

**History 601**  
Spring Semester 2019  
Thurs. 1:20-3:15  
5255 Humanities

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**History 601**  
**Historical Publishing Practicum**

*ARCHIVE: An Undergraduate Journal of History*

*Editor-in-Chief*  
**John Douglas**

*Editorial Board*  
**Samuel Bertsch**  
**Isabel Cook**  
**Grant Haxton**  
**Jack Kelly**  
**Hilary Miller**  
**Marissa Miller**  
**Jacob Price**  
**Owen Tortora**

This course has one goal: producing Volume 22 of *ARCHIVE: An Undergraduate Journal of History*. Along the way, you'll learn how to select manuscripts for publication, write reader's reports on those manuscripts, and communicate with authors to help them revise their work. That, in turn, will teach you what makes for effective scholarship. You'll also learn how to edit academic prose, from the more straightforward tasks of mechanical editing to the more complex tasks of substantive editing. That will teach you what makes for effective scholarly writing and argumentation. Finally, you'll learn how to format, proofread, publish, and promote the journal you assemble out of all this work, which will teach you how scholars circulate the knowledge they create. In all of this, keep in mind that we're engaged in a collective project for which we're all equally accountable, even as editor-in-chief John Douglas has executive responsibilities and faculty advisor Susan Johnson has pedagogical responsibilities. Remember, too, that this course is a "practicum," which means that you will be *learning by doing*. Finally, keep in mind that the schedule laid out in this syllabus is subject to change; publishing requires flexibility!

**Course requirements and outcomes**

**1. General:** Attendance at and engaged, respectful participation in every class meeting is essential. So are the many hours of work you will devote to ARCHIVE outside the classroom. As we work to produce this journal together, remember that *everyone does everything*. We all need to take initiative because we all have equal responsibility for every task involved in producing the best possible *ARCHIVE* for 2019.

**2. Workload:** This is a 3-credit course. The credit standard is met by an expectation of a total of 135 hours (45 hours per credit, or about 9 hours per week) of student engagement with the course learning activities, which include regularly scheduled seminar meetings of 115 minutes per week, dedicated reading, writing, editing, proofreading, software training, online inputting, individual consultation with instructor, and other student work as described in the syllabus.

- 3. Learning Outcomes:** By the end of the semester, students will be able to:
- critically evaluate and rank scholarly research manuscripts
  - make collective decisions in an editorial group
  - work with authors to revise and improve their work
  - edit scholarly work, from the basics of mechanical editing to the more complex tasks of substantive editing
  - format, proofread, publish, and promote a scholarly journal
  - articulate and enact the process of circulating historical knowledge

## Grades

Your final grade for the course will be determined as follows:

Participation (entire semester):	60%
Article Presentation (Jan. 31):	10%
Peer Review (March 14):	10%
ARCHIVE Website Project (see Feb. 14 & March 28):	10%
Editing/Proofreading/Production Work (last 5 weeks):	10%

## Readings

There are no required readings for purchase, but the following **reference works** and **writing guides** are highly recommended:

1. *Merriam-Webster's Collegiate Dictionary*, 11<sup>th</sup> ed. (Springfield, Mass.: Merriam-Webster, 2003).
2. William Strunk Jr., E.B. White, and Maira Kalman, *The Elements of Style Illustrated* (New York: Penguin, 2007).
- 3a. Kate Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations: Chicago Style for Students and Researchers*, 9<sup>th</sup> ed., Revised by Wayne Booth et al. (Chicago: University of Chicago Press, 2018). *This is based on the scholarly publisher's bible listed below, but it is designed for students preparing papers that won't be published. I recommend it if you don't want to fork out bigger bucks for the real thing.*  
  
*OR, THE REAL THING:*
- 3b. *The Chicago Manual of Style*, 17<sup>th</sup> ed. (Chicago: University of Chicago Press, 2017). *This is the scholarly publisher's bible. Amazon sells it for half what the publisher charges. The book will be on reserve at College Library and I will always bring one with me to class. The library also has a subscription to the electronic version of the book. If you want to access it when you aren't on campus, use the following link:*  
<https://search.library.wisc.edu/catalog/9910023633902121>  
*Make sure you click on "CMOS 17 Contents" to access the current edition (upper left, right next to "Home" button).*

4. In addition, there are assigned readings about various aspects of publishing, especially in the discipline of history, that you will access via Canvas. They are listed below.

