirical analysis of the page layout and that empirically analyzing these elements uncovers rhetorical appeals about organization.[111] While these approaches are not mainstream, they do provide evidence that research which incorporates both rhetorical work and social scientific/empirical methodologies can be epistemologically productive.

I chose to conduct my thesis research using multiple methodologies for two reasons. First, I wanted to use the empirical methods to develop the criticism and vice versa. For example, some of the data gathered from behavior observations (such as library users moving furniture) influenced the critical work. I used some of the critical work, specifically de Certeau's concepts of strategies and tactics, to influence how I wrote the survey. For example, one question asked what people do in the library other than schoolwork to gauge what types of strategies they may be using. While Chapters Three and Four are distinct from each other, their thought processes do overlap. This is especially reflected in the organization of each of these

chapters. Chapter Four discusses the same rhetorical themes of Chapter Three, allowing readers (and myself as a writer) to make a close link between the criticism and empirical work.

Previous scholars have attempted to link rhetorical criticism and empirical work in different ways. One attempt was the prescientific notion of rhetorical criticism in which a scholar would attempt to use rhetorical criticism to predict potential research questions for empirical study. In John Waite Bowers' view the prescientific approach to rhetorical criticism means that critics think of ideas that are later tested using more scientific methods. He states, "the rhetorical critic's principal task is to produce testable hypotheses which, when verified, will have the status of scientific laws. It ignores, though it does not prohibit, the critic's evaluative activities."[112] If this criticism were done in the prescientific way, Chapter Three (the criticism) would inform the questions asked in Chapter Four (the empirical data) and the results in Chapter Three would be tested by and bound to the results in Chapter Four.

My approach differs from the prescientific notion of rhetorical criticism. Instead this thesis uses rhetorical criticism as an empirical activity to tell the reader something about the world. Rhetorical criticism stands on its own instead of being the precursor to empirical work. The empirical research, however, acknowledges that rhetorical texts do not come pre-constructed. As Michael Calvin McGee notes:

> Critical rhetoric does not *begin* with a finished text in need of interpretation; rather, texts are understood to be larger than the apparently finished discourse that presents itself as transparent. The apparently finished discourse is in fact a dense reconstruction of all the bits of other discourses form which it was made. It is fashioned from what we can call "fragments."[113]

According to McGee, the critic needs to first create "the text" before analyzing it. Rhetorical texts do not exist in a vacuum; even a text that seems cut and dry (like a single speech) has context surrounding it that the critic needs to take into account. Morgan Library and the

practices within, of course, are not as simple of a rhetorical text. This is evident when returning to Carole Blair's definition of rhetoric as discussed in the literature review. She states, "I take 'rhetoric' to be any partisan, meaningful, consequential text, with the term 'text' understood broadly as a legible or readable event or object."[114] Taking Blair's definition and putting it into conversation with de Certeau's strategies and tactics, a tactic becomes a meaningful text. A student engaging in a tactic of taking a nap in the library becomes both meaningful and a readable text under Blair's conception of rhetoric. Students' usage of Morgan Library, therefore, is a rhetorical text. This usage, however, cannot be read as a rhetorical text until all of the little pieces of data are put together in an aggregate—that is, until I as the critic assemble the fragments needed to turn individual naps, coffee purchases, group meetings, social networking, Netflix viewing, and socialization into the rhetorical text of Morgan Library. In this thesis I use the empirical research methods described above to access the fragments to create the rhetorical text. It is a symbiotic, not pre-scientific, relationship.

The second reason I wrote this thesis using multiple methodologies was to conduct an epistemological and methodological experiment. I am attempting to bring critical and empirical methodologies in close conversation with each other. As I write, I am interested in not only the insights these methods provide about Morgan Library, but the insights this methodological choice can provide. As McGee prophesizes, "I think it is time to stop whining about the so-called 'post-modern condition' and to develop realistic strategies to cope with it as a fact of human life, perhaps in the present, certainly in the not-too-distant twenty-first century."[115] In 1990 McGee is predicting that as we move through time towards the twenty-first century texts will become more fragmented and that rhetorical scholars will need to develop critical perspectives to deal with these texts. That century is here. In this thesis I am taking up McGee's

challenge and trying one method to deal with an increasingly fragmented contemporary condition. In the conclusion (Chapter Five) of the thesis I will return to the methods section and comment upon the insights that can be gleaned by putting these methods together and potential future directions for research.

Rhetorical Methods

Chapter Three will be a rhetorical analysis of Morgan Library. This analysis will focus on the strategies (to use de Certeau's term) of Morgan Library. In conducting my rhetorical analysis of the library I am not using a specific methodology pulled from a textbook. My initial methodological inspiration was close-textual criticism, described by Carl R. Burgchardt as: "Look at the text and say something smart."[116] Using my expert knowledge of libraries, I decided to apply the tenets of close-textual reading to Morgan Library.

To apply this method more effectively, I observed other scholars following this same path. One of the core articles I used to inform my analysis was Blair, Jeppeson and Pucci's article "Public Memorializing in Postmodernity: the Vietnam Veterans' Memorial as Prototype." This article was one of the first to conduct a study of a memorial as a rhetorical text and provided a model of how to do a rhetorical criticism of a non-traditional text. Another key inspiration was the work of Greg Dickinson. I was fortunate to take a class with him, "The Rhetoric of Everyday Life," in the Fall of 2013 and his leadership of the discussions in that class shaped my view of materiality and spatiality.[117] His academic work also provided a model for how to think about and conduct this kind of research. His article "Joe's Rhetoric: Finding Authenticity at Starbucks" was a useful case study in how to analyze the rhetoric of a specific place. After taking this inspiration, I attempted to follow another one of Dr. Burgchardt's suggestions: "Say something that is not obvious." These edicts guided my reading of Morgan Library in Chapter 3.

Empirical methods

In addition to methods of rhetorical criticism and in order to better assess how students are using the library, I applied empirically based methods to observe and categorize behavior, specifically surveys and behavior observations. While Chapter Three focused on the strategies of Morgan Library, Chapter Four was devoted to how users respond to these strategies. Both the survey and behavior observations were designed to provide access to the users' tactics.

Survey

Surveys (Appendix II) were distributed to public speaking students during February, 2014.[118] I sent each public speaking instructor an email with a brief description of the project, a link to the survey, and a six-digit confirmation code to check student participation. Instructors were asked to reply to the email if they gave the survey out to their classes and to tell me the section numbers they taught, the number of students in the section and how much, if any, extra credit was given for participation. The email was sent on February 6, 2014 and the survey closed on February 28, 2014. Public speaking students were chosen as the sample population because public speaking is the basic communication course at Colorado State University and draws a broad variety of students from other departments. It is commonly accepted practice to use students in basic courses as research subjects in the social sciences and humanities so this sampling practice fits with other researchers' techniques.

The survey begins with an informed consent document. Page two asks how frequently students use different locations and services in the library. Students can choose "daily," "1-3 times per week," "weekly," "once or twice per month," "once or twice per semester" or "never." Using the same options for frequency, page two asks students how frequently they use the library overall and at different time periods: morning (6am-noon), afternoon (noon-6pm), evening (6pm-

midnight) and night (midnight-6am). Students are then asked their three favorite locations in the library. The page also asks what other locations they use to do research, study alone and study with others and for what other purposes they use the library. The final page asks for demographic information including class year, major, where they are from, their gender and if they have any disabilities which may affect their use of the library. At the end of the survey, participants are given a 6-digit code to email to their instructor to confirm they have taken the survey without compromising their anonymity.

This survey is designed to be anonymous to get honest answers from students. There are several reasons to believe student might distort their answers if not given anonymously. Some students may feel that library usage is a "good" thing and thus exaggerate their library usage, especially if their instructor has access to their responses. In addition, the research is designed to get at tactics in the library. Page two asks, "What do you do in Morgan Library besides study or research? Please be as detailed as possible in your response. Your answers are anonymous so please feel free to be honest." Students who use the library for activities other than what they perceive to be its "intended purpose" may not answer honestly. The question is designed to get at behavior ranging from napping to more frowned-upon activities such as viewing pornography, drinking alcohol or having sexual encounters. Such activities, however, are an important part of understanding library usage and should be discussed honestly.

Behavior Observations

Behavior observations were conducted as another way to understand users' behavior. The observations were designed to provide insight into how users interacted with each other and their environment. One of the important tactics I wished to observe was the use of furniture in different and unintended ways. Overall, I was curious about how people repurposed their

environment. It would be difficult to ask people to self-report these behaviors as they may do them without thinking. Behavior observations, therefore, were the most effective way to understand these tactics.

I began conducting behavior observations January 22, 2014 and continued through February 28, 2014. I scheduled 3-5 hours of observations per week at times ranging from 8am to 8pm. Due to my unavailability for several weekends, I did not conduct any weekend observations. During my observations I sat in various areas of the library for times ranging from 10-20 minutes. I took handwritten notes on the behavior I observed, the personal lens through which I was interpreting the behavior, and my interpretation of the behavior. If I found something unique and interesting I took a picture of it to add to the thesis.[119] To protect the privacy of students I did not record observations of what was on a person's computer screen. I also did not observe private behavior, such as what students check out, behavior in the restroom and any private interactions between students and staff or between staff members. All behavior observed was public.

While observing I was not looking for large, overarching patterns in library usage across times of the semester and times of day. I did not have enough observational time to adequately develop that depth of information. What I was looking for, however, were smaller pieces of everyday life. I was curious about things like where students chose to take a nap in the library, if they left their work on the whiteboards and the ways in which they moved furniture. Behavior observations are uniquely positioned to capture these moments of usage.

Conclusion

Brian T. Sullivan may have predicted the death of the academic library, but the online responses to his article in *The Chronicle of Higher Education* indicate that many academic

librarians disagree. Bess Sadler, a librarian at Stanford University, took exception to his arguments. She stated:

> I think the author has mistaken transformation for death. Academic libraries have indeed undergone huge changes in the kinds of services they offer, but for every service no longer needed, other services for which there is more demand have taken their place. Statistics specialists, digital humanities design consultants, computational research experts, subject specialists in emerging fields like nanotechnology engineering, these are just a few of the librarians I have worked with in the past few years. I'm a librarian, but it might not be obvious at first glance, because I'm also a software engineer working on ways for research teams at Stanford (and elsewhere! All our software is open source) to put their research data on deposit at the library for long-term preservation. Librarianship is re-inventing itself, but it's far from dead.[120]

Her comments, and the comments of many others on the article, indicated that librarianship is not a stagnant profession, but an evolving one. Librarians will continue to adapt to new technology rather than sticking to the old.

In this chapter, I provided a summary of the literature that helps inform the questions I am asking in this thesis. I reviewed information on the history of academic libraries, rhetorical invention, the rhetoric of space and place and examined libraries as sites of cultural production. I also discussed the rhetorical and empirical methodologies I will be using to answer questions about Morgan Library. In the next chapter, I will begin the analysis work, examining how the creators of Morgan Library envisioned convergent rhetorical invention in the twenty-first century.

CHAPTER THREE: MORGAN LIBRARY AS A STRATEGIC SPACE OF CONVERGENT INVENTION

When scholars talk of "everyday life" they are generally not taking this phrase literally. As discussed in the previous chapter, "everyday life" consists of daily practices, such as going to the grocery store, driving a car, or going to a job. There are, however, some practices that are literally "every day." One of those practices is using the bathroom. For many people this activity does not necessitate a second thought. For others, particularly those who are disabled or queer, public restrooms can pose many difficulties. For instance, people who do not feel comfortable using traditional restrooms may choose not to attend events where they will be out for a long time, requiring them to use a public restroom. Restroom usage is also a public demonstration of gender, forcing those who do not identity as cisgender to succumb to a potentially dangerous and public binary.[121] In CSU's campus newspaper, *The Rocky Mountain Collegian*, Tyanna Slobe stated the campus needed to make more restrooms gender inclusive. She pointed to Morgan Library's Study Cube to help make her case:

> We need more options when it comes to bathrooms so let's start with the study cube. The Study Cube has one bathroom on each floor. Each is for individual use only and has one toilet and one sink. Other than their locations on different floors, there is nothing that distinguishes the two—nothing, that is, except that one is labeled for women and one for men.
>
> In addition to being arbitrarily gendered, both of the bathrooms in the Cube are very visible. Anyone sitting against the south wall in the building can see people entering and leaving.[122]

Other student columnists picked up Slobe's point and the issue has been revisited in the *Collegian*.[123] One student even created a Change.org petition to make the restrooms gender neutral.[124] These students are going through the generally recognized channels to make change on campus.

Just like the assigning of bathrooms in Morgan Library can be viewed as having larger political, social, and rhetorical implications, how other spaces are designed, created, promoted, and filled by faculty and staff have equally important effects on library users. In particular, in this chapter, I will discuss the spatial and material strategies of Morgan Library as an institution to promote its vision of convergent invention. To do so, I will return to de Certeau's notion of strategies and how authorial forces, like library designers, encourage particular ways of using library space. I will argue that Morgan Library is articulating its vision of convergent invention through the use of place-making gestures evident in the themes of bodies, consumption and leisure.

Further Defining "Convergent Invention"

In Chapters One and Two, I articulated the neologism *convergent invention,* which I defined as the "cross-platform and multimodal creation of a rhetorical text which accounts for external factors on the creator(s)." The cross-platform and multimodal part of the definition refers to the different media used in creating a rhetorical text. The rhetorical text being created does not have to be multimedia itself to qualify as convergent invention. For example, a student writing an academic essay may consult journals, webpages, newspapers and videos to create their argument. Furthermore, the phrase "rhetorical text" should be taken broadly. Because this thesis focuses on an academic library, it is likely that the people within the library are creating academic texts such as papers and oral presentations. "Rhetorical texts," however, should be taken to mean any piece of communication designed to influence an audience. The "multimodal" part of this definition takes into account that the environment will have an effect on the inventive process. People are unlikely to be focusing solely on the task of invention and

will be influenced by outside stimuli. They could be listening to music, conversing with friends, responding to phone messages or eating a snack. Convergent invention considers these factors.

In this chapter I will argue that Morgan Library uses place-making gestures to promote its vision of convergent invention. Understanding these gestures, however, requires an understanding of the library's audience: the contemporary college student and reader. If we return to Bennett's first two paradigms of library design (reader-centered and book-centered), a "reader" is defined simply as someone who picks up a physical paper and book reads it. Historically, the process has been centered on the physical book. Today, books (whether physical or on an e-reader), are only one part of reading. The National Writing Project describes the new type of reader as "one who reads across different media and understands reading as an act of sharing, deconstructing, and making meaning."[125] This definition shifts what it means to read. Websites, videos, discussion forums, social media and apps are also key elements of being a contemporary "reader." This is a substantial shift and symptomatic of the quickness in cultural change in the past fifty years.[126] Today's readers are reading convergently.

The staff at Morgan Library is aware of this fact. As the library staff prepared for the renovations they thought about how the design could incorporate spaces specifically for convergent invention. As Dean of Libraries Patrick Burns notes regarding the design:

> Elements of that design include more and better seating for studying, a 24x7 staffed study space addition, a reconfigurable collaboratory for group learning, spaces specially designed for multimedia development, an art lounge, internet video conference rooms and classrooms allowing the most distinguished teachers and researchers to reach our constituents from remote locations, more quiet study area, more advanced technology, print on demand for books, an improved entryway, and many other features that will enhance learning and discovery at CSU.[127]

While not all of these elements made it into the final product, from this quotation and the appearance of several of the above elements in the finished product it is evident that convergent

invention was a major factor in the design. What is less evident, though still influential, in the design, however, are the *strategies* that Morgan Library used.

Before I begin investigating strategies, I want to emphasize that I do not see strategies as "bad" or "manipulative." I see them instead as intentional moves to construct an environment that the person or group making the strategy wants to create. These strategies can be beneficial to both the creators of the strategy and the people impacted by it. One prominent example is Black Friday shopping every year. These events can be chaotic and potentially dangerous.[128] During Black Friday 2013, several big box retailers attempted to contain the crowds through various strategies.[129] These retailers were all engaging in strategies to make an effort to keep Black Friday safer for all. I do not believe that these strategies should be viewed in a negative light. By engaging in strategies to keep consumers somewhat organized, these retailers are attempting to make the Black Friday experience safer for everyone. I believe that it is the ethical responsibility of the retailers to help keep everyone as safe as possible during the event. Using strategies to direct people and stagger traffic is a great way to work towards this goal. As I analyze Morgan Library I am not thinking about strategies as negative or oppressive. In fact, a person or group controlling a space can use strategies to improve a space. As I consider the strategies present in Morgan Library, I will turn an eye to their effects on the place, the users and the library faculty and staff.

Themes in Morgan Library

Much like the issues raised about gender-neutral restrooms in Morgan Library are a small part of a larger societal move towards inclusivity, the everyday practices in Morgan Library are representative of larger social trends and practices. It is important to understand convergent invention on the level of the everyday. To better understand the vision of convergent invention

articulated by Morgan Library, I will investigate these strategies through the themes of bodies, consumption and leisure.

Bodies in Spaces

It is not just students' minds, but also their physical bodies that inhabit Morgan Library. In the last two decades, rhetorical scholars have recognized that bodies can function as a rhetorical statement. Carole Blair summarizes the history of bodies in rhetoric:

> The body has been of tertiary concern to rhetoric traditionally, e.g., in rare considerations of action—which seems to be the mid-late twentieth century's version of the lost cannon—or in an occasional examination of how bodies were used rhetorically in the social movements of the 1960s. Bodies have become a more prominent concern in criticism in the past few years, for various reasons. Probably the first and most influential source of interest in bodies has been feminism, followed closely by the general tendency toward post-Cartesian positions in this and other fields. Some versions of poststructuralism, especially those rendered by Foucault, Lyotard, DeCerteau, and Deleuze have called renewed attention to materialism in general and to the relationships of discourses, political agency and bodies.[130]

In the history of rhetorical theory and criticism, the verbal act of speech has been privileged over the physical body. In recent scholarship, however, materiality has also held a prominent role. Scholars have realized that rhetorical and communicative acts can be understood by looking at the human body. Bodies can also be examined in the context of strategies. At Morgan Library bodies are directed by the library's strategies. People move and act in certain ways based on the strategies of their environment. In addition, convergent invention is spatially and physically bound. While this form of inventional behavior may be virtual, people are required to interact with physical objects, such as computers, keyboards and touchscreens to actually engage in invention. The physical has not been removed from convergent invention. As such, the library not only offers sites for convergent invention, but also deploys strategies for directing users to them and encouraging visitors to occupy them.

Creating Settings for Inventional Bodies

One way in which Morgan Library promotes convergent invention throughout the building is by creating several different settings to encourage student bodies toward convergent invention. All of these settings for convergent invention have one common theme: access. There are open spaces to use desktop computers, silent study areas, group study rooms and collaborative meeting places. Users can also access different staff offices. Documents, book stacks and various collections are located throughout the building.[131] Users can take advantage of all of these things. Access is vital across many components of convergent invention. Library users need access to online resources, which is facilitated though the availability of computer workstations, a reliable internet connection and outlets for people to use their own computer devices. Access to printed materials is made possible through open stacks, an updated catalogue, staff that reshelve books and directions to certain areas of the collection.[132] More broadly, in order to access the aforementioned resources, users need a place to sit. Without a place to occupy while using the resources, access within the building is limited. People can access electronic resources remotely or take their books back to another location to work. This is a legitimate choice users should be able to make, but being forced to do so means that the library is not providing full access because there is no access to physical space.

Providing access to usable space appears to be a design priority in Morgan Library. In order to direct users to various areas within the building, Morgan Library enacts a variety of different directional strategies. Colored lines, which then become part of the design of the wall, help point people in the correct direction. A more complete building directory appears by the various elevators. Library users are also directed by various signage in the building. The walls feature directions to various places in the library, such as computer labs, work areas, restrooms

and parts of the stacks. Users can follow colored lines to their destination. In addition, other signage directs users on how to behave in certain places. Upon entering the basement and other silent study spaces (such as the silent study room on the third floor), users are notified by a large sign at eye level that it is a quiet study area so they can modify their behavior accordingly. Another sign by the first floor computer lab informs students that only covered drinks (no food) are allowed in this area. The monitor on the first floor by the entrance to the main computer lab also directs library users. This monitor shows which workstations are occupied (by bodies) and which are free, helping direct traffic especially during busy times. The directions allow people to use a space that meets their needs at the time. For example, people who would prefer a quiet place to work individually will seek out space in the basement or one of the silent study rooms on the third floor. If a user is new to Morgan Library, they could easily find a space to meet their needs by looking at the signs

It is also important to note that the library provides multiple iterations and types of spaces for encouraging convergent invention. It helps users because they have the agency to choose the spaces in which they want to work. This gives users control over their inventive process as well as some flexibility. For example, a person could work alone for an hour prior to a meeting, then move to a study room to collaborate with a group. Enacting these strategies is beneficial to the library. Giving people a variety of settings in which to invent means that more people will see the building as useful and come to it. If the building is being used, the administration and funding powers that be will perceive the library as a valuable campus resource and continue to fund it appropriately. In addition, the strategy of having different areas with varying expectations of behavior means that library staff has to do less monitoring of the space. People, for the most part, can be expected to police themselves due to social pressures.