## **January 24: Introduction**

## **January 31: The Best History Articles**

For this class, you'll work in groups of two to identify one scholarly article from a history journal that you think does everything a history article should do and does it exceedingly well. It may be an article you read for a class or something you encountered in your own research. It must be an article published in a scholarly history journal and it must be available online through UW Libraries. Please complete the work of identifying this article with your partner by the end of the day on Sun. Jan. 27 and write up a one-paragraph explanation of why you think the article is so good. Send the paragraph, the full article citation, and an electronic link to the article via email to Prof. Johnson. By midday Mon. Jan. 28, Prof. Johnson will post your choices and your justifications on Canvas. Please read all of the articles chosen by class time on Thurs., and come prepared to discuss why these articles are so effective.

## **February 7: The Purpose, Process, and Pitfalls of Publishing**

*Chicago Manual of Style*, 17<sup>th</sup> ed., 1:1-2, 1:77-1:125 (skim for overview of journal publishing)  
Christopher Tomlins, "Your Name in this Space: The Mysteries of Scholarly Publishing,"

*Perspectives on History* May 2002. On Canvas.

Michael Grossberg, "Plagiarism and Professional Ethics: A Journal Editor's View," *Journal of American History* 90, no. 4 (2004): 1333-40. On Canvas.

*Feb. 7: Article manuscript submissions due.*

## **February 14: Review Submissions and Begin ARCHIVE Website Project**

In addition to reviewing submissions, we'll start working on a project that's new to ARCHIVE. Instead of producing the kind of blog entries previous editorial boards have written for ARCHIVE's website, this year editors will interview a few—hopefully all—of the History senior thesis writers to showcase their work. During this class, we'll create a list of questions to ask the thesis writers regarding their projects. Later, these interviews will be posted on the website.

## **February 21: Review Submissions**

## **February 28: Review Submissions**

## **March 7: Finalize Table of Contents, Assign Articles to Editors, Learn about Peer Review**

*Readings about peer review on Canvas:*

Robert Townsend, "Assessing the Future of Peer Review," *Perspectives on History* June 2010.

Seth Denbo, "Peer Review at the AHR: A Conversation with Alex Lichtenstein," *Perspectives on History* September 2017.

Mark Edington, "Losing Our Modesty: The Content and Communication of Peer Review," *Journal of Scholarly Publishing* 49, no. 3 (2018): 287-304.

Brian Martin, "Writing a Helpful Referee's Report," *Journal of Scholarly Publishing* 39, no. 3 (April 2008): 301-06.

Tanya Golash-Boza, "How to Write a Peer Review for an Academic Journal: Six Steps from State to Finish," PhD2Published.

**March 14: Complete Peer Reviews**

Please bring 9 double-spaced hard copies of your peer review with you to class. We'll be critiquing each other's peer reviews and offering suggestions for revision. You may wish to bring a laptop to class as well so that you can make revisions quickly. Peer reviews will be sent to authors shortly after class.

*Spring Break!!!*

**March 28: Learn about Editing and Finish ARCHIVE Website Project**

*Chicago Manual of Style*, 17<sup>th</sup> ed., 2:1-2:140 (skim for overview of manuscript preparation and editing as well as proofreading; memorize proofreaders' marks, Figure 2.6 and 2.7)

Sylvia Hunter, "Why Copy Editors Matter," *Journal of Scholarly Publishing* 36, no. 1 (2004): 6-14. On Canvas.

Mark J.H. Fretz, "Speaking of Editing: The Nomenclature of Copy-Editing," *Journal of Scholarly Publishing* 48, no. 4 (2017): 243-67. On Canvas.

This week we'll also complete the ARCHIVE website project that we began on February 14.

*April 1: Revised Article Manuscripts Due*

**April 4: Edit Manuscripts**

**April 11: InDesign Training**

**April 18: Produce ARCHIVE**

**April 25: Produce ARCHIVE**

**May 2: Savor ARCHIVE!**