Enticing Users' Bodies to Occupy Settings of Invention

Another way in which Morgan Library appeals to bodies is to encourage those bodies to occupy these settings for convergent invention once they have located them. As discussed above, an important part of libraries providing access (and thus, an environment for convergent invention) is providing a place for users to sit and work. The library environment needs to be comfortable for users. This invitation to bodies in done through three kinds of material appeals through furnishings: comfortable, flexible, and communal (i.e. collaborative) furniture.

One noteworthy aspect of furniture in Morgan Library is how comfortable it is. Instead of only rows of stationary study carrels and tables lining the halls, Morgan Library also features comfortable chairs, small portable tables, and ottomans. The casual furniture provides a place for people to sit and work (or relax) in a more comfortable position. These furnishings also signal to the users that they are in a more casual and comfortable environment. For example, the sole purpose of an ottoman is putting one's feet up. By accepting a material invitation to put one's feet up, the user is engaging in the relaxed behavior invited by certain areas of the space. More "serious" seeming spaces are available (such as the study carrels and tables) but these spaces are not the only option for library users.

In addition, the mobility of the furniture allows people to move it to where they need to go with very little trouble. As such, these spaces are *flexible* to users' inventional needs. From the perspective of the library, this limited mobility allows people to move the furniture without moving it too far. Users have agency, but not too much agency in that they can rearrange the entire library. The library strategically responds to the tactical movement of furniture. In Figure 3.1 it is obvious that users have moved various chairs around a singular table. Later, after the semester, the library decided to put the tables and chairs back where they officially "belong."

Figure 3.2 shows the reconfigured space. The table in Figure 3.1 was where the two ottomans are located in Figure 3.2. Tactics have met strategies and order has been restored to the furniture in Morgan Library.

Lastly, the library entices users into these spaces of convergent invention by making them ideal for connected and collaborative inventional work. Since convergent invention often requires user to access and synthesize the texts and ideas of others with their own, spaces of convergent invention by necessity must invite multiple bodies to occupy one single inventional space. An excellent example of this material rhetoric is the third floor Collaboratory. The Collaboratory features flexible seating designed to be reconfigured based on the needs of the current users. Users can move the couches closer together, move a portable whiteboard into their working area or sit around a table so group members have a place to put their food, drink, phones and/or laptops. Because it is in an open environment (unlike a private study room) the place invites collaboration between other users who were not in the original group of people working there.

Taken together, the most immediate ways in which Morgan Library encourages users to practice convergent invention is by building spaces for this purpose, directing users to them, and enticing them to occupy those spaces when they arrive. One of the important ways in which this happens is through providing places that appeal to the physical body. The body is vital to inventive behavior because without a physical presence it is impossible to engage ideas. As we will see, however, the library also promotes convergent invention in other important ways.

Multiple Forms of Consumption

In addition to encouraging bodies to occupy and use spaces of convergent invention, Morgan Library further promotes particular kinds of convergent invention through providing

spaces of consumption in some traditional and nontraditional ways. In some ways, libraries have been designed as places of consumption since their inception. Eyes read pages and consume their ideas, hands flip through books, stacks display and arrange books for bodies to encounter and consume. The library purchases, retains, and preserves books and materials intended for user consumption. Books, maps and other resources are to be used rather than admired from a distance.[133] Library users are encouraged to continue their consumption of library resources outside of the physical premises though the offering of remote access to databases and other resources. Within reasonable policy parameters libraries call out to be used, encouraging people to visit and utilize the available resources. Even in a library, where resources and knowledge are provided for free, consumer behavior still occurs. This is not necessarily just a gift granted by the institution, but can also be self-serving to libraries. Ann Thorp argues that designers have an incentive to design consumerist spaces, because in a society that consumes less, designers will be out of a job.[134] Libraries are no different. Consistent usage of the library indicates that its intended audience (public or academic) finds it useful in some way, hopefully leading to increased or sustained funding.

While libraries have always been a place of consumption, contemporary library spaces like those in Morgan Library now foster new, less traditional forms of consumption that promote this space in particular as a site of convergent invention. In many ways, this is a response to the digitization of information traditionally housed and only accessible in the library. However, as library collections increasingly go online and places like coffee shops entice customers to access these collections within these commercial spaces, libraries have sought out ways to make the library once again the space in which convergent invention should happen. This has required libraries to offer different objects to be consumed by users. In Morgan Library, the new library

user consumes more than just texts; they consume technology to access inventional materials, food to promote ongoing social and embodied forms of invention, and even spaces (such as private study rooms) in which to engage in collaborative and/or convergent invention.

Technology Consumption

Technology is inherently bound both to materiality and convergent invention. Without technology it is impossible to consume a broad variety of media. The technology offered in Morgan Library provides students with new ways to access this media. In addition to desktop computers, Morgan Library provides laptop computers and iPads for checkout. Users can check out an HP, Mac or Chromebook laptop for up to six hours to use in the library or the Behavioral Sciences Building. iPads can be checked out for a week and can be connected to wireless networks both on and off campus. Recently (in April 2014) Morgan Library introduced Wacom drawing tablets for users to check out for up to three days. All of these technologies have an important component of materiality. The various computer options have different form factors. With these different form factors come a variety of ways in which a person may choose to use the technology. A person may choose to use one of the desktop computers so they can utilize a larger screen space for viewing multiple documents. That same person may choose to use a laptop (their own or the library's) for working on a shorter assignment or responding to email in a more casual place, such as a comfortable chair. An iPad might be utilized for collaborating with a group on an assignment because it does not block a person's view of others at the table. These choices can affect the inventive process. If a person is struggling to use new technology or experiencing "technical difficulties" while inventing some of their thought process will be taken off of the intellectual work at hand and focused on making the technology work.

By providing these kinds of technology, Morgan Library is also directing the ways in which people consume it. This is strategic on behalf of the library. One way to think about this strategy is instead of considering what technology is present considering what is not. Morgan Library has chosen to provide iPads instead of Android tablets. They have chosen not to make Linux based laptops or desktops available to their students.[135] By providing some types of consumer technology and not others, Morgan Library is shaping how its users consume technology. Morgan Library is directing people to consume one product instead of another. This choice is inevitable: it is unrealistic to expect Morgan, or any library, to provide access to every new technological gadget available. It is simply not practical or affordable for them to do so. That being said, the types of technology Morgan Library chooses to provide do direct consumption.

This, however, is my critical perspective. The ways in which Morgan Library is strategically communicating about technology usage may send a different message to students. As a critic and technology enthusiast, I am looking at what is not present in the library. Students, however, are likely to consider what is present and to see a variety of technological options. One reason is because it is different than what they already own. If a student owns a Windows-based computer, using a Mac is a different experience. If a student does not own a tablet, using that form factor is a new experience, leading them to perceive it as a new and novel. In addition, the library's own signage leads to this perception. Signs at the front desk encourage excitement about new technology, encouraging students to "check out" the library's new gadgets. The phrase "check out" works on two different levels. The first meaning is colloquial. It beckons students to look at and try the new technology. The second meaning is more library related.

Students literally "checkout" the materials using their CSU ID cards. Both meanings come together to encourage students to be excited about and use the new technology.

This shaping is not limited to the walls of Morgan Library or even the campus at CSU. Providing technological access to people gives them the opportunity to try new technology without having to invest in it for themselves. Trialability is an important component of how people adopt new technological innovations. Innovation theorist Everett Rogers defines trialability as "the degree to which an innovation may be experimented with on a limited basis."[136] If a person is considering adopting a new technological innovation, they are more likely to adopt something they can try before they buy. The ability to try an innovation makes people feel more secure in investing their time, money and data in it.

Morgan Library's vision of convergent invention indicates that the library is not just a place to collaborate with others but to try new ways of doing so. By providing various kinds of technology, Morgan Library is providing its users with free trialability of new products. This trialability directly affects what people choose to consume, even when outside of the library. For example, when Morgan Library recently added Chromebooks to their laptop selection I was curious about how they worked. Having only seen advertisements for them and never used one in person, I decided to check one out. After using it to grade student work and respond to email (while listening to music on Pandora), I decided that while the Chromebook was interesting, it was not a technology that would work for my inventional needs.[137] Through trying the Chromebook in Morgan Library I gained an insight into the ways others may use it to engage in convergent invention.

Food Consumption

Morgan Library is also a site of food consumption. Coffee shops, like Morgan's Grind, are relatively new in libraries. For the majority of the history of libraries, food and drink has been outright banned or at the very least, highly restricted. Now Morgan Library is not just allowing people to eat and drink inside, but selling their users food and beverage, thus condoning its consumption. This act furthers the rhetoric of Morgan Library as a site of convergent invention. This happens in four ways: as an attention getting technique, by making libraries a place of sustenance, by drawing on the history of coffee shops, and by competing with similar spaces off campus.

First, the availability of food consumption directs people to Morgan Library.[138] If a person is hungry and/or desires a caffeinated pick-me-up, they will go to a place that has those options for sale. Morgan's Grind is a convenient location for a lot of people on campus. It is centrally located on a high traffic area (the Plaza), meaning that it is not very far away from important spaces such as classrooms, offices and labs. With the closure of the Lory Student Center, this space has become more important for such traffic. When people come to Morgan Library to get their coffee or snack they are greeted by the large entryway. If they look up, they can see the second and third floors on display with users working (or appearing to work) on inventional activity. In addition, users who come to Morgan Library for other purposes may walk in and smell the coffee coming from Morgan's Grind and be encouraged to stop by and get a cup. Morgan Library draws people in with caffeine and then materially reminds them of the multitude of resources available within.

Second, by offering foods and coffee for users, the library also can keep people in the building and engaged. If a person is hungry they will have difficulty focusing on the task at

hand: convergent invention. A hungry student is likely choose to leave the library and find somewhere to eat instead of staying in the building. Morgan Library realized that food and drink consumption, however, come at a cost. Coffee cups and food wrappers create a large amount of waste for the library's custodial staff. To remedy the problem, the library has strategically placed many trash and recycling receptacles throughout the building. These are large bins, as evidenced in Figure 3.3. The bins draw users' attention and provide them with a place to throw their trash.

Third, Morgan Library directs users to purchase a very specific type of food and beverage that has a long history of enticing rhetorical forms of invention: coffee and coffee shop fare. Students have a variety of dining options on campus, including other coffee shops, dining halls, a convenience store, and even a bar. By providing a coffee shop, Morgan Library draws users to consume a certain kind of food and drink. In his book, *The Structural Transformation of the Public Sphere: An Inquiry into Bourgeois Society*, Jürgen Habermas discusses how coffee houses in Europe were the sites of public sphere discourse.

> The bourgeois public sphere may be conceived above all as the sphere of private people come together as a public; they soon claimed the public sphere regulated from above against the public authorities themselves, to engage them in a debate over the general rules governing relations in the basically privatized but publicly relevant sphere of commodity exchange and social labor.[139]

The public sphere was a place for members of the bourgeois society to get together and discuss issues of the day, serving to moderate discourse between the state and the general public.[140] Even if users are unaware of this specific history, the cultural awareness of coffee shops as a place of discourse is still largely in place. Going out for coffee is still a ritual in the business and academic worlds. Coffee shops create a natural place to take a break and have a more casual

conversation. The act of drinking allows for natural pauses in discussion where people can stop and think about their next comment.

Fourth and finally, the relaxed material feel of a consumer-based (i.e. consumptive) coffee shop encourages visitors to participate in the social and affective dimensions of invention that are promoted *outside* of libraries while still *within* the library space. Traditionally, libraries have discouraged the type of behavior common in coffee shops: food and drink consumption, socialization, and meeting in groups. Morgan Library, however encourages all of these activities. There are quite a few coffee shops within one block of campus which cater to students. These businesses are in competition with Morgan Library for student traffic. If students, however, can get the same experience on campus, there is no reason for them to go elsewhere. Students in Morgan Library can act as if they are in a consumer zone without stepping off campus.

Libraries have always been sites of consumption in that library users consume books and other materials within. Morgan Library, and other contemporary libraries, are changing this perception. Consumption within Morgan Library is not only related to books, magazines, newspapers and academic journals, but technology and food. Both of these types of consumption contribute to the overall environment in Morgan Library as one of convergent invention.

Integration of Leisure

Finally, material elements of Morgan Library encourage users to see the space as a site of leisure and play, two elements which foster convergent forms of invention. Thorsen Veblen, an economic theorist of leisure from the late 19th century, argued that the leisure class was defined by their separation from industrial processes, such as working in a factory. Today, I would argue

that a similar conception of the leisure class exists, defined by separation from not just industrial labor, but working in jobs such as fast food, cleaning, and manual labor. Veblen explains the socioeconomic distinction between the leisure and non-leisure class, noting:

> From the days of the Greek philosophers to the present, a degree of leisure and of exemption from contact with such industrial processes as serve the immediate everyday purposes of human life has ever been recognised by thoughtful men *[sic]* as a prerequisite to a worthy or beautiful, or even a blameless, human life. In itself and in its consequences the life of leisure is beautiful and ennobling in all civilised men's *[sic]* eyes.[141]

Some of the defining characteristics of the leisure class are that they have the time, energy and resources to engage in educational and intellectual activities. Working long, laborious hours and having minimal education does not engender an environment in which one has the time to contemplate ideas. The contemplation of ideas is essential to convergent invention. Under Veblen's conception, then, students are definitely leisure class, devoting a large portion of their time to educational and intellectual activities. While it does not seem like it to the students, being able to complete a long paper is a sign of their place in the leisure class. In this way, the library facilitates a retaining of the leisure class identity of its users, even if such an identity may be under threat. Morgan Library is designed to facilitate an appropriate balance between work and play during a user's experience.

Play may seem unimportant or not valuable to academic activity, but it is an important cornerstone to how people learn and create new ideas. Creativity and play have become more important in the past decade or two. Richard Florida, a scholar on creativity, the workplace and social class, argues for the rise of a "creative class:" a class of people who work in creative professions of many kinds, coming up with new ideas. The creative class is generally made of college-educated students: the exact target of Morgan Library. In his book, *Rise of the Creative*

Class: And How it's Transforming Work, Leisure, Community and Everyday Life, Florida makes a connection between play, creativity, and learning. He notes:

> Creativity involves the ability to synthesize. Albert Einstein captured this nicely when he characterized his own work as 'combinatory play.' It is a matter of sifting through data, perceptions, and materials to come up with combinations that are new and useful. A creative synthesis might result in such different outcomes as a practical invention, a theory or insight that can be applied to solve a problem or a work of art that can be appreciated aesthetically.[142]

Being an effective member of the creative class requires the ability to synthesize information to create a new idea. This is the task of convergent invention as imagined in this thesis. In order to facilitate preparation for and membership in the creative class, Morgan Library needs to acknowledge that real academic work is likely to include some leisure-related or playful elements and to provide spaces for those elements within the walls of the building. Two strategies appear in the space that makes this possible: liberal usage policies and the acknowledgement of other leisure activities.

Liberal Usage Policies

One of the ways in which Morgan Library facilitates leisure is through liberal usage policies. These policies directly link to the material resources available to library users. Library users are free to visit whatever websites, within reason, that they choose. K-12 school libraries block access to social networking sites like Facebook and Reddit and may block access to YouTube and Pandora internet radio. Morgan Library, conversely, does not block any sites. Students can access social networks, watch Netflix and listen to music.[143] In theory, a person could occupy a seat and do nothing but visit social networks all day.

This is an important policy to discuss because some sites that are seen as "entertainment" can serve other academic purposes. This rings especially true in my work as a communication scholar. Two semesters ago I wrote a rhetorical criticism of a speech in a film. I used two

laptops to work on the paper in Morgan Library: one to watch the film on my Netflix account and one to write the paper. If the library had decided that Netflix served no educational purpose and blocked access I would not have been able to complete my paper.

In addition, in a convergence culture, a piece of technology does not have one exclusive purpose. For example, a student could be listening to music and talking to a friend on Facebook while working on their paper. The student may also be using Facebook to talk to their friend about the assignment or course. By not blocking these sites the library facilitates such blurred usages. For example I have done some of my own work, such as writing or grading, while talking to a friend in another graduate program on Facebook. These conversations can move from leisure topics ("I'm looking forward to seeing you at NCA!") to academic work ("I'm working on a paper about spatiality and invention.") and back again. Morgan Library facilitates such usages. The chairs and workstations are organized so that people have some privacy over their work. The computer monitors could be arranged to allow people, such as library staff or other users, to examine what a person is doing. Technology use is rather open as well. Library staff exercises minimal controls over what a person does with the technology they borrow. A user could borrow an iPad and take it across the country to a conference. They could use the iPad to watch a movie on the flight there, navigate while at the conference and use it to keep up with email and social networks in their down time. Provided that they do not lose or damage it (in which case a fee is assessed), this is a perfectly acceptable usage.

Strategically, these liberal usage policies can make monitoring the space a lot easier. If Facebook or other social network/entertainment sites were blocked, library staff would have to answer a lot of requests about how to get these sites unblocked for legitimate academic usage. Any filter put up by the library would also likely be a target of technologically savvy students.

In addition, these liberal usage policies make Morgan Library a place where students want to go. If students felt highly restricted they may avoid the place all together.

Acknowledgement of Other Leisure

The second way the library appeals to convergent invention through leisure is by acknowledging other kinds of leisure in the space. Morgan Library acknowledges outdoor leisure by providing clear views of the natural world. From the lower level on the west side, students can see the foothills of the Rocky Mountains and the Campus Rec center, both of which are sites of leisure. Figure 3.4 shows this view from the first floor of Morgan Library. These sites are especially visible as users climb the main stairs on the north side of the building. To see the top floors students can only go one direction: West. When walking up the stairs on the north side of the building users are literally walking towards the mountains, suggesting a framing of the outdoors. Areas with windows surrounding the courtyard also provide a glimpse of the outdoors. Visitors can see a birdbath, statue, and benches in the courtyard, indicating a park-like space of outdoor socialization. The mountains are visible from the entire west side of the library. Such a framing is vital because leisure in Colorado is generally associated with the outdoors, including biking, running, hiking and, of course, skiing and snowboarding. Coloradans associate the outdoors with recreation.[144] These visual cues remind the visitor that the "great outdoors" is still there and still waiting for them when they are done studying. Seeing the Rec Center is a reminder that recreation and athletic activity are still there when students get the chance to visit. These more specific reminders to visitors echo the overall message of the importance of (outdoor) leisure in Colorado. This strategy also references larger themes at CSU. The University prides itself on being a "green" campus and seeing the outdoors prominently featured in the library's design provides a gentle reminder of that mission.

This acknowledgement of other leisure allows library users to retain some connection to the outdoors while engaging in convergent invention. If Morgan Library were completely disconnected from the world of outside leisure, potential users may feel completely disconnected from the outside world. They may spend their time thinking that they would rather be doing other outdoor activities instead of doing their homework and thus, leave the space to engage in other activities. References to the outdoors, such as the large windows leading to the mountains, the courtyard and the brickwork inside help make students feel less disconnected. Users can see elements of the outdoors from many areas of the library and may seek out places with more outdoor exposure. For example, the Living Room on the third floor near the Collaboratory has a wide range of west facing windows with great views of the mountains. This room is filled with natural light coming through large windows and designed with red and brown colors, leading users to feel more in tune with nature. These elements contribute to an atmosphere of creativity, fun and leisure, which is helpful for the work of the creative class, and thus, convergent invention.

One of the key parts of convergent invention is the idea that invention is not simply sitting down, creating a text and then leaving. Convergent invention is bound to the environment in which it occurs. In its design, Morgan Library realizes that it is a space not just for pure work, but for a variety of intellectual activities as well. By providing spaces that allow users to engage in activities that are not directly work-related as well as providing gestures to the outdoors, Morgan Library fits into the users' already existing needs.

Conclusion

Spaces manifest power; therefore it is to the benefit of a space or place to exercise some strategies over users. Just like retail establishments need to control crowds on Black Friday,

Morgan Library needs to engage in strategies to create a manageable and productive experience for users. These strategies, as discussed in this chapter, are designed to articulate Morgan Library's vision of convergent invention. There are two implications to Morgan Library's strategies: first, they are useful applications of authority and second, the strategies anticipate and incorporate the tactics of the users.

First, in the current state of affairs, it appears that the strategies enacted by Morgan Library are useful deployments of the library's authority over the place. There is a place for almost every kind of invention within the walls of the library. From casual observations of users, they seem to follow along fairly well.[145] By encouraging convergent invention, users are encouraged to do something that is beneficial to them. The space invites users to come in and stay for a while rather than making the library seem like a place of doom and gloom. This changes the ways in which people perceive not only the library, but their educational experience as a whole. For students who are regular users of Morgan Library in any way, the space has the potential to encourage lifelong intellectual curiosity.

By definition, lifelong learning takes place outside of the collegiate environment. Morgan Library's strategies contribute to the intellectual and educational mission of the university in another important way. The contemporary workspace is starting to look more like Morgan Library. Students' experiences using the library as an undergraduate socialize them in some of the working practices of the contemporary workplace. Startup culture is particularly similar to the design of Morgan Library. As an article on tech news website *Mashable* notes, "Most startups have certain crucial design elements in common. These include employee lounge areas with cozy seating and colorful accents, snack-filled kitchens where employees can chat as they refuel and TV monitors used for everything from video-conferencing to gaming."[146] Many

of these elements can be found in Morgan Library. For students who will not be working in startups, more offices are moving towards an open-concept design where people are housed in a larger room instead of individual offices. Open-concept offices are made of large workspaces with smaller conference rooms or gathering areas and employees used to a more traditional workplace must adapt, which can be a challenge.[147] While doing schoolwork in Morgan Library is not a resume line for students, the experience can help them make a smoother transition to the professional workforce.

Part of the effectiveness of Morgan Library's strategies is that they anticipate the tactics of users and address them in their strategies. By making furniture with limited mobility, users have the opportunity to move furniture to suit their needs, but within predetermined limits. A food-friendly policy makes it difficult for users to violate the policy—if food and drink are permitted it is difficult to break the rules. The monitor on the first floor directing users towards open desktop workstations strongly suggests to users where they should put their bodies. Users, however, welcome the direction because they are looking for a place to work and being directed towards an open station saves them time and frustration.

If the space is generally meeting the needs of its users it goes mostly uncontested. With no reason to engage a tactic to make the space more livable users take very little, if any, direct action. On the surface, a lack of action seems perfectly fine. Without a reason for taking action, why should users bother? As someone with a penchant for order and organization, I would prefer stability to chaos. I like being able to go to a silent study area and know that I will find peace and quiet and I would be quite annoyed at people engaging in tactics to disrupt my quiet. Strategies are helpful to control user behavior, but the complete absence of tactics in response means that the entity engaging the strategies has an abundance of power. Key to de Certeau's

theories is the contestation of the idea that users are passive. In de Certeau's perception, users do not just passively move through space; they actively construct it through their actions. If users at Morgan Library are not using any tactics to move through space, they are not being active users and leaving the space uncontested.

This is problematic for the same reasons that any other lack of active questioning is problematic: it leaves one person, group or entity dictating the actions of the other. Even though the tactics engaged by users inform the current strategies of Morgan Library, there is no indication that the needs of both the library and its users will remain the same. If users become complacent, however, then they will not be able to tactically communicate the need for change to the library. They will use apathetically or take their convergent invention elsewhere. Neither option is productive. From this rhetorical analysis I believe there is currently a fair balance of power in Morgan Library, but this balance can always change.

This is not to say that tactics have been rendered unnecessary in Morgan Library. It is important moving forward however, to consider that Morgan Library has made an effort to meet the tactical needs of users. Tactics are still important in Morgan Library as the space is not meeting all of its users' needs. For example, as of this writing in April of 2014, the restrooms in the Study Cube at Morgan Library are still gendered. While Morgan Library makes an effort to provide a space that meets their vision of convergent invention, this space does not always reflect the needs, wants or desires of the library using population at CSU. Users are speaking out against this practice.

In this chapter, I examined how Morgan Library spatially articulates its vision of convergent invention by exploring three rhetorical themes in the library: bodies, consumption and leisure. Chapter Four will pick up with the same themes analyzed differently. Instead of

looking at Morgan Library rhetorically, Chapter Four will use empirical methods to observe convergent invention at work. I will examine how the space is used tactically to engage (or not engage) in inventive behavior.

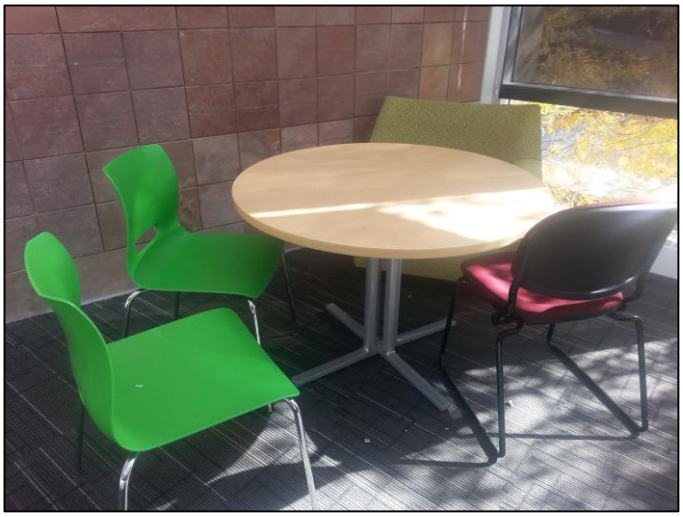

Figure 3.1: Table and chairs in Morgan Library. Second Floor. Photo by the author.

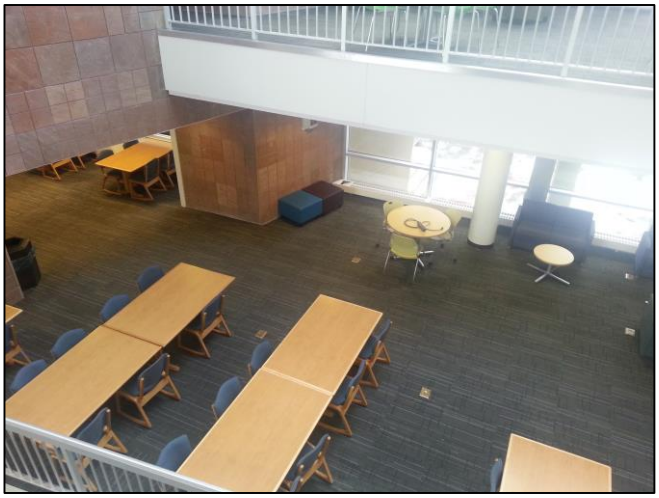

Figure 3.2: The same table in Morgan Library after it has been replaced. January, 2014. Second floor. Photo by the author.

Figure 3.3: Waste receptacles on the second floor of Morgan Library. Photo by the author.

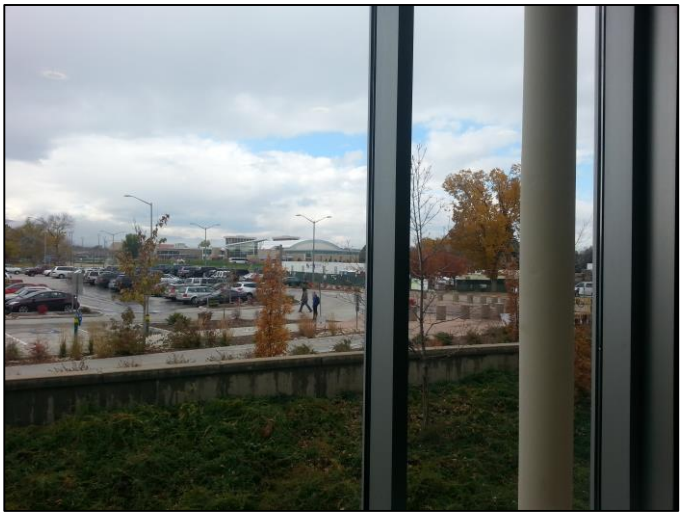

Figure 3.4: View of the Campus Rec center and Rocky Mountains from the east side of the first floor of Morgan Library. Photo by the author.

CHAPTER FOUR: TACTICS FOR EMBRACIING OR REJECTING CONVERGENT INVENTION

One afternoon I walked into Morgan Library with the intention of doing a behavior observation. After I set down my things, a student approached me. She asked if I was the GTA (graduate teaching assistant) for her Rhetoric in Western Thought class. I said that I was.[148] The student had some time off because her class had been cancelled and she wanted to do the reading but her book was at home and a copy of the text, which was supposed to be on reserve, was not yet ready. After this discovery, she asked me for some help understanding the readings. Given the primary source texts we assigned, I could empathize with her struggle. We had a casual conversation about reading classical theory and I gave suggestions that worked for me when I was reading primary texts for the first time. About twenty minutes later she went on her way and I sat down near where I had started to observe behavior.

As I began by observation, however, I was preoccupied with the behavior in which I had just participated.[149] I wondered why this student had chosen to approach me in the library. Morgan Library does not provide an official place or time for office hours; I have an office with posted times I will be available to meet with students. While I am knowledgeable about libraries, I am not part of the library staff and am likely not the best person to answer questions about why a book was not yet available. I wondered what made her feel comfortable enough to approach me. Was it something about me personally that made her feel comfortable to approach and ask for help? Or the atmosphere the professor set on the first day of class and the way he introduced the GTAs? Was it the atmosphere of the library, a place designed to encourage collaboration?

In my view, this rhetorical theory student acted in line with the tactical possibilities of the library space. Opportune moments are key to de Certeau's definition of tactics. This student acted in the moment. She saw me sit down and quickly jumped on the opportunity to ask her question. This rhetorical theory student capitalized on an important but not so obvious resource within Morgan Library: the other users. Her tactical act demonstrated a new way of considering space and resources within the library.[150] While I may have been initially annoyed by her interruption, the act revealed a new way of thinking about spatiality in Morgan Library. The collaborative atmosphere of the library strategically promoted her act.

By the time I had finished helping her and returned to do my observations I felt differently about the encounter. It was fun for me to discuss reading the texts with her because I am passionate about rhetorical theory. As we talked, I felt like we were engaging in the struggle to understand Plato and Aristotle together. While we were not creating our own text, we were collaborating on understanding a class concept. The conversation was meaningful academic work. As a GTA, I love working with students on understanding concepts from class. In order to have these conversations, however, students usually have to come to office hours or make an appointment. This conversation was more natural and spontaneous than a planned office hours visit. At the end of the conversation I appreciated her tactic and had an enjoyable time thinking about rhetoric. The conversation also helped me by giving me some interesting behavior to observe. It was a win-win situation for both of us.

In Chapter Three I discussed how Morgan Library uses emplaced strategies to direct behavior. In this chapter I return to the rhetorical themes of Chapter Three (bodies, consumption and leisure), but with a new purpose. Through the use of two empirical research methodologies (survey data and behavior observation) I investigate how the audience responds to these rhetorics

in expected and unexpected ways. In other words, through these two methodologies, I will show the *tactical rhetorics* that library users utilize to respond to Morgan Library's rhetorical messages and its vision of convergent invention. By doing so, I illustrate actually-existing ways in which students use Morgan Library, how that confirms or disrupts the library's material suggestions, and what that means for understanding libraries as material rhetoric. I will begin by discussing the empirical methods (survey and behavior observation) in more detail. I will then return to the rhetorical themes of Chapter Three (bodies, consumption and leisure) to discuss how these themes appear in the empirical research. I will also include a short section detailing forms of student's tactical rhetorics that exist outside of these strategic directives. The conclusion of this chapter will provide some preliminary conclusions about Morgan Library as a text as well as some thoughts on the effectiveness of the mixed methodology.

Rhetorical Themes Expressed Empirically

In this section I will return to the rhetorical themes I discussed in Chapter Three and discuss how they do or do not manifest in the empirical data. I am using this organizational pattern for a few reasons. First, it provides the reader with an easy way to follow the arguments. Second, methodologically, this organization allows for greater blending of the rhetorical and empirical data. As I discussed in Chapter Two, an important goal of this thesis is not only to understand the communication in Morgan Library but to evaluate how a mixed methodology approach can explain a space or place as a rhetorical text. I am hoping to see how users tactically respond to the strategies of Morgan Library. The most effective way to do so is to continue examining the same areas of analysis.

Bodies

In Chapter Three I discussed the ways in which bodies are important to the material rhetoric of Morgan Library. Bodies are inherent in convergent invention: we need our eyes to see a screen, our ears to hear audio and our fingers to type words.[151] Morgan Library uses strategies to direct the bodies within to certain types of convergent invention. Bodies are directed towards certain locations, such as open computer workstations, silent study areas or group study rooms. In addition, bodies are provided with a variety of settings for existence. Furniture, an essential part of moving one's body, contributes to the material rhetoric of Morgan Library by communicating about the places available for convergent invention.

Space Between Bodies

While collaboration was an important part of the rhetorical study, personal space proved vital during the behavior observations. Students tended to leave space between themselves and others, especially in quiet study areas. In the basement study carrels users would leave at least one carrel of space between themselves and others. In addition, users tended to not sit down with people they did not know. In the basement quiet study area it was obvious that those sitting at a table knew the other person(s) they were with by their low whispering or interacting in a way nonverbally that indicated they were familiar with each other. In the more social areas, such as the second and third floor, people would greet their friends as they sat down and joined them. Groups also tended to leave space between themselves and others. These behaviors showed that students kept a socially appropriate distance between themselves and others and desired more space in silent, solo studying areas.

In Chapter Three I focused on how users could be directed towards areas of the library and how they could be directed towards collaboration with each other. Observing the behaviors

in the silent study areas provides an additional layer of nuance to this observation. Personal space was an important desire as well. In the context of a student's life, this makes a fair amount of sense. Students who live in the residence halls are forced to share close quarters with another person with whom they may or may not get along. Other students may live in small apartments or houses and not get a lot of personal space. Going to the library and sitting in a silent area away from others may not make them completely alone but it is a plausible way to get personal time. This observation does not negate the importance of strategies for collaboration in Morgan Library, but it does show that students are tactically using the space to avoid interaction with others.

Directed Bodies

The direction of bodies and foot traffic is important to the smooth functioning of a space. During behavior observations, library users appeared to mostly follow the traffic directives of the space. While entering the main library by the circulation desk users walked on the right side of the hallway. This kept the traffic flowing in and out of the building. When people ran into someone they knew, they generally pulled to the side to have a conversation so others could easily walk around them. Users stayed quiet in the quiet study areas. When this rule was violated the users violating it were given dirty looks by the others in the space. This frequently led to a change in behavior. Users rarely had to verbally confront each other to keep the volume down in the space.

These observations indicate that the strategies used by Morgan Library are generally effective in creating a self-policing and self-directing place. Part of this success may stem from users' earlier socialization in spatial usage practices. In the United States we are socialized to travel on the right side of a roadway, sidewalk or hallway. It would make sense then that

students usually walk on the right side of entrances and exits at Morgan Library. In addition, users have already been socialized in general library usage practices. By the time people arrive at college, they have already used a library and thus have learned accepted practices within. Stereotypes of librarians and libraries still exist and these factors may affect how users act and react within the space. More narrowly, Morgan Library's individual strategies are helpful in enacting a place in which people work on their academic tasks. Users are lead through the space in ways that make sense. Signage points people towards proper behavior. For example, the quiet study areas are well-marked so that it is obvious upon entry what types of behavior are expected. In addition, the directional tools on the walls were occasionally employed to find various parts of the library. This was a difficult behavior to observe because not all users were looking for a specific area, but just for a place to sit. I observed a few users go from OPACs to looking at the walls to figure out the floor on which their book was located.

One directional strategy was a bit of an exception to these conclusions. While most users followed the directives of the space, one directive tool that was underutilized compared to my emphasis on it in the rhetorical criticism was the computer station map. Some users glanced at the computer station map but many just entered the computer lab and wandered around looking for a station, especially during busier times. After more formal observation, it seems that this tool was not as useful as it could have been. Sometimes it was flat-out incorrect, showing spaces as available that were not. Other times it was inaccurate because a user would be sitting at a workstation without being logged in to the computer. A station may also be difficult to use or unavailable because a person had taken the chair from it, perhaps to work with a partner two to a station. The user would have to find a chair for the computer, which may be a socially awkward

situation. In addition, users may forget exactly what station they were looking for especially as they got further from the map.

Going forward, the map is an excellent idea, but perhaps there are some additional strategies that would make it more useful. Morgan Library could use signage to remind users not to occupy a station unless they are using the computer there and to ask users not to move chairs away from other stations. Multiple maps around the computer lab may also be helpful in directing traffic once users are not close to the map by the stairs. Finally, for any of these changes to work, the map(s) must be accurate. Users will ignore a finding device that does not do its job.

Furniture Usage

As noted in the rhetorical criticism, the movement and usage of furniture was key to using the space in Morgan Library. During observations, furniture was moved to get individuals closer to their collaborators or further away from others. In addition, users employed chairs in nontraditional ways. Some users put their feet on chairs across from them. People sitting at tables without anyone across from them frequently stretched their feet out on to the chair across the table. Users sitting in larger, more comfortable stand-alone chairs sometimes put their feet up on smaller desk chairs when ottomans were unavailable or inconvenient. Others used chairs to store their backpacks or other bags, keeping them off the floor and allowing for easier access.

These actions indicated that furniture is important to users. In addition, furniture usage belies several other desires and characteristics of library users. Users want to sit in a physically comfortable position. By putting their feet on other chairs, users are attempting to make themselves feel more comfortable in the space. Comfort in general is important to students in Morgan Library. In addition, these usages of furniture indicate that users view Morgan Library

as a casual place. If users perceived Morgan Library to be a formal environment they would not be sitting with a casual posture and putting their feet up on chairs. Users feel comfortable and relaxed in Morgan Library. For users, this can mean a more comfortable environment in which to accomplish their tasks. Stressed out users are likely to be less productive users. Without burdensome expectations of formality, users may relax and create instead of spending excessive time worrying about propriety.

Strategically, Morgan Library communicates to users that it is a space of casual yet productive convergent invention. Overall, the users of Morgan Library embraced this message but in ways that were not wholly expected by the initial reading. The initial reading found that Morgan Library encouraged collaboration, but users tactically responded by avoiding others as much as possible. It is hard to collaborate, especially to engage in random, unplanned collaborations, when a person is trying to avoid talking to others. Morgan Library's users took the place's message of comfort and extended it. Chairs were not designed or intended for feet or backpacks; they were intended for sitting. By tactically repurposing the available resources in this way, Morgan Library's users indicated that not only did they get the message, but they were willing to make that message and usage go as far as possible.

Consumption

In Chapter Three, I discussed Morgan Library as a place of consumption. While library users have always consumed books and other materials, the nature of that consumption has changed throughout library history. I focused on two types of consumption in Morgan Library: technology and food/drink. I argued that Morgan Library's technological offerings directed students' consumption of technology in-house and also had the power to direct technology consumption after leaving the library. Food and drink were key aspects of Morgan Library,

drawing in users who were hungry and/or desired a beverage. Both of these elements materially linked Morgan Library to consumptive activity.

Laptops

During the rhetorical portion of the thesis I placed an emphasis on the implications of Morgan Library's laptop checkout service. The students themselves made significantly less usage of this service than I thought. The overwhelming majority of respondents (158, 73%) said they never use the service. In comparison, students were more likely to prefer the first floor desktop computers instead of using a laptop. Only 60 (28%) respondents "never" use the first floor desktop computers while 113 (51.8%) use these computers at least once per month. These results could be explained by the relative availability of each. According to the library's catalog, about 136 MacBooks are available while the library states that the first floor computer lab has "over 200 PC stations."[152] A desktop is more likely to be available to a user than a laptop and is easier to acquire (no waiting and checking out materials), so users may prefer the easier option. In addition, I did not survey users on their behavior regarding checking out tablets.[153] This was a research error on my part and the data gathered would have added to my analysis.

The data indicates that a low percentage of people are checking out laptops at Morgan Library. This data prompts a reconsideration of my arguments about laptops and other portable technology in Chapter 3. I argued, using the widely accepted theoretical basis of Everett Rogers' Diffusion of Innovations theory, that libraries were essential places for the trialability of new technological innovations. This data does not indicate that such an argument is completely invalid, but it does prompt reassessment of both the rhetorical analysis and the survey data. On the rhetorical end, the argument could be based too heavily on my own personal experiences. I have personally used libraries to trial new technology: I checked out an e-reader from a public

library before choosing to purchase one for myself. In addition, I am very interested in trying out new technology for myself. The moment one of my friends gets a new shiny electronic toy they know I am going to be begging to take a look. In addition as an advanced library user I like to try the new services of any library I visit, including Morgan. Perhaps my criticism was too based on my own personal experiences. Another consideration could come from the data. The survey sample size was heavily skewed towards first and second year students. Because many students buy new technology before coming to college, they are not in the market for a new product and have no reason to consider the innovation. These students, being new to CSU, may also be unaware of the service or feel uncomfortable using it.

This utilization data provides a clue that my interpretation of part of the library's consumption strategy is not similarly interpreted by parts of the user population. I believe that there are a few explanations for this observation. The skewing of the sample towards first and second year students may affect which of the library's services these students choose to use. In addition, the survey did not include a question about diffusion of innovations because I developed this rhetorical insight after the survey was approved by the IRB and data collection was underway. Further research may indicate that students are thinking of the library in this way. The rhetorical argument, however, should not be completely disregarded. I still believe that by offering various kinds of technology for users to try, library spaces are optimal places for trialability to occur. In the light of this empirical data, I still believe that Rogers' theory has predictive power and that libraries are likely to serve an important role in the diffusion of innovations. I also still hold true to my claim that the diffusion of innovations and the concept of trialability plays an important role in convergent invention as expressed by Morgan Library as well as libraries as a whole. I believe that these trends may be more profoundly expressed in

public libraries instead of academic ones. The strategy may be useful, but not to the individuals surveyed. More research, therefore, should be conducted to determine the nature of this relationship.

Food and Beverage

On the other hand, as expected from the arguments in Chapter 3, Morgan's Grind appeared to be a social hub in both the behavior observations and survey data. Many students viewed Morgan's Grind as an integral part of their library experience. Only 71 (33%) of students indicated that they never use Morgan's Grind. Students saw getting food and coffee as an important part of their library experience at doing so was cited many times in the survey data. Coffee was generally viewed as a break from the day or a scheduled meeting with friends. The advertising at Morgan's Grind plays to the perceptions of these students. Their slogan is "Escape the daily grind." This slogan indicates that being a student is hard work and that they need a place to relax or a special treat to get them through the day.

From the behavior observations, it was evident that Morgan's Grind was a key part of the inventive process at Morgan Library. A significant number of students made Morgan's Grind their first stop in the library. They would come in to the library, grab a beverage and/or snack then head to other parts of the building. For these users, getting their coffee could be considered a ritualistic behavior. Getting the coffee mentally prepares them to sit down and work. The caffeine can wake a person up, help them concentrate or serve as a placebo that makes a person *feel* more awake or productive. These users are providing themselves with a treat, an "escape from the daily grind" before they get down to business. Other users engaged in a similar behavior. After getting their beverage and/or snack these users stayed in Morgan's Grind. They treated Morgan's Grind as they would any other coffee shop.

From my rhetorical work and real-world observations of the place, Morgan's Grind does function as an effective third space for users. Students are interesting users of third spaces. Many (but certainly not all) college students identify the place where they grew up as "home" and their college living environments as a secondary home. In addition students do not have a traditional workplace. They move between classrooms, meetings, the gym, offices, place(s) of employment and public spaces like Morgan Library. Students complicate the notion of a third place as one between work and home because their workplaces and homes are not clearly delineated. For students who are employed on campus, this distinction can be even more complicated.[154] Even with these complications, Morgan Library still fills the essential functions of a third space. It provides a place that for most students is not their residence (temporary or permanent) for doing their academic work. This place is a break between the home/residence and the workplace. It is something different, helping Morgan library fulfill the important requirements of a third space.

Overall, the empirical data mostly mirrored my interpretations of consumptive activity in Morgan Library. Students readily embraced the strategies of the space to engage in consumptive activities supportive of Morgan Library's vision of convergent invention. The differences, however, are in the details. Technology access was important to users, but they were not as interested in new technological advances as I predicted. Instead, users wanted to access technology with which they were familiar instead of always trying new things. Morgan Library is making appeals for users to trial new technology, but users did not always embrace these messages. Users also employed Morgan's Grind in ways that were not fully predicted by the rhetorical analysis. I expected users to see Morgan's Grind as part of their library experience when instead they frequently saw it as its own entity. Several users indicated that they go to

Morgan's Grind for coffee and/or to meet with friends and then do not utilize the rest of the library space. The faculty and staff of Morgan Library as well as the leadership at Morgan's Grind should be aware of this mixed usage.

Leisure

Users at Morgan Library are encouraged to see the space as one of leisure and play. College students are members of the leisure class and the creative class. Instead of working in manual labor, students are completing intellectual labor. Their work is to think about ideas and create, generally developing solutions to problems. Morgan Library strategically encourages leisure and creativity through liberal usage policies which allow access to almost any website and through design linkages to outdoor leisure.

"Killing Time" in Morgan Library

In the survey data it was evident that many students were intentionally using Morgan Library for activities other than academic work. Many students suggested that they use the library as a break between classes or as a place to relax. Several students indicated that they use the library to "pass the time between classes," "hang out" or even "relax." Other users made it clear that the library was a "third space" for them. In the survey one user stated, "I est *[sic]* lunch almost every day in the library. It is also a good place to go when there is nowhere else you can go." One student stated, "I use it as a time to wind down from classes before/after/during study. I might play a game or just listen to music. It's a nice place to have peace and quiet." Another student stated, "I listen to music and browse the internet for material not related to research or studying." Many other students echoed a similar sentiment. They read for pleasure, browse social networks, or even take a nap. Some students used the library as a stopover place between classes. One student stated that s/he uses the library to, "Relax between

classes, do some light facebooking *[sic]* or internet surfing, do personal reading, get coffee, use the restrooms between classes." Other students found the library to be not just a good stopover place, but a safe resting place as well. As one student noted, "I often go there to kill time before classes. Sometimes to find a quiet place to sleep for a while too." Students need a place to go between classes and Morgan Library provides them such a place to go.

Students indicate that the library serves an important function in their lives beyond academics. These are important manifestations of Morgan Library's value as a third place for students. For students with a gap between their classes or between class and other commitments, Morgan Library provides a place to pass the time and perhaps finish some homework while doing it. Such a function keeps students in the space, which demonstrates its value. Morgan Library provides a productive space for students to go during gaps in their day. By making itself available for these functions, Morgan Library draws users in to the facility. These users are then open to the library's persuasive message about convergent invention. This usage of the library also indirectly benefits the university as a whole. With the unavailability of the Lory Student Center, students, faculty and staff looking for a place to "hang out" on campus have been displaced. The library absorbs some of this traffic.

Indoor/Outdoor Leisure in Morgan Library

In Chapter Three, I discussed how parts of Morgan Library lead the user to be reminded of outdoor spaces of leisure. I argued that the construction of the large three story window on the west side of the building, the courtyard and the exposed brickwork in the entryway serve to remind students of the presence and availability of outdoor leisure in Colorado. These messages are not intended to be directly persuasive, but to create an environment in which users do not feel wholly disconnected from the outside world so they will stay in the space longer or be inspired

by the natural world. Because I am analyzing a more subtle persuasive appeal on behalf of the place, I did not ask any direct questions about outdoor leisure and Morgan Library on the survey. Behavior observations, however, yielded some indication that the rhetoric may be working. Users frequently turned their chairs to face outside, both on the large west wall and over the courtyard. My observations took place during February so users were not in the courtyard, but they did face towards it.[155] By facing chairs towards the natural world, users are incorporating it into their inventional process.

These observations in concert with the rhetorical analysis indicate that at least some users are making the connection between the outdoors and their usage of Morgan Library. For students who choose to work facing the courtyard or the mountains, the outdoors plays a role in what they would like to see in their field of vision. Perhaps they take comfort or inspiration from the outdoor views. Perhaps they are new to Colorado and are not used to seeing mountains so the view is a novelty. Perhaps the outdoors reminds users that there is life beyond the classroom, such as working out at the Rec Center. In any case, people are choosing to sit in areas that facilitate outdoor and/or mountain views and Morgan Library is facilitating it. The connection has been communicated by the library and received by the users.

From these usages of Morgan Library, it is evident that students do see it as a space of leisure and relaxation and those students do intentionally come to the space to relax. This usage does not negate Morgan Library as a space of convergent invention. Readers should be aware that with the absence of the Lory Student Center, the campus population has lost one popular space for people to go in their spare time.[156] This absence may increase the amount of down time traffic through Morgan Library. If, however, traffic is re-routed to a place of academic activity, students may be more likely to engage in inventional behavior. It is difficult to divine a

direct line of separation between inventional and recreational behavior. Users may come in to the library, engage in some web surfing and then move on to their work. Or they may start doing their work and then get distracted by other media. A user may come in to work on their homework one day and meet a friend for coffee the next. The space exists for the purposes of convergent invention, but it is up to the individual user in that moment if they wish to use it that way or not.

Tactical Outliers

Some instances of library usage did not fall directly under the themes expressed in Chapter Three and discussed above in Chapter Four. Understanding these behaviors provides more insight into behavior in Morgan Library. These behaviors are important because they contribute to the environmental aspects of convergent invention. Convergent invention acknowledges that inspiration for invention may come from a variety of environmental sources, so any parts of the environment that inspire users are relevant to inventional behavior. Users leave messages for others, engage in political and social activism, and do deliberately tactical behavior. These instances all contribute to placemaking behavior in Morgan Library.

Messages for Others

As students move through Morgan Library they leave messages for others. During my observations I frequently saw people leaving their work on the dry erase boards throughout the space. These boards would contain anything from chemical formulas to lists of philosophers. While leaving this work may seem like a lazy act by students, it was intended to communicate to others. For example, in Figure 4.1, students have worked on formulas and instead of leaving the correct answer they indicate that the math yields the result of "WTF?"[157] Following the expression, the students caution their fellow library users: "This is why you become a business

major." This remnant is unlikely to influence anyone's academic plans but it does provide a chuckle for the next person or group to use the board. By leaving such a message the writers are aware that more people are going to see their work. This message commiserates with the people coming later that academic work is hard and can be a struggle. The message may not help people with their homework (or declaring a major) but it does indicate that academic work occurs in the building. These messages may also encourage other users to try the whiteboards for their next group meeting, facilitating more effective collaboration.

Some white board messages touch upon other campus issues. Figure 4.2 shows a board in one of the group study rooms on the second floor. The photograph was taken in February 2014. The white board features three messages stating, "because you're worth it….," "let it go," and "it's not a bad life just a bad day." In the survey another student stated, "I like to make sticky notes with compliments on them and place them in random places." Out of context these messages seem like a happy, uplifting way to share a smile with a fellow student. Like the message above, these messages are commiserating with the stressful difficulty of college, albeit in a less sarcastic way.

Contextually, however, these messages need to be understood as connecting to a much bigger issue than the stress of calculus. According to the American Psychological Association, the number of college students with severe mental health problems has been steadily rising since the mid-1990s.[158] This national trend has been felt close to home. Colorado State University lost two students to suicide in the dorms during the Fall 2013 semester.[159] These events surprised the campus community and lead to a greater emphasis on not only mental health issues but general compassion and kindness towards fellow students. This mood was crystallized in an

email from CSU President Dr. Tony Frank. President Frank is known for his campus-wide emails on various issues. After the suicides he addressed the campus stating:

> Let's all work to be a little bit kinder, a little bit more decent, a little bit more responsible toward each other, acknowledging that while we never fully can understand someone else's struggles – while we never actually can walk in their shoes – kindness and compassion never hurt. Make smart choices. Take care of one another.[160]

The message is very clear: all students at CSU have a responsibility to each other and that the university is a strong community as a whole. While the students leaving the optimistic messages for others may not have been directly thinking of Frank's email, these words speak to a campus climate in which students care about others, even those they have not met. These messages may not be directly relevant to convergent invention in and of itself, but they do contribute to a campus climate in which students are told that they are important. A small smiley face or a post-it note with a complement may be all a stressed-out student needs to take a breath and dive in to their homework. For a student in greater distress the message may remind them that people care about their well-being. In an extreme circumstance, these messages have life-saving potential.

Political and Social Activism

Leaving positive messages for other students not only contributes to the campus community but also is a form of social activism, raising attention about an important issue: student mental health. Another important usage of both Morgan Library and Morgan's Grind that facilitates interest in convergent invention has been student activism on political and social issues.[161] Activists are using the library to get students to think about and discuss broader social problems. I spent some time watching one example of student activism during my behavior observations. On Monday, February 24 at 9am a group of students were gathered outside Morgan's Grind. These students were gathering support and garnering attention for Body Acceptance Week. The activities of Body Acceptance Week were designed to get students on

campus thinking critically about body image and their acceptance (or lack thereof) of their own bodies. The students outside Morgan Grind were doing one activity designed to promote just that. They stopped people as they entered the main library or exited Morgan's Grind and asked them to write something positive about their body on a post-it note. The post-it notes were stuck to the large glass wall of Morgan's Grind for all to see. Participants were then given a stack of post-it notes advertising Body Acceptance Week and some promotional literature about other sponsored activities.

This activism did not go directly against the intended usage of the space, but it is still a tactical expression. People are coming together to use the space in a way that makes sense to them. Morgan Library was not explicitly designed for events of political or social activism. CSU has a place designated for those activities: the Plaza. According to the Lory Student Center's website, "The Lory Student Center Plaza is a free speech zone where departments and registered student organizations can reserve a table to provide CSU's community with information about events, groups, and topics without monetary exchange or solicitation."[162] Body Acceptance Week would be a perfect example of an activity that would generally take place on the Plaza. The Plaza, however, was under construction at the time and the event took place in February when it was cold outside. People are more likely to stop and participate when they are warm. These students tactically repurposed Morgan Library to hold their event in a more favorable location.

Active Tactical Resistance

Both the survey and behavior observations indicated that deliberately tactical behavior was not widespread within Morgan Library. Users were generally operating within the confines provided by the space. For the most part, they felt as if they space met their needs and did not

see a reason to change it. Very few people admitted to actively trying to change the space or intentionally break the rules. As to be expected, however, some library users did engage in deliberately tactical behavior. For example, one survey respondent admitted to drinking alcohol within the library, stating "I have drank alcohol at the library, but I did study at the time. . . ." This is a deliberately tactical behavior because not only does Morgan Library not sell alcohol, but CSU is a dry campus. Alcohol is prohibited in all places on campus except for the Ramskellar, the campus bar. Bringing alcohol into Morgan Library requires some thinking ahead. The student has to acquire the alcohol, which could take time if they are under 21. They then have to put it into a container and/or mix it with another beverage to bring it in. Engaging in a directly oppositional tactic such as bringing alcohol into the library requires forethought on behalf of the user.

The wording of this response provides some cues that the respondent put some thought into answering the survey question. The ellipsis at the end indicates that the respondent is trailing off, potentially sheepish about her or his behavior. The inclusion of the statement "but I did study at the time" also reads to me that the user feels somewhat apologetic about their tactic. For example, I do not think a student drinking a beer while studying at an off-campus residence would respond as reflectively. As I read this survey response I see a student who has engaged in a tactic but is experiencing cognitive dissonance about their action. While active tactical resistance and repurposing may be present in Morgan Library, the users may not feel good about engaging in it.

Overall, all of these tactical outliers do contribute to convergent invention in ways large and small. Users who decided to engage in political and social activism are using the space to foster larger discourses and collaboration between library users. The space is being repurposed

to allow for these discussions. Other tactics, such as consuming alcohol in the library, make a slight contribution to the environment of Morgan Library, but they are not directly related to the production of new ideas through convergent invention. These tactics, however, are important for understanding all of the activity within Morgan Library and not just the activities related to convergent invention.

Methods and Sample Sizes

The empirical part of this study utilized two research methods: a survey and behavior observations. The survey was distributed to public speaking instructors, each of whom had the choice to offer it to their classes or not. They could award participants up to 10 points of extra credit for completing the research. Behavior observations were conducted throughout the building. All research was conducted during the first month of the Spring 2014 semester. The protocols for both the survey collection and behavior observations were approved by the Colorado State University Institutional Review Board in December 2013. A copy of the full survey is provided in Appendix I.

Survey Responses

During the Spring 2014 semester, 44 sections of public speaking were taught with a maximum enrollment of 24 students per section. At the discretion of the instructor, 18 sections consisting of 406 total students were given the opportunity to participate.[163] Therefore 42.5% of the public speaking students were invited to participate. From the 406 students given the opportunity to participate, 218 completed the research, yielding a response rate of 53.7%. Out of the students given the survey, 158 students (39.3%) were offered 10 extra credit points for participation, 182 students (44.8%) were offered 5 extra credit points and 66 students (16.2%) were offered no extra credit points.

Despite the positive response to the survey, significant limitations should be noted. Sample composition was a large limitation of the survey data. While the response rate was high (over 50% of eligible participants responded to the survey), the population surveyed missed a few clusters of library users. One hundred and seventy five (80.3%) of students were in their first or second year of college. Because these students may be taking basic courses (like public speaking) instead of work toward their major, they are likely to have different library usage needs than students further along in their degree program. For example, one student responded to the question "Where else besides the library do you do research?" with "I have not needed to do research yet." While public speaking is a basic course, not all university departments require it. The course is required for students in the College of Agricultural Sciences, Warner College of Natural Resources and some students in the College of Liberal Arts and the College of Natural Sciences. The course is not required for any students in the Colleges of Business, Health and Human Sciences, Engineering, and Veterinary and Biomedical Sciences, so students in these disciplines are underrepresented in the sample.[164] Graduate students and faculty are also not included in the sample.

Despite these limitations, the survey provides important epistemic value for understanding issues of library usage. One of the benefits of survey research is that it generates a large amount of data. Surveys are an effective tool for discovering large trends in usage. In analyzing the data it should be noted that research participants tend to over-report behavior that is seen as positive (such as voting) and underreport negatively perceived behaviors (such as smoking or drinking).[165] Although research participants were told their answers would be anonymous, some people may have chosen not to report negatively perceived behaviors to avoid

potential disciplinary consequences or because they felt the researcher would not be interested in the information. Misbehavior may possibly be more widespread than indicated by the data.

Behavior Observations

In addition to survey data, I conducted behavior observations during the Spring 2014 semester from Wednesday January 22 through Monday February 24. During my observations I sat in a place of the library for at least fifteen minutes and took handwritten notes of people's behavior.[166] These notes included time, date and location information; a record of the observation, the lens through which I was observing and a possible interpretation of the behavior. I did not interact with others while doing the observations. Observation times ranged from 9am to 8pm on weekdays.

Several limitations should be noted in this method. Behavior observations were conducted during one month of the year and at limited times. There are some important gaps in observation. This means that any changes in behavior that occur late at night or on the weekends were not documented. There is also no documentation of how users utilize the Study Cube after hours and how the library staff clears out the building when they are trying to close. Furthermore, there are no weekend observations. I chose to limit the sample to the weekdays in order to engage in more consistent observations. The observations, therefore, lack detail on how the library changes over the weekend. Because of ethical concerns, I did not observe any private behavior in the library, such as bathroom facility usage, the items users checked out or read, or the sites they viewed on the computer. These behaviors are important to library usage, but they are a user's personal business, which they have the right to keep confidential. Behavior observations also cannot record unobservable behavior. For example, from observation I cannot tell why a person is using their phone. I can only see that they are doing so. Finally, the

observations only covered the first half of the semester. Library usage patterns change throughout the semester, especially during the last week of class and finals. These observations do not address those changes.

Nonetheless, the strength of behavior observations in generating useful data was in recording patterns of small, everyday practices. For example, while observing I regularly saw people get up to get a drink or use the restroom and leave their stuff at a computer unattended. In addition, the behavior observations showed what people actually did in the library instead of self-reported behavior, which may be not be completely accurate. For example, a person may not think that their behavior of leaving their stuff at a computer station while using the restroom is consequential and therefore they may not report it in a survey or interview. If it is something they do without actively thinking about it, they also may not report it. As a researcher, however, I am very interested in this behavior because it shows how people trust the others around them in the space. Watching people do things in the library shows how they actually behave rather than how they think they do.

Conclusion

From the survey data it can be concluded that library usage is widespread among the student body. Only 3 (1%) respondents said that they never visited the library. The data indicated that while people did use the space, users had varying interpretations of how it should be used. Students themselves had polysemic interpretations of the space and individual respondents to the survey gave a variety of reasons for using the library. This research reaffirms the idea that a space or place can be many things to different people. With a broader sample size across all library users more perspectives and interpretations of the space would be heard.

In addition, my findings support that not only do users use the library but that they more often then not use it in accord with the prompts of the space's material rhetoric. While this finding is not particularly radical, it does provide some important insight into the place. By and large, an artistic, rhetorical venture was able to uncover the messages communicated by Morgan Library and the empirical work was able to show how these messages were received. This finding indicates that the needs of Morgan Library and the needs of its users are in sync. Morgan Library is paying attention to what its users need and providing these things for them in the present moment. Overall, the users and the space are in sync with each other leading to a mostly harmonious working space.

The data, however, also suggests that while the vast majority of the libraries strategic work is effective, there are some important reasons that students do not follow these strategic expectations. One important variation between users is their working preferences. In Chapter Three I focused a lot on the collaborative and social aspects of Morgan Library. From the survey data, however, it is evident that not all people prefer to work with others. When asked, "Where besides Morgan Library do you study with others?" students replied with answers such as "I don't," "I prefer not to study with others," and "I prefer to study by myself." It is important to remember that these users' needs and preferences are important and that spaces such as the library should accommodate these preferences. Collaboration is an important strategic message of Morgan Library. Collaboration, however, is not the only way to convergent invention. A person can doing convergent invention but working on their own. Users who reject the message of collaboration may feel like they are engaging in a tactic by working alone or that their preferences are not as important.

In summary, the data gathered by surveying and watching library users indicated that they found more nuance in Morgan Library than the space was promoting. The strategies present in Morgan Library seemed to direct users to a more technology-driven, collaborative style of working which utilized large areas of the space. Users, however, rejected this message in favor of a more personalized approach. Not everyone wanted advanced technology and collaborative spaces all the time. Users were self-aware of their needs and appropriated the space to fit their desires at the time they were using it.

Given the mixed record we find at the end of this analysis, greater critical attention must be brought to bear on rhetoric, materiality, and convergent invention. Now that I have observed the strategies of Morgan Library (in Chapter Three) and the tactics of users (in Chapter Four) it is time to put these methodologies together. In the next chapter I will analyze the implications of convergent invention on Morgan Library. I will then branch out to the larger social consequences of an information society in an age of convergent invention.

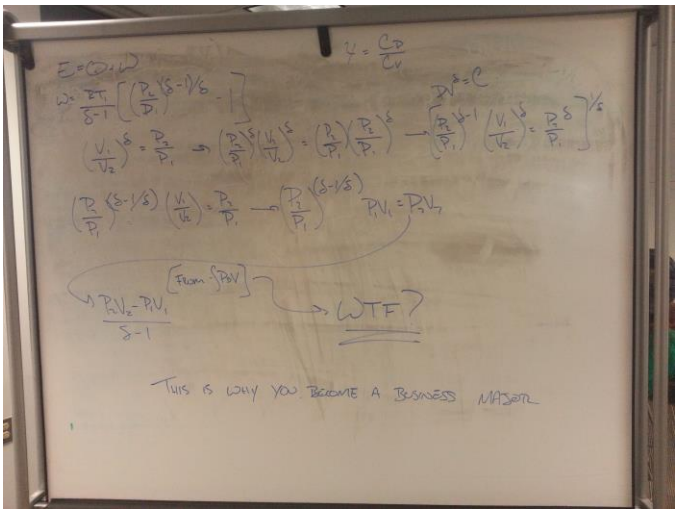

Figure 4.1: Whiteboard on the second floor of Morgan Library with equations. Photo by the author.

Figure 4.2: Whiteboard in Morgan Library with encouraging messages. Third floor study room. Photo by the author.

CHAPTER FIVE: CONCLUSIONS

Forbes business writer Panos Mourdoukoutas loves his local library. He also, however, claims to spend less time there than before. Instead, Mourdoukoutas prefers a different kind of establishment, a place that many observers see in direct competition with local libraries for people's time, space, and attention: Starbucks. As Mourdoukoutas explains:

> Starbucks offers a more pleasant and less restrictive environment than my library. At Starbucks I can use my laptop to browse over newspapers and journals, enjoy a cup of coffee under the sounds of new age music and use my mobile phone. I can chat with other patrons. I can download my favorite e-books. And judging from the popularity of Starbucks, I'll probably have plenty of company.[167]

In first reading Mourdoukoutas's commentary, I was a bit taken aback. Thinking about my own experiences at Morgan Library, I realized I had done all of these things in the space. I drank many cups of coffee, read the newspaper, used my laptop, accessed e-books and checked my phone. I have talked with friends, students, former students, and even random strangers. I also had plenty of company. It appeared to me that Mourdoukoutas was a bit behind the times.

After greater reflection, however, I believe it is fairer to say that Mourdoukoutas' comments revealed a communication breakdown somewhere between himself and his local library. Perhaps his library is behind the times and has not yet been updated to acknowledge the demands of convergent invention. Or, it is possible that Mourdoukoutas had not made a visit to his library in a long time and was unaware of the real changes they were enacting to make it a space much like he had envisioned. In either event, had Mourdoukoutas visited Morgan Library in the last few years, I think he may have been more willing to grab a cup of coffee and stick around. Nonetheless, his article demonstrates that while library (re)designs for social interaction and convergent invention might have come a long way, perceptions about libraries in popular culture and the entire population of library users are still evolving.

Given the unresolved nature of library spaces and the trends toward convergent media, in this conclusion, I investigate what I believe happens next. First I will explore the implications of convergent invention in and of itself followed by an examination of its impact on libraries. Next, I will return to the mixed methodology of this thesis and discuss how these methods can be used to answer other questions about communication. Following that, I will examine the implications for the discipline of communication studies as a whole. I will end this thesis by providing some useful directions for further research.

Implications for Convergent Invention

Convergent invention fundamentally changes the ways in which people think about the development and creation of ideas. The difference in how research and writing is conceived of in a library designed for convergent invention versus one that is not is evident when I reflect on my experience at the Newberry Library in Chicago. The Newberry is the epitome of an "old school" library in the reader-centered paradigm. Readers must follow strict guidelines for accessing materials and using material. There were no comfortable chairs and due to library regulations about preservation, books had to be read on a table. Laptops were allowed in the library but their use was restricted. It was difficult to find a reliable internet connection or an outlet.[168] At the Newberry, I was encouraged to look at and record some notes on the materials I was using (road maps) and save the analysis and writing for later. The arrangement of the Newberry emphasized the act of *reading* in the traditional sense. As someone socialized in the learning-centered paradigm and trained to invent convergently, working at the Newberry was a challenge. I was not accustomed to focusing on one piece of evidence at a time. Inventing in this environment forced me to change the mental processes I used as a rhetorical scholar. In contrast, every library I have used since has allowed for the simultaneous acts of research,

analysis, speaking, and writing. I attribute the difference to the nature of the Newberry in that the archives are open for a limited amount of time and others need to use the space and resources. This is the nature of the reader-centered paradigm in contrast to the learning-centered paradigm, in which the user has fewer limits on space and resources.

I believe the learning-centered paradigm and its supportive places like Morgan Library offer a more productive means of rhetorical invention at this present moment than earlier paradigms. Ultimately convergent invention changes the thought process we use to create rhetorical texts. Teaching the thought processes behind invention has been a part of rhetorical theory and education since Aristotle's topoi. Contemporary education on rhetorical invention and argumentation in general focuses on how to bring together a wide variety of pieces of evidence to draw a conclusion. Technology changes the ways in which we think. For example, typing an essay requires a different thought process than writing it by hand. If a person is typing an essay they can drag and move sections around, while handwriting or even using a typewriter would require a massive re-write. Because it is easier to rearrange the materials, a person can sit down and type what comes to mind and rearrange it later instead of having to completely re-write their work. This changes the ways in which people write.

In addition, convergent invention acknowledges the nature of contemporary rhetorical texts. As discussed in Chapter Two with my discussion of McGee, the contemporary rhetorical text has fragmented. While perhaps rhetorical texts were never "whole" or "unfragmented," with the rise of the internet and convergent media today's texts are more fragmented than ever before. Even the basic speech has become fragmented. A rhetorical scholar needs to not just consider what is said in the speech but how it is disseminated and shared. Consider the example of a big campaign speech. The rhetorical critic not only needs to examine the content of the speech itself,

but the context(s) of the speech. Where are people seeing the speech? In what context? What are they saying about it to their social networks? What do the YouTube comments say? How is the speech parodied or discussed elsewhere, such as on comedy shows like *Saturday Night Live* or *The Daily Show*? Contemporary rhetors are aware of the new ways in which their content is consumed so they create speeches that respond to these new ways of viewing a speech. For example, Barack Obama incorporated Twitter hashtags into his 2012 State of the Union address.[169] Viewers at home could follow his tweets and discuss the speech with other Twitter users by adding the hashtag #SOTU. People were able to engage with others all across the United States during the speech by using social media. All of these issues are relevant to the persuasive message and therefore should be considered by rhetorical scholars.

The implications of fragmentary texts are not limited to communication scholarship. From my perspective as a rhetorician, communication is inherent to all human actions and to all scholarly disciplines. Communication does not have to be verbal or written; it can involve many different senses. As evidenced by the topic of choice for this thesis and the supporting literature, I believe that communication, persuasion, influence and rhetoric are pervasive forces in our everyday lives. With that established, I believe disciplines across the liberal arts and the humanities are focusing on rhetorical texts in different ways. Philosophy and rhetoric have always been in dialogue. An important part of understanding foreign languages and literatures is to comprehend communication in another language. Theatre and literature symbolically communicate messages. The liberal arts, however, are just one part of the university. Students and scholars from all disciplines are piecing together fragments to invent and learn convergently. Many of the drawings left on the whiteboards that I observed while writing Chapter Four were from scientific or mathematical study. The students who were working in that group

collaborated to understand an idea. While understanding how to do a certain kind of math does not directly lead to invention, rhetorical or otherwise, students need to learn the basics to move on to more complex ideas. Students learning in Morgan Library are pulling together fragments of communication to understand how they work. This activity is at the heart of learning in the disciplines and the heart of convergent invention.

Convergent Caveats

There are, however, some important caveats to convergent invention that should be discussed in order to have a full understanding of the concept at hand. Convergent workspaces are expensive and have potential environmental negatives. This is not to say that convergent workspaces are wholly problematic. The full extent of these trends has yet to be observed because convergent invention itself is not very old. Scholars going forward, however, should consider these impacts. One of the impacts of convergent invention is the ripple effect of the consumption that occurs within. In a global economy, a cup of coffee or an iPad consumed in the United States has effects across the world. One impact may be in electricity use. Convergent workspaces need to be careful to create energy-efficient spaces and encourage smart environmental practices among users. In addition, food and beverage can have environmental impacts. Making food and beverage available increases the amount of waste produced by a space, which means more energy to recycle, compost or transport this refuse to a landfill. Laptops, e-readers, gaming consoles and smartphones are made in factories overseas with questionable labor practices.[170] These negatives are not directly visible to the individual using the workspace but it is important to consider the global impact of this trend.

In addition, convergent invention privileges certain working preferences over others. When an extroverted, collaborative working environment is held as the ideal, people with a

preference for individual and solo work may suffer. In some situations introverts may seem devalued, less productive or not "team players." Naomi Karten states "extroverts sometimes see introverts as withholding ideas, making minimal contributions to group efforts, and being distant or aloof."[171] This perception may harm introverts in both schoolwork and the workplace. In an open plan workplace, another type of space for convergent invention, people who need their space may have a difficult time finding a place to have time for themselves. Individuals with a preference for introversion may find these workplaces stressful, thus reducing their productivity. One way in which introverted people may cope with their desire for solitude is to leave the workplace and retreat to another location that better suits their needs. If the person is not visible in the office, even if they are available online, colleagues and employers may perceive them as distant. Collaboration is incredibly valuable to academic and business enterprises, but spaces should also provide areas for people to have their own personal space. In order to combat overt or inadvertent privileging of extroverted preferences, places of work need to be mindful of how their strategies contribute to the needs of all people.

Finally, socioeconomic status plays an important role in convergent invention. In order to "[read] across different media," as the National Writing Project states, readers need to have access to different kinds of media.[172] While libraries do provide this access, people without it at their fingertips at all times may be less apt to use it. Computer usage is also related to educational attainment and income level. According to Pew's study of the internet and American life, only 66% of people with a high school education or less use computers at their workplace, school, home or elsewhere compared with 89% for those with some college education and 94% for those with a college education (or more). Household income is a dividing factor. Only 66% of adults with a household income of $30,000 or less use a computer

compared with 84% in the next highest income bracket ($30,000-49,999).[173] These are not just statistically significant bumps but socially significant as well. Going forward scholars should be aware of these divides and the social justice issues surrounding convergent invention. This may also prompt those promoting convergent invention to identify ways in which these inequities can be remedied.

In this section I argued that convergent invention functions as an effective response to the needs of contemporary invention and contemporary rhetorical texts. Convergent invention is necessary for a world in which all rhetorical texts have fragmented and scholars across all disciplines need to bring together the pieces to draw conclusions. In addition convergent invention incorporates technological innovations that people are actually using into the inventional process. Rather than attempting to change people, convergent invention adapts to them. While convergent invention is an effective response to current needs, scholars need to be aware that it is not perfect. Technology has the potential to cause harm to the environment, shut out people who prefer to work alone and contribute to socioeconomic inequality. Scholars should move forward with convergent invention but also be aware of potential problems that could arise.

Implications for Libraries

Libraries are important sites for the development of convergent invention. They have been keeping pace with the times and changing with the information revolution. Through the example of convergent invention, this thesis demonstrates one way in which this is the case. While I focused specifically on Morgan Library, an academic institution, there are implications for libraries and institutions across the board. In this section I will discuss the implications of convergent invention for Morgan Library, academic libraries and libraries as a whole.

For Morgan Library

In my overall assessment, designing for convergent invention benefits Morgan Library. In the contemporary moment with fragmentary texts and a deepening reliance on technology, designing for convergent invention aligns the needs of users and Morgan Library. Users require a space to access technology and resources while spaces and places need ways to manage their users. By creating a space in which the needs of both are met, Morgan Library can foster productive academic activity. While these benefits should be obvious from earlier in the thesis, other benefits of Morgan Library's design choices extend beyond users and faculty in the present moment.

One of the important design choices in Morgan Library is the offering of a variety of study spaces. Users have the choice of where they want to study and do their academic work. This is important because users' needs change with the type of invention they want to do. I believe that Morgan Library is currently doing a good job at staying with the times and the contemporary best practices in library design, but the faculty and staff need to remember the basics. I am concerned that the space may not come to reflect the needs of its users. In particular, I am worried about the presence of silent study space. While some areas are designated for silent work, I believe that Morgan Library has done the minimum necessary. Silent study space may not be glamorous, but it needs to be preserved. As user needs change, Morgan Library should consider conducting periodical surveys and perhaps interviews and focus groups as well to determine if the space is still meeting user needs.

Morgan Library also plays an important role on campus. It is an accessible place where students can go to work on their academic work. In the survey data, several respondents indicated that they use it as a common meeting place on campus. It has also absorbed student

needs other than those dictated by convergent invention. When the Lory Student Center reopens in Fall 2014, I expect to see a change in usage of Morgan Library. Students are likely to be drawn to the remodeled student center because it is new and they want to see what it is like. In addition, the new LSC will have more food options than Morgan Library, including not only a coffee shop but several food options and a bar. This may draw traffic away from Morgan Library and Morgan's Grind. Faculty and staff, therefore, need to be concerned with how their usage patterns will change. I believe that if this research was conducted next academic year, I might observe a downturn in behavior not related to convergent invention because another site for this behavior exists. Morgan Library may be repurposed because student traffic is displaced. This analysis indicates that Morgan Library is not just part of the educational experience, but the social experience of Colorado State University.

Designing for convergent media in Morgan Library is also a net positive for the library's reputation amongst its peer institutions. Historically, Morgan Library has not had a good reputation with the leading academic library organization, the Association of College and Research Libraries (ACRL).[174] Academic libraries are frequently in conversation with and about each other through academic journals, conferences and interpersonally. Morgan Library is looking to change and improve its reputation. In addition, Morgan Library is drawing positive attention with one innovative program. On the second floor the Adult Learner and Veteran Services offices offers a program called the Ram Kidz Village. Student-parents can drop off their children with the service and stay in the library to do their schoolwork. According to program director Tina Hopkins-Dukes, this is a unique service for academic libraries. Other libraries looking to add a similar program have contacted her.[175] This not only pushes library design and services further, but adds to the reputation of both CSU and Morgan Library. Ram

Kidz Village is an innovative use of space that allows student-parents to do their own inventional work while knowing their kids are occupied. This forward-thinking program has taken the needs of an ignored population, student-parents, into consideration and filled their spatial needs. The innovative thinking encouraged by places like Morgan Library has come back to improve the library itself.

In addition to considering the needs of the library contemporarily, library designers need to attempt to prepare for the potential needs of the library in the future. In an era of paradigm shift in which book-centered libraries are converted to learning-centered libraries it is difficult to anticipate the future needs of a library space. Contemporary library remodeling projects and new construction are trying to be as flexible as possible to accommodate an unpredictable future. As library architect Steven M. Foote explained, "The desire is for spaces that are efficient, that can be used by combinations of faculty and students in both private and group configurations simultaneously, equipped with adjustable, multi-media formats and tools, and that can easily change over time."[176] Library spaces need to be as flexible as possible so that future librarians and users with different requirements can modify the spaces to meet their current needs. The design of Morgan Library takes these factors into account. There are many group study rooms for students to use as well as classrooms on the first floor. These classrooms can be upgraded with new technology when the present items go out of date. Electricity use and access is and will likely continue to remain an issue for Morgan Library and its users. Outlets are strategically placed around the space allowing for more access and greater flexibility in the future.

For Academic Libraries

The trend of convergent libraries as exemplified in academic libraries across the country will likely continue. Academic researchers in the field of library and information science have

paid particular attention to the spatial needs of library users in recent times. With the ascension of the learning-centered paradigm the most popular journals about academic libraries (*portal: Libraries and the Academy* and *College & Research Libraries*) have had a slew of articles dedicated to library remodeling and the spatial needs dictated by technology. As more libraries are designed in the convergence centered learning paradigm that paradigm will become more entrenched. Students will come to expect certain designs, facilities and services and libraries will produce them to meet the demands of students and the administration that wishes to lure students to campus. The learning-centered designs that foster convergent invention will reinforce themselves as they become more popular. Libraries have adapted to survive and will need to continue to do so in the future.

One important adaptation is the consideration of future needs. Much like I discussed in my analysis of Morgan Library, academic libraries need to consider that their needs today are likely to be different from their needs five or ten years down the road. Flexible space is an important part of convergent invention in the contemporary moment. Libraries should consider how their spaces can stay flexible as needs change. As a library faculty and staff approaches a renovation, remodeling, a new space design or even the purchase of new furniture, they should make changes with an eye to flexibility. Renovations and new construction can be expensive and wasteful undertakings. Faculty and staff need to take future uses into account when designing their spaces.

In preparing for both present and future usages of library space, faculty and staff need to keep in mind that while digitization may reduce the need for as large of a book collection, books will still remain part of the academic library for the foreseeable future. Many college and university libraries serve as repositories of institutional, local, state and even national historical

documents. Academic libraries also hold on to older and rare academic works that may be out of print and/or not available digitally. While most people will not have a reason to go back into the historical archives to view the history of the university or the town in which it is located, these archives are important preservation sites for future generations. Older academic works may not be frequently used, but they are still important parts of academic study.[177] The library does not just exist to provide its users with a place to work in the present moment, but to preserve information for the scholars to come. Academic libraries need to hold on to these records. Libraries should try to digitize what they can, but in many cases this would prove impossible due to the kinds of artifacts available or the cost of doing so. While academia can be a home for radicals, it is also a place of the preservation of tradition.

For Libraries in General

Overall, I believe that convergent invention provides libraries with an opportunity to expand their services and their reach into the community. Whether it is the general populace served by a public library, a campus served by an academic library, a school served by a library media center or a specialized library serving a specific group or interest, libraries can only make a positive impact if potential users know the types of resources and services they can provide. In order to make an impact to their full potential, libraries need to make their services clear to their target audience. Misconceptions about the value of the library, like those of Panos Mourdoukoutas, could lead users away from the library in a time when the library is expanding the most. The material rhetoric of the library may draw users into the space and compel them to stay, but in order to be affected by the rhetoric users need to be exposed to it. It may seem strange that an institution designed to be free of cost needs to advertise, but doing so may invite more people into the space.

Another important consideration for libraries is what to do with older books that are no longer needed in the collection. Libraries need to engage in a process called weeding to remove old books from the collection. Books are removed if they are old, in poor shape, or no longer meet the collection development goals of the library.[178] Weeding is important because it provides an up to date collection for users to search while removing unnecessary items taking up space.[179] With more books, especially popular literature, being offered digitally libraries are weeding out redundant parts of their collections. Once these books are removed from the collection libraries face important questions of convenient and environmentally conscious disposal.[180] Books are becoming a less central part of the library and it is important that libraries have a way to get these books out of their collections. Libraries without a way to get rid of these older books may continue to hold on to them, which means that floor space is being used inefficiently. Other libraries may move these books to an off-site storage location, but this costs time and money for institutions. As a whole, the library profession needs to consider how to best deal with this issue.

Librarians in any sector need to engage in a reflexive praxis about their work. Because convergent invention is a new paradigm there are potential effects of which librarians, scholars and users may yet be unaware. This is not to say that librarians and other information professionals should be hesitant to move forward with innovation, but that they should take some time to think of the possible implications. As I discussed in my views on the caveats of convergent invention earlier in this chapter this new paradigm has the potential to negatively impact the environment, alienate people who prefer to work alone and deepen the socioeconomic divide. Practioners should be cognizant of these potentials for harm as they move forward with their work.

One way to be aware of potentials for harm is to pay attention to the tactics of users. No matter how good libraries get at creating strategic spaces, users will almost always find a different use for them. For example, Morgan Library was not explicitly designed as a place for people to take a nap, yet users frequently take naps within the space. One of the themes in *The Practice of Everyday Life* that drew me to de Certeau was his belief in subverting the authority of a space. I believe there is some pleasure for users in subverting authority and operating on one's own terms. Users should not follow the rules of a place simply for the sake of doing so, but because those rules make sense and improve the environment of the space. Users, however, should not remain oblivious to their environment and they should make the choice to rebel if their needs change. I predict that such tactics will occur if and when the current paradigm of library design is deemed insufficient for developing inventional needs. Library faculty and staff need to pay attention to these tactics because they indicate that something is not working for users.

Implications for Method

An important part of my scholarly goals for this thesis was testing epistemology. I was curious if the highly theoretical rhetorical work of de Certeau (and others) could be combined with a more empirical approach. De Certeau provides some interesting thoughts on how people move through space, specifically through their use of strategies and tactics, but his thoughts are based in his observations and not systematic data. Part of my intentions with this thesis was to determine if strategies and tactics could be observed in a more systematic way and to see what kinds of conclusions about rhetoric and behavior could be drawn from this analysis. I found that the theory and the empirical application overlapped in an epistemically productive manner. Overall, I believe that mixed methodology research has strong potential within rhetorical

scholarship and I encourage researchers to consider this approach. In addition to providing insights about Morgan Library as a text, this deployment of method provides some insights on epistemology as well.

The Limits of Strategies and Tactics

While engaging in these and other tactics, users are squarely on library property. As de Certeau indicates, "The space of a tactic is the space of the other. Thus it must play on and with a terrain imposed on it and organized by the law of a foreign power."[181] The tactical act takes a place and repurposes it to better fit the needs and desires of the user(s). Methodologically, dividing strategies and tactics creates a bit of a false dichotomy because tactics have an effect on strategies. As de Certeau notes:

> Tactics are procedures that gain validity in relation to the pertinence they lend to time—to the circumstances which the precise instant of an intervention transforms into a favorable situation to the rapidity of the movements that change the organization of a space, to the relations among successive moments in action, to the possible intersections of durations and heterogeneous rhythms, etc.[182]

The entities responsible for producing strategies (in this case, Morgan Library) respond to tactics by incorporating them into their strategies. This process is what Giles Deluze and Félix Guattari call deterritorializations and reterritolizations. As they note, "As a general rule, relative deterritorializations (transcoding) reterritorialize on a deterritorialization that is in certain respects absolute (overcoding)."[183] In other words, deterritorlalization and reterritorialization describe how control of a space shifts between different entities. Deterritorialization can be linked to de Certeau's tactics in which users take away previously established control. Reterritolization is linked to strategies in which the entity in charge of the space replaces it with a new kind of control. Strategies and tactics, deterritorialization and reterritolization are not static forces; they are fluid and respond to the messages of the other.

This process of strategies and tactics influencing each other through deterritorialization and reterritolization can be seen in Morgan Library. The furniture is easily moved around to accommodate different groups. An item like an ottoman is easily moved to another location. People who wish to nap can find comfortable furniture, including couches, on which to do so. Nowhere in the published library policies is napping prohibited nor are there signs not allowing it. Morgan Library has anticipated the tactics and incorporated it into its strategies, making these bodily activities part of the expected practices of everyday life in the space.

A methodological issue regarding strategies and tactics becomes evident from this analysis. It is difficult to fully separate a strategy from a tactic because they so strongly interact with and influence each other. During my writing process I had difficulty sorting observations into strategies and tactics. For example, I struggled with the introduction to Chapter Four in determining if the rhetorical theory student approaching me was engaging in a strategy or a tactic? How should I interpret the act of approaching a GTA outside of office hours or class? Was it an act encouraged by the space, and therefore a strategy, or was it a repurposing of the available resources in Morgan Library, and therefore a tactic? I believe it had elements of both. It was strategic in that Morgan Library is a place that encourages collaboration. It was also tactical in that my purpose of being in Morgan Library was not collaboration but observation. The act could be framed in multiple ways.

Strategies and tactics are a valuable way of thinking about spaces and places, but scholars need to be cognizant of the overlap between these concepts. In the future, scholars should spend some time discussing strategies and tactics individually but then they should bring these findings together to see how they interact, similar to my work in this thesis. In addition, while de Certeau's work is highly theoretical from the rhetorical perspective, scholars should also

consider how to research specific strategies and tactics. I believe that some empirical methods may help identify strategies. For example, an interview with a member of the design team of a space could identify some of the intentional strategies used to direct usage. Extended behavior observations could bring less obvious strategies to the forefront. De Certeau's work is incredibly useful for identifying the ways in which people use space, but scholars should consider that strategies and tactics are not discrete entities and that work outside of rhetorical methods might be the most effective for understanding both strategies and tactics.

Mixed Methodology Rhetorical Research

This thesis shows that the combination of rhetorical and empirical methods can be used to draw conclusions about communication that is fragmented. Usage patterns, materiality and the rhetoric of space and place are very fragmentary texts. This research provided access to those fragments by synthesizing the experiences and usage patterns of many students. In short, this method allows critics to do the job (in another way), as McGee states, of constructing a text for analysis.

I believe that doing a mixed-methodology study, such as the one conducted here, is an excellent way for a critic to construct a fragmentary text. While this interpretation is not within the original scope of McGee's work, I would encourage rhetorical scholars to extend his concepts to find ways of constructing fragmentary texts. As an expert library user, my casual observations of the space are tinted by my experiences. Having systematic observations of behavior and survey data allows me as a critic to construct a more detailed text. From this data I can put together a more accurate picture of usage in Morgan Library. Without conducting behavior observations or surveying people I would have very little idea as to what they are doing in Morgan Library. The fragmentary nature of this everyday behavior may lead some scholars to

determine that it is outside the purview of rhetorical scholarship and may instead belong to the disciplines of interpersonal or organizational communication. Under a framework of materiality, however, I would disagree. Materiality assumes that the physical is rhetorical and therefore the ways in which people use their physical resources is rhetorical as well. Just because a text is difficult to delineate does not make it less rhetorical.

Strategies and tactics are primary examples of the kinds of fragmentary rhetorical acts and texts amendable to this mixed methods approach. While some of these behaviors may be publically observed in a permanent form (such as a "Quiet Study Area" sign), many of these strategies and tactics are not so readily observable. For example, from my own college experience and just common sense I assumed that alcohol consumption occurred in the library. While CSU is technically a dry campus, alcohol will be present and students, such as the one discussed above, are known to "flask" it into various locations including the library. My commonsense everyday hunch, however, is not sufficient evidence for academic research and critique. The only way to access this student tactic and confirm that alcohol consumption happens in Morgan Library is through a survey.

Through behavior observations I was able to see another tactic: users using furniture in unconventional ways. During my observations I saw users rearranging furniture, putting their feet up on chairs and sitting on tables. Unlike bringing alcohol into the library, which requires planning and forethought, moving furniture is not something most users devote time to thinking about. They simply pick up the chair or ottoman, move it to the desired location and carry on with their day. This is significant, because if students were asked if they engaged in any "resistive" or "rule-breaking" acts they would think to list alcohol consumption as one but not

furniture moving. Paring a survey with behavior observations allowed different kinds of tactics to come to the forefront.

Given what I view as the success of this approach in this thesis, I believe this and similar methodologies may be useful for other rhetorical texts. Some suggestions for future research may be to understand how people interact and communicate in a place designed for a communal purpose. For example, a scholar could study how people in a religious congregation use their worship space. I would suggest a mixed methodology approach to examine spaces and places that people visit on a regular basis to get a sense of habitual practices. This is different from examining a museum or memorial that has a lot of unique visitors and not as many repeat visitors. In general, I would suggest that scholars should consider a mixed methodology approach to behavior that they perceive as a rhetorical text. I perceived the behavior of users in Morgan Library as a rhetorical text under de Certeau's description of people moving through spaces as a calculated act. I realized, from my reading of McGee, that this behavior was not just a rhetorical text, but a highly fragmented one. My job as a critic then, was to take this highly fragmented text and create it. I chose to do so through empirical methodologies.

Implications for the Discipline of Communication Studies

This research returned to one of the canonical cornerstones of rhetorical studies: invention. Even 2000 years after Aristotle wrote *On Rhetoric* and Cicero delineated the five canons, rhetorical invention remains a vital part of communication scholarship and it is unlikely to lose its importance in the future. As John Muckelbauer notes in his aptly titled book *The Future of Invention*:

> In raising the problem of the future for invention, we are faced with the task, not simply of inventing a new and different concept of invention, but of refiguring futurity itself. As a result, such an effort cannot content itself with overwriting or replacing a more traditional concept. It cannot present itself, for example, the most recent, upgraded

> model of the future. In fact, in a very particular sense, such an invention, while certainly not the same, cannot be considered different at all.[184]

Rhetorical invention will not just be relevant in the future; it will create it. The process of using rhetorical invention to talk about the future and what it may be like is part of creating that future. The topics discussed while conceiving of "the future" have changed since ancient times, but rhetorical invention remains central. Just because technology has undergone a radical change does not mean that the old teachings are not relevant. Rhetorical scholars should pay attention to how old theory can shed light on new processes.

More narrowly, I believe this research opens the door to a new niche in communication scholarship. As discussed in the literature review of Chapter Two, communication scholars have taken to studying memorials, museums, and archives as rhetorical artifacts. These artifacts are designed to present a certain ideology to those viewing them. I believe looking to libraries in similar ways would benefit the scholars who have developed this line of inquiry. While museums and memorials may be viewed as having a specific "agenda," libraries are generally viewed as being apolitical and non-ideological places dedicated to intellectual openness and access. This assessment simplifies the role of libraries. Providing access to information, instruction on how to use it and the technology with which to do it are ideological and potentially political undertakings. Communication scholarship on the rhetorical messages of libraries is important because it helps uncover these meanings. When users are unaware that they are encountering a persuasive or influential message, their guard is down and they are more susceptible to persuasion or influence. The popular assumption that the library is "neutral" means that users are very susceptible to influence in how they engage in rhetorical invention. Communication scholars, especially those working in the materiality of space and place, are well-equipped to provide this essential critique.

In addition, scholars in Communication Studies should look outside the discipline to discuss new and different rhetorical texts. I personally believe that Rhetoric and Library and Information Science are natural academic allies. Scholars in Library and Information Studies examine how information gets disseminated, organized, made available and hidden from others. While these concerns may not have previously impacted rhetoric, with rhetorical texts being spread online, the ways in which texts are encountered (or not encountered) affects the ways in which they are perceived. Current work, both in this thesis and elsewhere, shows that information is both mediated and rhetorical and that access to it shapes how people view the world. Scholars in library and information science focus on how that information gets into people's hands or gets lost along the way. While this is important work, I feel that the critical aspect is sometimes lost. As a scholar with a background in both communication studies and library and information science, I would like to see our critical bent applied to the information age. Information usage is an important text for critical analysis.

Future Research

The work in this thesis only begins a broader conversation at the intersection of libraries, invention, and rhetoric. Indeed, several areas for future research become apparent as this thesis comes to a close. First, while many writers have lamented the impending death of the library, these predictions are simply not true. Therefore, continued research on the evolving nature of libraries in the face of these claims becomes vital. Library engagement is vitally important across various strata of society. According to the Pew Research Internet Project, the majority of Americans are engaged with their (public) libraries. Their data indicates that 30% of Americans above age 16 can be described as "highly engaged" with their public libraries. Thirty-nine percent of Americans fall into "medium engagement" categories. The data indicated that only

14% of Americans over age 16 are not engaged in any way with their public library.[185] With 86% of Americans having some engagement with their public library, scholars need to continue to pay attention to these vital parts of society.

Second, while this thesis addresses academic libraries, similar research into the rhetorical aspects of other types of libraries should continue. In particular, two important types of libraries have been left out of this research: public libraries and K-12 school libraries. Public libraries such as BiblioTech, have been designed to allow for greater access and usage of technology. Even small libraries have added access to technology, such as e-readers. When I was in college I volunteered at Brandon Public Library, a one-room library in a rural Wisconsin town of less than 1000 people. They offered e-readers to their users and it was there that I first tried one for myself. Both Morgan Library and the Brandon Public Library are engaging in convergent invention: they are just doing it differently.

In addition, I believe the concept of convergent invention needs to be further developed and refined. Higher education is not the only site of rhetorical invention. While this thesis uses an academic library as the starting point, it would be erroneous to think of academia as the only relevant place of convergent invention. More research into convergent invention should focus on the inventional needs of children. Inventional behavior does not begin in high school or college. A child with a crayon can create a rhetorical text. This research can be conducted in both public libraries and K-12 school media centers. It is important to research the information behavior of young people because they are just learning how to use the vast quantity of resources available to them. In addition, these environments affect the ways in which parents, guardians and other caregivers teach the next generation about how to use information. As Dresang and Koh explain:

> Youth information behavior is a complex process of interplays among various factors, such as young people's cognitive status, identity formation and value negotiation, and

> social interaction within a context. Reaching beyond technological determinism, the typology of youth information behavior identifies children's engagement in and interaction with digital media as the interplay of cognitive, noncognitive, and sociocultural factors.[186]

All of these factors are crucial to the environmentally centered focus of convergent invention. As children learn to use information technology they are developing habits that will influence the rest of their lives. It is important for researchers in communication, and library and information science and education to think critically about the library spaces in which youth are using information and technology.

While I chose the convergent invention of children as an example, it is important to see how this type of invention is used in many other settings. Convergent invention has the possibility to open doors, but also to shut them. More research should focus on how convergent invention, as articulated in various library spaces, invites or discourages certain groups of people from participating. For example, a study could focus on how convergent invention can improve or limit access for individuals with a wide range of disabilities. Another study could discuss how the local library improves technological literacy or excludes technical neophytes.

Overall, I believe research in this area should also take a social justice perspective. Information access is critical to how people interact with the world and make decisions. This does not, however, mean that such access is completely neutral. Various hierarchies shape the ways in which people access information and these hierarchies frequently represent existing power structures in society. As Matthew Hindman states in his book *The Myth of Digital Democracy*:

> Again and again, this study finds powerful hierarchies shaping a medium that continues to be celebrated for its openness. This hierarchy is structural, woven into the hyperlinks that make up the Web; it is economic, in the dominance of companies like Google, Yahoo! and Microsoft; and it is social, in the small group of white, highly educated, male professionals who are vastly overrepresented in online opinion.[187]

To fully understand the social implications of convergent invention it is essential to consider who is being left behind. While writing this thesis I have thought of a few areas in which people may be out of a society based on technology. Convergent invention depends on technology and so much access to technology depends on socioeconomic status. As I discussed earlier in this chapter, access to the internet is hampered by low socioeconomic status. Access may also be limited by a person's location. While a digital library such as Bibliotech is helpful to low-income urban areas, low-income rural areas are likely to face different challenges. Some of these challenges include a lack of information infrastructure (such as poor or no internet service) and large distances to public libraries. To improve access for all people in the United States future research should also investigate any divide between rural and urban areas. In addition, a lot of materials are written in English. It would be wise to study how language barriers are formed or broken by convergent invention.

Finally, I would encourage future research into the role(s) libraries, both public and academic, play in the diffusion of innovations. Libraries provide a place for people to try new technology but it is unclear if providing access in the library impacts the purchasing decisions of users. A study of library users would provide more information in this arena. In a world of convergent invention, libraries are places of consumer behavior. As I mentioned in Chapters Three and Four, I believe that libraries are, or have the potential to be, places where people trial new technological innovations to determine if they want to adopt them for themselves. A more systematic study of this process using Everett Rogers' theories in *Diffusion of Innovations* would provide libraries with a more accurate picture of how their services are used.

It is also important to consider libraries as spaces of diffusion of innovation for economic reasons. With the advent of convergent invention there is a deeply woven connections between

for-profit technology companies and nonprofit, public service libraries. I am not trying to argue that such a connection is a negative. Both sectors have the chance to benefit from each other. It should, however, be considered that libraries may become a space even more increasingly dominated by corporate interests. These corporate interests may then gain the power to dictate aspects of technological adoption by libraries with these choices not being made in the best interests of the library or the library's users. As libraries become more convergent it would be wise to pay attention to these potential conflicts of interest.

Conclusion

Despite his limited use of his local library, Panos Mourdoukoutas argues it should not try to compete with Starbucks. Instead, he values the contribution of both institutions to his local community. To demonstrate the value of both, he makes an interesting suggestion:

> But why compete? Why not partner? Simply put, Starbucks and local libraries supplement each other nicely—they are both "third places" with different rules of conduct, catering to different community segments. That's a good reason to have a Starbucks store in every library. With digitalization turning traditional books into collectors' items, it's about time for libraries to develop a new business model, utilizing their resources more efficiently and effectively, making less space for book stacks and solitary rooms for traditional readers and more space for Starbucks-style space for the modern reader.[188]

In this statement, Mourdoukoutas brings together several themes of the contemporary library, both public and academic. He discusses that libraries and Starbucks are both third places with different roles. Mourdoukoutas also acknowledges that libraries are a business and need to operate under financial constraints. While libraries are not-for-profit, part of a larger non-profit (such as a college or university) or a government entity, they do need to make prudent decisions in management. Finally, Mourdoukoutas draws out what can be an unpleasant truth: that libraries and corporations are merging more than ever before.

What Mourdoukoutas fails to realize, however, is that many of his ideas are going into practice in libraries across the country. BiblioTech, for example, went all-digital as a business decision. By going digital they are able to provide more materials and services to their low-income neighborhood. Other libraries are opening themselves up as community centers. For example, the public library in the town in which I grew up completed a remodeling project within the past two years. One of the key additions was space for community meeting rooms. Groups such as scout troops, community service clubs and even the local knitting guild can use a room for their get-togethers. The library also added a coffee cart where library users can donate money for a cup of joe.

These libraries and many like them are demonstrating that the library is still a vital part of schools and communities. Many scholars and columnists, some cited within this thesis, have written pieces lamenting the death of the library, the "third place," and general community in the United States of America. With the advent of Google, who needs libraries and librarians? The answer? **A lot of people**. **Maybe even all of us**. As I write this conclusion in Morgan Library I am seeing visual confirmation that the library is not dead. The information profession could have rolled over and given up with the advent of the internet. Instead, librarians and other information professionals have embraced the information age. By creating the learning-centered paradigm of library design and embracing the new methods of convergent invention, the library, public and academic, digital and print, has remained a vital part of contemporary society. The information age has not killed the library; it has expanded it.

ENDNOTES

[1] BiblioTech, "About Us," http://bexarbibliotech.org/about.html. (Accessed March 14, 2014)

[2] Josh Sanburn, "A Bookless Library Opens in San Antonio," *Time*, January 19, 2014, http://nation.time.com/2013/09/13/a-bookless-library-opens-in-san-antonio/, (Accessed March 15, 2014).

[3] BiblioTech, "About Us."

[4] Edward Nawotka, "It's Here: A Library With Nary a Book," *The New York Times*, January 18, 2014, http://www.nytimes.com/2014/01/19/us/its-here-a-library-with-nary-a-book.html (Accessed March 14, 2014).

[5] Aristotle, *On Rhetoric: A Theory of Civic Discourse*, trans. George A Kennedy (New York: Oxford University Press, 1991).

[6] In the 20th century rhetorical scholars challenge the centrality of persuasion to rhetoric. Scholars consider that persuasion may include less direct appeals designed to influence the viewer rather than directly persuade her or him. In addition, feminist scholars critically examine the concept of "persuasion" as a whole. For example, Cindy Griffin's theory of invitational rhetoric encourages people to explain their perspectives and explore the perspectives of others rather than jumping straight to persuasion.

[7] Alison Flood, "Sherman Alexie Young-Adult Book Banned in Idaho Schools," *The Guardian*, April 8, 2014, sec. Books, http://www.theguardian.com/books/2014/apr/08/sherman-alexie-schools-ban-idaho-diary-part-time-indian-anti-christian (Accessed April 10, 2014). Some schools have challenged Sherman Alexie's Young Adult (YA) novel *The Absolutely True Diary of a Part-Time Indian* for adult content. Having read the book, I can testify that while it does include "adult content," the book also straightforwardly addresses issues facing teenagers, such as sexual expression and drug use. By challenging the book's presence on school reading lists and in libraries, the people doing so are not just discussing the book, but contributing to a larger social discourse on how we discuss controversial issues.

[8] Jessie Stewart and Greg Dickinson, "Enunciating Locality in the Postmodern Suburb: FlatIron Crossing and the Colorado Lifestyle," *Western Journal of Communication* 72, no. 3 (2008): 283.

[9] Ibid.

[10] It should be noted that both conversing and eating and are behaviors that are allowed (if not implicitly encouraged) in many libraries, including Morgan. Morgan Library provides rooms and spaces for collaborative work and includes a coffee shop (Morgan's Grind). Such behaviors will be discussed in more detail in the thesis.

[11] Thomas Rickert, *Ambient Rhetoric: The Attunements of Rhetorical Being* (Pittsburg: University of Pittsburgh Press, 2013).

[12] James Gleick, *The Information: A History, A Theory, A Flood* (New York: Random House, 2011). Kindle edition, location 198-216.

[13] Michel de Certeau, *The Practice of Everyday Live* trans. Steven Randall (Berkley: University of Los Angeles Press, 1984) Kindle Edition.

[14] Ibid.

[15] Sorry Mom.

[16] Ibid.

[17] CSU also has a Veterinary Medicine branch library, but Morgan Library serves the majority of campus.

[18] Colorado State University, "Facts and Figures," Last modified January 30, 2013, http://www.colostate.edu/features/facts-figures.aspx, (Accessed August 22, 2013).

[19] Colorado State University Libraries, *Stay Connected: A Newsletter for Library Friends and Supporters*, Issue 20, Fort Collins: (Spring 2012).

[20] James E. Hansen, *Democracy's University a History of Colorado State University, 1970-2003* (Fort Collins: Colorado State University, 2007).

[21] Fred Schlipf, "The Dark Side of Library Architecture: The Persistence of Dysfunctional Designs," *Library Trends* 60, no. 1 (2011): 251.

[22] Patrick Burns, "Dean's Message," *Colorado State University Libraries*, Accessed June 9, 2013, http://lib.colostate.edu/develop/deansmessage.html. An "Information Commons" is a new type of library service in which users are provided with an area to use information technology and access to instruction to make the most of it.

[23] During the academic year in which this thesis is being written (2013-14) the Lory Student Center is mostly closed for a large renovation project. The implications of this project on Morgan Library will be discussed later in this chapter.

[24] Morgan Library has published a map of the space available at http://lib.colostate.edu/images/about/maps/morgan-library-all-floors.pdf

[25] RamCards are the university's ID cards which are required for students.

[26] Colorado State University, *Lory Student Center Relocation Guide*, http://www.sc.colostate.edu/Data/Sites/1/UserFiles/Renovation/relocationguide8-26-13.pdf. (Accessed March 15, 2014)

[27] Stephanie Mason, "Microwaves Create Macro Problem for Students," *The Rocky Mountain Collegian*, http://www.collegian.com/2014/03/microwaves-create-macro-problem-for-students/69656/. (Accessed March 15, 2014).

[28] The Library's food and drink policy can be found at http://lib.colostate.edu/access/fooddrink.

[29] Roland Barthes, "The Death of the Author." Accessed online at www.deathoftheauthor.com (Accessed June 24, 2014).

[30] The concept of multiple interpretations of a text appears in rhetorical theory under the name polysemy. It will be discussed further in Chapter Two.

[31] The Library of Congress classification system is the most widely accepted system for organizing academic libraries. It would be strange for Morgan Library to choose a different system.

[32] Association of College and Research Libraries, *Standards for Libraries in Higher Education*, (PDF, Chicago, 2011). http://www.ala.org/acrl/sites/ala.org.acrl/files/content/standards/slhe.pdf (Accessed June 24, 2014).

[33] Ibid, 12.

[34] Jay K, Lucker, "Southern Connecticut State University Library Space Planning," (PDF, September, 2010). http://www.library.southernct.edu/20100922115545.pdf (Accessed June 24, 2014).

[35] Association of College and Research Libraries, *Standards*, 5.

[36] Herbert A. Wichelns, "The Literary Criticism of Oratory," in *Readings In Rhetorical Criticism*, 4th ed., ed. Carl R. Burgchardt (State College: Strata Publishing Company, 2010), 3–27.

[37] Lloyd F. Bitzer, Edwin Black, and Karl Richards Wallace, *The Prospect of Rhetoric Report of the National Developmental Project, Sponsored by Speech Communication Association*, Prentice-Hall Series in Speech Communication (Prentice-Hall, 1971).

[38] Phillip Wander, "The Ideological Turn in Modern Criticism," in *Readings In Rhetorical Criticism*, 4th ed., ed. Carl R. Burgchardt (State College: Strata Publishing Company, 2010).

[39] Criticism in these areas is not limited to instances of overtly problematic rhetoric. Many ideological critics and criticisms turn to less obvious and more insidious examples of racism, sexism, hetronormativity and ableism. As I will discuss in other parts of this thesis, when a person's defense are down, they are more susceptible to a persuasive message.

[40] Raymie McKerrow, "Critical Rhetoric: Theory and Praxis," in *Readings In Rhetorical Criticism*, 4th ed., ed. Carl R. Burgchardt (State College: Strata Publishing Company, 2010), 96–117.

[41] Brian L. Ott, Eric Aoki, and Greg Dickinson, "Ways of (Not) Seeing Guns: Presence and Absence at the Cody Firearms Museum," *Communication and Critical/Cultural Studies* 8, no. 3 (2011): 216, doi:10.1080/14791420.2011.594068.

[42] During this research experience, I was trained on QuestionPoint software, one of the main virtual reference software applications. Users and librarians could access it from anywhere with an internet connection. Librarians on late-night duty generally work from home.

[43] Brian T. Sullivan, "Academic Library Autopsy Report, 2050," *The Chronicle of Higher Education*, January 2, 2011, https://chronicle.com/article/Academic-Library-Autopsy/125767/, (Accessed March 7, 2014).

[44] Scott Bennett, "Libraries and Learning: A History of Paradigm Change," *portal: Libraries and the Academy* 9 no. 2 (2009): 181-197.

[45] Ibid.

[46] I completed an undergraduate research fellowship at the Newberry in Fall, 2010 researching oil company road maps. Reflecting on my experiences in the context of the reader-centered paradigm has helped me understand my research experience, as I was accustomed to libraries designed in learning-centered paradigms. I will use this experience to describe the difference in working environments between the Newberry and Morgan Libraries in Chapter 5.

[47] The New York Public Library, "New York Public Library Board of Trustees Approves Construction of Additional Book Storage at Landmark 42nd Street Building," *New York Public Library.* September 19, 2012, http://www.nypl.org/press/press-release/2012/09/19/new-york-public-library-board-trustees-approves-construction-addition (Accessed July 28, 2013).

[48] Bennett, "Libraries and Learning,"188.

[49] Ibid, 187.

[50] I will discuss the implications of this difference in more detail in Chapter Five.

[51] Shane Nackerund, Jan Fransen, Kate Peterson, and Kristen Mastel, "Analyzing Demographics: Analyzing Library Use Across the Institution," *portal: Libraries and the Academy* 13 no. 2 (2013): 132.

[52] Susan Gardner and Susanna Eng, "What Students Want: Generation Y and the Changing Function of the Academic Library," *portal: Libraries and the Academy* 5 no. 3 (2005).

[53] Library users can search from their own devices, a library computer or use an OPAC (Online Public Access Catalog). OPACs are designed to facilitate quick searches of the catalog

and many of these systems prevent accessing other applications to prevent users from conducting their personal business on these computers.

[54] Gardner and Eng, "What Students Want."

[55] Ray Oldenburg, ed., *Celebrating the Third Place Inspiring Stories about the "Great Good Places" at the Heart of Our Communities* (New York: Marlowe & Co., 2001).

[56] Karen Latimer, "Collections to Connections: Changing Spaces and New Challenges in Academic Library Buildings," *Library Trends* 60, no. 1 (2011): 131.

[57] For an overview of how different theorists have viewed invention throughout the history of rhetorical theory see Patricia Bizzell and Bruce Herzberg, eds., *The Rhetorical Tradition: Readings from Classical Times to the Present* (New York: Bedford/St. Martins, 2001).

[58] Aristotle, *On Rhetoric.*

[59] The reader should note that ethos was to be created internal to the speech and is not based on an audience's previous knowledge of the speaker or their position in society. In describing ethos Aristotle notes, "And this should result from the speech, not from a previous opinion that the speaker is a certain kind of person." (38-39). In contemporary times, we view ethos as both internal to the speech but also created by outside forces.

[60] Aristotle, *On Rhetoric*.

[61] George A. Kennedy, *Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*, Kindle ed. (The University of North Carolina Press, 1999).

[62] Bizzell and Herzberg, *The Rhetorical Tradition:*34.

[63] Sharon Crowley, *The Methodical Memory: Invention in Current-Traditional Rhetoric* (Carbondale: Southern Illinois University Press, 2010).

[64] Peter Ramus, "Arguments in Rhetoric Against Quintilian," in *The Rhetorical Tradition*: 681.

[65] Gambiattista Vico, "On the Study Methods of Our Time," in Bizzell and Herzberg, *The Rhetorical Tradition*: 869.

[66] Hugh Blair, "Lectures on Rhetoric and Belle Lettres," in Bizzell and Herzberg, *The Rhetorical Tradition*: 974.

[67] Kennedy, *Classical Rhetoric and Its Christian and Secular Tradition from Ancient to Modern Times*.

[68] One example of this switch comes from medieval times. Due to large amounts of space between people communicating with each other, nobility would send written letters back

and forth. The form, content and proper etiquette for writing these letters was codified in a set of rules called the *Ars Dictaminis* or the art of letter writing.

[69] Henry Jenkins, *Convergence Culture Where Old and New Media Collide*, (New York: New York University Press, 2006), ACLS Humanities E-Book https://ezproxy2.library.colostate.edu/login?url=http://hdl.handle.net/2027/heb.05936.

[70] Similarly, de Certeau questions the assumption that users are passive and inactive. In reality, users have the power to make change in their environment and are active participants in its creation.

[71] Jenkins, *Convergence Culture Where Old and New Media Collide*.

[72] Anastasia Khoo, "Lessons from the Human Rights Campaign's Successful Use of Facebook to Promote Marriage Equality in the U.S.," *The Toronto Star*, April 1, 2014, http://www.thestar.com/opinion/commentary/2014/04/01/the_power_of_social_media_in_the_gay_rights_movement.html (Accessed April 2, 2014).

[73] Thomas J Rickert, *Ambient Rhetoric*.

[74] Ibid.

[75] A more extensive discussion of the differences between "space" and "place" appears in Chapter 1. Briefly, space is a physical location whereas place is a more specific, nuanced description which considers the social construction of practices within.

[76] Dana L. Cloud, "The Materiality of Discourse as an Oxymoron: A Challenge to Critical Rhetoric," *Western Journal of Communication* 58 (1994): 141.

[77] Ibid, 157.

[78] Carole Blair, "Contemporary US Memorial Sites as Exemplars of Rhetoric's Materiality," in *Rhetorical Bodies* ed. Jack Selzer and Sharon Crowley (Madison: University of Wisconsin Press): 17.

[79] Judith Butler, "Performative Acts and Gender Constitution: An Essay in Phenomenology and Feminist Theory," *Theatre Journal* 40, no. 4 (December 1988): 519.

[80] Susan Bordo, "Reading the Slender Body," in *Unbearable Weight: Feminism, Western Culture and the Body* (Los Angeles: University of California Press, 1993).

[81] Raymie E. McKerrow, "Space and Time in the Postmodern Polity," *Western Journal of Communication* 63, no. 3 (1999): 272.

[82] Rickert, *Ambient Rhetoric:* 33.

[83] Kenneth S. Zagacki and Victoria J. Gallagher, "Rhetoric and Materiality in the Museum Park at the North Carolina Museum of Art," *Quarterly Journal of Speech* 95, no. 2 (2009): 171-191.

[84] Greg Dickinson, Brian L . Ott and Eric Aoki, "Memory and Myth at the Buffalo Bill Museum," *Western Journal of Communication* 69 (2005): 85-108.

[85] Carole Blair, V. William Balthrop, and Neil Michel, "The Arguments of the Tombs of the Unknown: Relationality and National Legitimation," *Argumentation* 25 (2011): 449-468.

[86] John Lynch, "'Prepare to Believe:' the Creation Museum as Embodied Conversion Narrative," *Rhetoric & Public Affairs* 16, no. 1 (2013): 1-28.

[87] Ibid, 14.

[88] Ott, Aoki and Dickinson, "Ways of (Not) Seeing Guns: Presence and Absence at the Cody Firearms Museum," *Communication and Critical/Cultural Studies* 8 no. 3 (2011): 216.

[89] Greg Dickinson, "Joe's Rhetoric: Finding Authenticity at Starbucks," *Rhetoric Society of America* 32 no. 8 (2002): 6.

[90] de Certeau, *The Practice of Everyday Life*.

[91] de Certeau, *The Practice of Everyday Life*.

[92] Later in the thesis I will discuss Morgan Library as a site for consumer behavior.

[93] For more on consumption as a political act see Michelle Micheletti, *Political Virtue and Shopping: Individuals, Consumerism, and Collective Action* (New York: Palgrave Macmillan, 2003).

[94] Stewart and Dickinson, "Enunciating Locality in the Postmodern Suburb."

[95] Dickinson, "Joe's Rhetoric."

[96] de Certeau, *The Practice of Everyday Life,* Location 1508.

[97] Walking practices are culturally bound. This assessment only applies in a country such as the United States in which people walk and drive on the right side of hallways and roads. In another culture walking on the right side would be a tactic.

[98] Leah Ceccarelli, "Polysemy: Multiple Meanings in Rhetorical Criticism," *Quarterly Journal of Speech* 84 (1998): 409.

[99] Raymie E. McKerrow, "Critical Rhetoric: Theory and Praxis," in *Readings in Rhetorical Criticism* 4th ed., ed. Carl R. Burgchardt (State College: Strata Publishing Company): 113.

[100] Bernard J. Armada, "Memorial Agon: An Interpretive Tour of the National Civil Rights Museum," *Southern Communication Journal* 63 (1998): 235-243.

[101] Carole Blair, Marsha S. Jeppeson, and Enrico Pucci Jr, "Public Memorializing in Postmodernity: the Vietnam Veterans Memorial as Prototype," in *Readings in Rhetorical Criticism* 4th ed., ed. Carl R. Burgchardt (State College: Strata Publishing Company): 136.

[102] Thomas R. Dunn, "Remembering 'A Great Fag:' Visualizing Public Memory and the Construction of Queer Space," *Quarterly Journal of Speech* 97 no. 4 (2011).

[103] George Pullman, *Persuasion: History, Theory, Practice,* (Indianapolis: Hackett Publishing, 2013).

[104] Raymie E. McKerrow, "Critical Rhetoric, 97.

[105] John M. Budd, "The Library, Praxis and Symbolic Power," *Library Quarterly*, 73 no. 1 (2003): 20.

[106] Laura A. Miller, *Archives: Principles and Practices* (New York: Neal Schuman, 2010), 2.

[107] Michel Foucault, *The Archaeology of Knowledge,* trans. Alan Sheridan, (London: Tavistock Publications, 1972): 129.

[108] Kenneth Burke, *Language as Symbolic Action Essays on Life, Literature, and Method* (University of California Press, 1966).

[109] Barbara A. Biesecker, "Of Historicity, Rhetoric: The Archive as Scene of Invention," *Rhetoric & Public Affairs*, 9 no. 1 (2006): 124.

[110] Charles Forceville, "Non-Verbal and Multimodal Metaphor in a Cognitivist Framework: Agendas for Research," in *Cognitive Linguistics: Current Applications and Future Perspectives*. Ed. Gitte Kristiansen, (Berlin: Mouton de Gruyter, 2006): 379-402.

[111] John A. Bateman, *Multimodality and Genre: A Foundation for the Systematic Analysis of Multimodal Documents* (Palgrave Macmillan, Basingstoke, 2008).

[112] Bowers, John Waite, "The Pre-Scientific Function of Rhetorical Criticism," In *Essays on Rhetorical Criticism*, ed. Thomas R. Nilsen, (New York: Random House, 1968): 127.

[113] Michael Calvin McGee, "Text, Context, and the Fragmentation of Contemporary Culture," *Western Journal of Speech Communication: WJSC* 54, no. 3 (Summer 1990): 274–89.

[114] Carole Blair, "Contemporary US Memorial Sites as Exemplars of Rhetoric's Materiality," in *Rhetorical Bodies*: 17.

[115] McGee, "Text, Context, and the Fragmentation of Contemporary Culture.": 278.

[116] This exceptionally concise methodology was explained during his seminar on Rhetorical Criticism during the Spring 2013 semester.

[117] The first draft of Chapter 3 originated in this class.

[118] To avoid students feeling pressured to participate, I will be excluding students in my section from the study.

[119] Due to privacy concerns no pictures of people using the library will appear in my thesis.

[120] Sullivan, "Academic Library Autopsy Report, 2050." Comments section.

[121] While relieving oneself is a necessary everyday experience, doing so in public has larger political and social implications. As queer scholar Issac West notes, "Public bathrooms are far from a trivial concern given that face-to-face publicity is enabled and constrained in important ways by the availability of safe and accessible public bathrooms." See Isaac West, "PISSAR's Critically Queer and Disabled Politics," *Communication & Critical/Cultural Studies* 7, no. 2 (June 2010): 156–75, doi:10.1080/14791421003759174.

[122] Tyanna Slobe, "Gender Inclusive Bathrooms in the Study Cube," *Rocky Mountain Collegian*, April 9, 2013, http://www.collegian.com/2013/04/gender-inclusive-bathrooms-in-the-study-cube/28519/.

[123] The issue was first raised in an editorial by Tyanna Slobe in April 2013 (Ibid.). Slobe argued that the CSU campus needed more gender-inclusive spaces for students who do not identify with the gender binary. The issue was revisited on September 9, 2013 by Anna Mitchell and October 23, 2013 by Michaela Jarrett.

[124] The petition can be found online at: https://www.change.org/petitions/colorado-state-university-label-the-restrooms-in-the-cube-as-gender-inclusive. Last accessed January 23, 2014.

[125] National Writing Project, "Reading in a Participatory Culture," *National Writing Project*, October 24w, 2013, http://www.nwp.org/cs/public/print/resource/4208.

[126] As a critic, I think it is important to point out the relationship of both myself and my readers to such a change. Reading has not only been redefined, but redefined in my (our) lifetime(s). As a youth I spent my days with my nose in a book; today, I would be missing essential elements of what constitutes a reader. At the ripe old age of twenty-four, I am not even sure I am allowed to use the phrase "redefined in my lifetime," but it is true.

[127] Patrick Burns, "Dean's Message," *Colorado State University Libraries*, http://lib.colostate.edu/develop/deansmessage.html (Accessed June 9, 2013).

[128] Some shopper and employee deaths have occurred due to Black Friday crowds.

[129] Chang, Andrea, "Stocking up on safety Retailers brace for Black Friday by training clerks and adding security." *Los Angeles Times*, November 29, 2013, (Accessed April 2, 2014).

Several retailers engaged spatial strategies to make crowds safer for all. Best Buy taped off pathways on the floor to point consumers towards certain merchandise. Wal-Mart staggered sales events to avoid a large rush of people at once, starting some deals at 6pm and 8pm on Thanksgiving Day and another event at 8am Friday. Target purposefully spread its bargains throughout the store so shoppers would not be congregating in one area

[130] Carole Blair, "Reflections on Criticism and Bodies: Parables from Public Places," *Western Journal of Communication* 65, no. 3 (2001): 271–94, doi:10.1080/10570310109374706.

[131] For more details on these spaces please see the description of Morgan Library in Chapter 1.

[132] Most contemporary libraries feature an open stack design where users are free to look through the available collection of books on the shelves. In some libraries, the book stacks are hidden. Users must request the books they want to read and staff members bring out the books. Closed stacks allow books to stay more organized and better preserved but at the cost of easy accessibility. In addition, open stacks allow users to browse. Because classification systems put books related to similar topics close together, browsing can lead to users discovering more books related to their topic.

[133] Some archives stored within libraries are designed to promote preservation instead of widespread and frequent use. That being said, the overwhelming amount of items in a college or university library are designed to circulate to the library users.

[134] Ann Thorpe, *Architecture and Design versus Consumerism: How Design Activism Confronts Growth*, (Abington: Earthscan, 2012).

[135] Linux is an open-source operating system generally used by people with a more advanced computer usage skill set. This analysis would be more interesting if the library chose to provide Linux based computers because there are a variety of forms ("distributions") of Linux. Morgan Library would not only be choosing to offer Linux, but choosing the form to offer, further directing the technology usage of its patrons.

[136] Everett M Rogers, *Diffusion of Innovations*, (New York: Free Press, 2005).

[137] I did, however, think the Chromebook might be good for my mother who does not currently own a computer but is considering getting one in the future. She looks to me, her only child, as someone who is technologically savvy and can help her make a good choice. Morgan Library's decision to purchase Chromebooks for users in Colorado has the potential to influence my mother's adoption (or lack thereof) of this technology in Wisconsin.

[138] The survey data indicated that Morgan's Grind is a huge draw for students, which will be further discussed in Chapter 4.

[139] Jürgen Habermas, *The Structural Transformation of the Public Sphere: An Inquiry Into a Category of Bourgeois Society*, (Cambridge: MIT Press, 1989): 27.[140] Readers should note that later scholars critiqued Habermas for his limitation of the public sphere to those with the appropriate gendered and socioeconomic class privileges. In this reading of Habermas, however,

what is relevant is not his discussion of class privilege but the way in which he articulated the role of the coffee house.

[141] Thorstein Veblen, *The Theory of the Leisure Class: An Academic Study of Institutions,* (Champaign: Project Gutenberg, 1899).

[142] Richard L. Florida, *The Rise of the Creative Class, Revisited*, (New York: Basic Books, 2012): 18

[143] The only resources students may be blocked from are illegal file-sharing sites, but this is due to the legal issues raised and not censorship or limitation of bandwith.

[144] Jessie Stewart and Greg Dickinson, "Enunciating Locality in the Postmodern Suburb."

[145] I will discuss these observations more systematically in Chapter Four.

[146] Rebecca Hiscott, "How to Trick Out Your Startup's Office," *Mashable*, January 15, 2014, http://mashable.com/2014/01/15/startup-offices/.

[147] Peggie Rothe Heidi Rasila, "A Problem Is a Problem Is a Benefit? Generation Y Perceptions of Open-Plan Offices," *Property Management* 30, no. 4 (2012): 362–75, doi:10.1108/02637471211249506.

[148] This student has given her verbal permission to appear in my thesis.

[149] It should be noted that I could have declined to spend a great deal of time with the student because I was on my own personal time and not in office hours, class or a scheduled appointment. Personally, however, I frequently struggle to say "no" to helping someone, even "off the clock."

[150] Upon further observation, approaching people (even people a person does not know) and asking for help is a fairly common practice in Morgan Library. I observed some students approaching others for help and some other students even approached me. During my observations two students approached me about specific coursework. One asked me if I was the GTA for News Writing and one asked if I was in their Biology class. Neither of these were true, but the users did approach me. Another user asked for my help on some citations while we were sitting at adjacent computers in the first floor lab. She heard me have a brief conversation with one of my graduate school classmates, inferred I was a GTA and asked me for help on her assignment. These examples all show that approaching other users in Morgan Library to ask for help is a common occurrence.

[151] It is important to realize that for some students with disabilities, these actions may not apply or may be more difficult. This is still an important issue of materiality, because a person's body is affecting how they engage with technology to do rhetorical invention. Morgan Library takes these material issues of invention and disability into account by providing assistive technology rooms for students with disabilities.

[152] More information on the first floor computer lab can be found at http://lib.colostate.edu/services/computers/lab.

[153] Unfortunately for my research, Morgan Library began to offer more options after my study had concluded. Two of these options were the Chromebooks and Wacom drawing tablets. Surveying students on their usage of these would have added more nuance to my analysis.

[154] For example, when I worked at the campus library as an undergraduate I had difficulty using the building for academic work because I thought of it as "employment" rather than "scholarly activity." I worked a lot of hours and was trained to do multiple positions, so even if I was there to do my own schoolwork, I was frequently asked questions related to library business.

[155] I wish I could have observed this behavior throughout more of the semester. I think that people may change the direction they face based on the weather. In addition, I believe that people may face the windows more frequently as the seasons change. They may be excited about the first snowfall or the first few warm days of spring. Unfortunately due to the time constraints of completing this thesis I was unable to conduct the necessary observations to determine the nature of this relationship. Future research in this area would be benefitted by a longer period of research.

[156] It may have been a productive exercise to ask students how the construction of the Lory Student Center affected their use of Morgan Library. Many of the respondents, however, were first year students, so they have not ever had full access to the LSC. A broader sample size may have gotten at this issue more accurately.

[157] "WTF" is a commonly used online expression for "what the fuck."

[158] The American Psychological Association, "The State of Mental Health on College Campuses: A Growing Crisis," *American Psychological Association*, http://www.apa.org/about/gr/education/news/2011/college-campuses.aspx (Accessed March 21, 2014).

[159] The Collegian Editoral Board, "Why We Chose Not to Cover a Suicide," October 10, 2013, http://www.collegian.com/2013/10/why-we-chose-not-to-cover-a-suicide/48934/.

[160] Dr. Tony Frank, Email Message to the Colorado State University campus, October 29, 2013.

[161] Student gatherings tend to happen on the plaza by the Lory Student Center. With the construction and loud machinery, however, a great deal of this traffic has been diverted. In addition, the students wanted people to stop and talk for a while, which would have been difficult in the cold of February.

[162] More information on the LSC Plaza can be found at: http://www.sc.colostate.edu/the-plaza.aspx

[163] To avoid my students feeling pressure to participate, my section of 24 students was not included in the study.

[164] For more information on the courses of study and requirements for various degree programs at Colorado State University please see http://www.catalog.colostate.edu/. The information included in this thesis was last accessed on February 28, 2014.

[165] Floyd J. Fowler, *Survey Research Methods* 5th ed., (Thousand Oaks: SAGE, 2014).

[166] I am not planning to make this data formally available but am willing to release it on request.

[167] Panos Mourdoukoutas, "Why There Should Be A Starbucks In Every Local Library," *Forbes*, March 22, 2014, http://www.forbes.com/sites/panosmourdoukoutas/2014/03/22/why-there-should-be-a-starbucks-in-every-local-library/ (Accessed March 23, 2014).

[168] Another interesting facet of the Newberry Library was their security procedures. Unlike most institutions where a person goes through security before entering, Newberry Library users undergo a security check while *exiting* to be sure that they have not brought any materials out with them. Every time I left, I had to show the security guard the inside of my laptop, my backpack and my lunchbox to make sure I had not taken anything out with me.

[169] Twitter, "Follow the State of the Union on Twitter," *Twitter Blogs*, January 24, 2012, https://blog.twitter.com/2012/follow-the-state-of-the-union-on-twitter (Accessed April 13, 2014).

[170] Sarah Mishkin, "Foxconn Admits Student Intern Labor Violations at China Plant," *Financial Times*, October 11, 2013.

[171] Naomi Karten, "How Can I Survive as an Introverted CIO in an Extroverted World?," *CIO* 27, no. 2 (2013): 12–12.

[172] National Writing Project, "Reading in a Participatory Culture."

[173] Lee Rainie, "Part 1: How the Internet Has Woven Itself into American Life," *Pew Research Center's Internet & American Life Project*, February 27, 2014, http://www.pewinternet.org/2014/02/27/part-1-how-the-internet-has-woven-itself-into-american-life/.

[174] Douglas Ernest, *Agricultural Frontier to Electronic Frontier: A History of Colorado State University Libraries, 1870-1995* (Fort Collins: Colorado State University, 1996).

[175] Tina Hopkins-Dukes, Interview by the Author, Fort Collins, CO, January 23, 2014.

[176] Steven M. Foote, "Changes in Library Design: An Architect's Perspective," *Portal: Libraries and the Academy* 4, no. 1 (2004): 41–59, doi:10.1353/pla.2004.0008.

[177] I used a fair bit of old theory in this thesis. For example, in Chapter Two I cited John Waite Bowers chapter on the prescientific function of rhetorical criticism. Morgan Library owned the book but stored it off-site due to low usage. Without access to this older and lesser-known article, however, I would have a difficult time accessing and citing this important piece of

literature to describe my methodological and epistemological approach. By preserving a copy of this text, Morgan Library is contributing to my scholarship.

[178] American Library Association, "Weeding Library Collections: A Selected Annotated Bibliography for Library Collection Evaluation," http://www.ala.org/tools/libfactsheets/alalibraryfactsheet15 (Accessed April 7, 2014).

[179] While I am all in favor of preserving old books, some items simply do not belong on the shelves of a public library. The blog "Awful Library Books" (www.awfullibrarybooks.net) features examples of weeded library books from all types of libraries. In addition to laughs, it provides solid evidence of the importance of weeding.

[180] When I worked at the library in college, we decided to get rid of a room of *Chemical Abstracts*. These documents were available online and very rarely circulated. To get rid of the books, I spent a full week moving them down to our loading dock on a book truck and then throwing them into the back of a pickup. They took up the entire bed of the pickup. This is a significant amount of waste and a large amount of energy to expend to remove and recycle the books. While there is no way around the necessity of getting rid of the books, the process should be critically considered.

[181] de Certeau, *The Practice of Everyday Life*.

[182] Ibid.

[183] Giles Deleuze, and Félix Guattari. *A Thousand Plateaus: Capitalism and Schizophrenia.* (London: Continuum, 2004): 175.

[184] John Muckelbauer, *The Future of Invention: Rhetoric, Postmodernism and the Problem of Change* (Albany: State University of New York Press, 2008): 143-144.

[185] Kathryn Zickuhr, Kristen Purcell, and Lee Rainie, "From Distant Admirers to Library Lovers--and Beyond," *Pew Research Center's Internet & American Life Project,* March 13, 2014, http://www.pewinternet.org/2014/03/13/library-engagement-typology/.

[186] Eliza T. Dresang and Kyungwon Koh, "Radical Change Theory, Youth Information Behavior, and School Libraries," *Library Trends* 58, no. 1 (2009): 26–50, doi:10.1353/lib.0.0070.

[187] Matthew Scott Hindman, *The Myth of Digital Democracy* (Princeton: Princeton University Press, 2009).

[188] Panos Mourdoukoutas, "Why There Should Be A Starbucks In Every Local Library."

APPENDIX I: SURVEY OF LIBRARY USERS

Consent Document[1]

Dear Public Speaking Student:

You are being asked to participate in a study about how students use Morgan Library. The study is part of a Masters' thesis in the department of Communication Studies. Please be aware that all the data collected in this study will be both anonymous and confidential. The researcher(s) will not link your answers to you in any way.

This study is being conducted because the library and library resources are a prominent part of the educational program at Colorado State University. The information gathered in this study will help Morgan Library understand its users better as well as providing insight into library use patterns for other institutions. Participants may indirectly benefit from improved library service.

Your instructor may give extra credit in the course for participating in this study. Ask your instructor for details.

No known risks are associated with this study.

Your participation in this research is voluntary. If you decide to participate in the study, you may withdraw your consent and stop participating at any time without penalty or loss of benefits to which you are otherwise entitled.

If you have any questions, please contact the Primary Investigator, Dr. Thomas Dunn, Department of Communication Studies (Thomas.Dunn@colostate.edu) or the Co-Primary Investigator, Vicky Weber, Department of Communication Studies (Vicky.Weber@colostate.edu).

The survey should take approximately 15 minutes. Clicking proceed indicates your consent to participate.

Library Location Usage

How frequently do you use the following services?

	Daily	1-3 Times per week	Once weekly	Once or twice per month	Once or twice per semester	Never
First floor desktop computers						
Laptop checkout						
Conference rooms						
Morgan's Grind						
Help Desk						
Reference Collection						
Courtyard						
Archives/special collection						
Visiting a librarian						
Silent study space						
Classrooms						
Study Cube						
Video studios/editing bays						
Ram Kidz village						
Collaboratory (3rd floor)						
Books on Reserve						
ATM						

Library Usage Habits

What time of day do you most frequently visit the library?

__ Morning (6am-noon) __ Afternoon (noon-6pm) __ Evening (6pm-midnight) __ Night (midnight-6am)

How frequently do you visit the library?
__Daily __ 1-3 Times per week __ Once weekly __1-3 times per month __1-2 times per semester __ Never

What are your top three favorite locations in the library?
1.

2.

3.

Where else besides the library do you….?

Do research?

Study alone?

Study with others?

What do you do in Morgan Library besides study or research? (note, your answers are anonymous so please feel free to be honest).

Demographics

Class year: (select one) Freshman, Sophomore, Junior, Senior, 5th year, Second Bachelors', Graduate/professional

Major: (free response)

Age: (free response)

Where are you from?: (select one) In state, out of state, international student

Gender: (select one) Male, female, transgender, prefer not to answer

APPENDIX II: RAW SURVEY DATA

Library Location Usage

How frequently do you use the following services?

	Daily	**1-3 Times per week**	**Once weekly**	**Once or twice per month**	**Once or twice per semester**	**Never**
First floor desktop computers	12 (6%)	42 (19%)	27 (12%)	32 (15%)	45 (21%)	60 (28%)
Laptop checkout	4 (2%)	9 (4%)	10 (5%)	16 (7%)	19 (9%)	158 (73%)
Conference rooms	1 (<1%)	10 (5%)	21 (10%)	32 (15%)	78 (36%)	73 (34%)
Morgan's Grind	12 (6%)	27 (12%)	31 (14%)	40 (18%)	37 (17%)	71 (33%)
Help Desk	2 (1%)	3 (1%)	15 (7%)	37 (17%)	74 (34%)	85 (39%)
Reference Collection	0 (0%)	3 (1%)	7 (3%)	22 (10%)	41 (19%)	143 (66%)
Courtyard	1 (<1%)	2 (1%)	15 (7%)	12 (6%)	36 (17%)	150 (69%)
Archives/special collection	0 (0%)	1 (<1%)	7 (3%)	12 (6%)	17 (8%)	179 (83%)
Visiting a librarian	0 (0%)	0 (0%)	6 (3%)	6 (3%)	27 (13%)	176 (82%)
Silent study space	8 (4%)	47 (22%)	31 (14%)	37 (17%)	32 (15%)	62 (29%)
Classrooms	6 (3%)	4 (2%)	5 (2%)	24 (11%)	48 (22%)	129 (60%)
Study Cube	1 (<1%)	19 (9%)	24 (11%)	28 (13%)	43 (20%)	103 (47%)
Video studios/editing bays	1 (<1%)	0 (0%)	8 (4%)	4 (2%)	10 (5%)	194 (89%)
Ram Kidz village	0 (0%)	2 (1%)	2 (1%)	1 (<1%)	3 (1%)	207 (96%)
Collaboratory (3rd floor)	5 (2%)	21 (10%)	24 (11%)	25 (12%)	33 (15%)	108 (50%)
Books on Reserve	1 (<1%)	4 (2%)	9 (4%)	14 (6%)	39 (18%)	151 (69%)
ATM	0 (0%)	9 (4%)	9 (4%)	15 (7%)	29 (13%)	155 (71%)

Library Usage Habits

How frequently do you…	Daily	1-3 Times per week	Once weekly	Once or twice per month	Once or twice per semester	Never
Visit the library?	41 (19%)	84 (39%)	27 (12%)	36 (17%)	27 (12%)	3 (1%)
Visit the library in the morning (6am-noon)?	17 (8%)	61 (28%)	26 (12%)	29 (13%)	30 (14%)	54 (25%)
Visit the library in the afternoon (noon-6pm)?	16 (7%)	68 (31%)	40 (19%)	33 (15%)	41 (19%)	18 (8%)
Visit the library in the evening (6pm-midnight)?	5 (2%)	33 (15%)	24 (11%)	46 (21%)	43 (20%)	65 (30%)
Visit the library at night (midnight-6am)?	1 (<1%)	9 (4%)	4 (2%)	10 (5%)	28 (13%)	166 (76%)

Library and Other Location Usage Habits

Note: Totals will not add up to 100% as respondents could choose multiple locations/usage habits and not all responses were valid. Only the top five categories of responses are listed.

Where do you spend the most time in the library?

Second floor: 72 (33%)
First floor desktops: 62 (28%)
Third floor: 61 (27%)
Morgan's Grind: 36 (17%)
Study rooms: 20 (9%)

Where else besides the library do you do research?

Home: 74 (34%)
Residence hall room: 40 (18%)
Online: 31 (14%)
Other computer labs on campus: 17 (8%)
Common/study areas in residence halls: 15 (7%)

Where else besides the library do you study alone?

Home: 104 (48%)
Residence hall room: 67 (31%)
Campus buildings: 37 (17%)
Common/study areas in residence halls: 30 (14%)
Off campus coffee shops: 23 (11%)

Where else besides the library do you study with others?

Home: 50 (23%)
Campus buildings: 47 (22%)
Common/study areas in residence halls: 40 (18%)
Residence hall rooms: 34 (16%)
Friends' houses: 34 (16%)

What do you do in Morgan Library besides study or research? Please be as detailed as possible in your response.

Consume and/or purchase food and/or drink: 56 (26%)
Wait or relax between classes: 31 (14%)
Browse the internet and/or use social media: 30 (14%)
Socialize with others: 25 (11%)
Printing: 23 (11%)

Demographics

Class Year:

Freshman/first year: 97 (44%)
Sophomore: 78 (36%)
Junior: 28 (13%)
Senior: 9 (4%)
5th Year: 2 (1%)
Other: 4 (2%)

Major College:

Agricultural Sciences: 37 (17%)
Health and Human Sciences: 63 (29%)
Liberal Arts: 30 (14%)
[Communication Studies: 13 (6% of total sample)]
Natural Sciences: 33 (15%)
Warner College of Natural Resources: 22 (10%)
Business: 17 (8%)
College of Veterinary and Biomedical Sciences: 2 (1%)
Undeclared: 14 (6%)

Where are you from?

In-state student: 126 (59%)
Out of state student: 76 (35%)
International Student: 12 (6%)
Other: 1 (<1%)

What is your gender?

Male: 84 (39%)
Female: 131 (60%)
Transgender: 1 (<1%)

Prefer not to answer: 2 (1%)

Do you have any disabilities which affect your use of the library? Please explain.

Five respondents indicated that they have learning disabilities and use the assistive technology rooms. One student indicated that s/he has had some knee surgeries so an additional entrance would be helpful.