



INSTRUCTOR DETAILS

Professor Kathryn Ciancia

Office: 4133 Mosse Humanities

Email: ciancia@wisc.edu

Office Hours: Mondays, 1:45-3:15pm, or by appointment

Office Hours will generally be held in-person. If there is a reason for office hours to be held on zoom, we can meet in my virtual zoom room (link on Canvas).

COURSE DETAILS

Semester

Spring 2023

Course Designations and Attributes

Designated class for the production of ARCHIVE 26 (2023).

Requisites

None

How credit hours are met:

This is a 3-credit course. Per the credit standard, students should expect a total of 135 hours (9 hours per week) dedicated to the course. These credit hours include the weekly seminar meetings, outside reading, writing, editing, proofreading, and other responsibilities that arise as a result of the board's goals. All board members must attend the weekly seminar meetings.

Meeting Time and Place

Wednesdays, 11am-12:55pm, 5257 Humanities Building

Instructional Modality

This is an in-person class

Canvas Course URL

<https://canvas.wisc.edu/courses/345669>

Course Description

This course has one goal: producing Volume 26 of *ARCHIVE: An Undergraduate Journal of History*. The course is set up as a “practicum,” which means that you will be learning by doing. As we move through the semester, 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 Maddy McGlone has executive responsibilities and faculty advisor Kathryn Ciancia has pedagogical responsibilities. Finally, keep in mind that the schedule laid out in this syllabus is subject to change; publishing requires flexibility!

Course Learning Outcomes

- Evaluate and rank scholarly manuscripts.
- Work collectively to make decisions about what ARCHIVE should published and what edits need to be made prior to publication.
- Provide well-constructed feedback for authors and respond professionally to their queries.
- Edit scholarly work, both broadly and through line editing.
- Be able to articulate what you have learned from the process for multiple audiences, including on the job market.

Grading

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

Participation in Whole-Group Work (entire semester): 60%
Peer Review Reports and Communication with Authors: 10%
Participation in Professional Development Activities: 10%
Editing (of various types): 10%
Production Work: 10%

Editorial Board for ARCHIVE 26

Maddy McGlone, Editor-in-Chief
Reilly Coon
Bella Costanzo
Sophia Halverson
Thomas Harb
Danielle Lennon
Claudia Liverseed
Zhengzai Pei
Kelley Schlise

Course Schedule

NB: This course schedule is subject to change. Updates will be communicated as necessary.

Week 1 (January 25): Introduction to ARCHIVE

Assignment for Class: Read the sample submission and make notes. Make a copy of this document (google docs/word or physical, either works), read through, and **annotate**, thinking about what you look for when evaluating the quality of an essay. **Please note at least two strengths and two weaknesses** to bring to our discussion.

Today's focus: General introductions, review schedule and expectations, discuss vision for journal and teamwork, create review guidelines, assign first submissions to review.

Week 2 (February 1): Reviewing Submissions I

Assignment for Class: By 3pm on January 31, send your rankings for the submissions that we all read directly to Prof. Ciancia (please don't share your rankings with one another—we'll get to that process in class!)

Today's focus: Discuss and collectively evaluate the papers that we all read in preparation for today's meeting; practice working with the Chicago Manual of Style; assign readings to each editor.

Week 3 (February 8): Reviewing Submissions II

Assignment for Class: Review and rank submissions (further details on our system of ranking will be provided).

Today's focus: Continued conversation on submissions and rankings

Week 4 (February 15): Reviewing Submissions III

Assignment for Class: Review and rank submissions (further details on our system of ranking will be provided); complete reading on peer review (Canvas); read and review the sample peer review report (Canvas).

Today's focus: Today we will decide on the final articles that ARCHIVE will publish and assign editors to each one. We will discuss what makes a professional and thorough peer review.

Week 5 (February 22): Final Decisions on Articles/Writing Peer Reviews

Assignment for Class: Upload onto Canvas your draft peer review by noon the day before class (i.e., on Tuesday, February 21).

Today's focus: Peer review of peer reviews. :-) By the end of class, everyone will have a list of actionable changes that they need to make before they send the peer reviews to the authors by

February 24. Note that authors will have until March 6 to return the revised draft in response to peer review feedback. When authors respond, they will need to include a cover letter in which they detail the changes that they have made in response to feedback.

Week 6 (March 1): Discussion of Resumes/Prepping for the Next Stage of the Process

Assignment for Class: Please bring a copy of your resume to class.

Today's focus: We will be joined for a workshop on careers and resume workshopping; we will also discuss our process for responding to the authors.

Week 7 (March 8): Responding to the Authors' Responses

Assignment for Class: Authors will have sent their revised chapter and cover letter to their assigned editors by Monday, March 6. Editors should review the materials before class and come with questions for the group.

Today's focus: In class, we will discuss how best to respond to the responses and what we would still like changed for the second round of edits. Editors will also begin working together to draft the second round of more fine-grained comments and feedback. They should send these back to the authors, ideally by March 10—and certainly by no later than March 12—instructing authors to send their revised document and a brief cover letter detailing the changes they have made by March 20.

NO CLASS: Have a great spring break!!

Week 8 (March 22): Careers Panel/Next Steps

Assignment for Class: Authors will have sent their second round of edits and brief cover letter by March 20. Editors should read through them and come prepared for any discussion they want to have with the class.

Today's focus:

1. For the first half of class, we will be joined via zoom by former editors-in-chief of ARCHIVE, **Gretchen Miron** (Director of Inclusion at the NCAA) and **Hilary Miller** (U.S. Commission on International Religious Freedom) who will discuss and answer questions about how they used their ARCHIVE experiences on the post-graduation job market.
2. For the second half of class, we will reflect on where we are with the editing process and discuss next steps.

Week 9 (March 29): InDesign Training

Today's focus: Designate design team, briefly discuss layout and continued editing efforts.

Note: the remaining weeks will be flexible to the needs of the articles/ layout

Week 10 (April 5): Polishing Articles and Continuing Layout Work

Week 11 (April 12): Polishing Articles and Continuing Layout Work

Week 12 (April 19): Polishing Articles and Continuing Layout Work

Week 13 (April 26): Finalizing Volume 26

Week 14 (May 3): Celebrate and Reflect on Completing ARCHIVE 26!

Further Resources and Policies

Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform faculty of their need for instructional accommodations by the end of the third week of the semester, or as soon as possible after a disability has been incurred or recognized. I will work either directly with you or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations. Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. (See: [McBurney Disability Resource Center](#)).

Diversity, Equity, and Inclusion

Diversity is a source of strength, creativity, and innovation for UW-Madison. We value the contributions of each person and respect the profound ways their identity, culture, background, experience, status, abilities, and opinion enrich the university community. We commit ourselves to the pursuit of excellence in teaching, research, outreach, and diversity as inextricably linked goals.

The University of Wisconsin-Madison fulfills its public mission by creating a welcoming and inclusive community for people from every background – people who as students, faculty, and staff serve Wisconsin and the world.

As a community, we should work together in order to create a supportive space for everyone. None of us should tolerate racism. I also ask that we all commit to listening to feedback and to reflecting on our own attitudes and actions.

Pronouns

Pronouns matter—they say a lot about who we are and how we want others to treat us. Using gendered language conscientiously is one small way we can show respect to each other as individuals and make UW a warm, welcoming, and inclusive environment for all members of the campus community. A feature is available in Canvas that enables all students, faculty and staff (with Canvas accounts) to indicate their gender pronouns in use.

Privacy of Student Information & Digital Tools

The privacy and security of faculty, staff and students' personal information is a top priority for UW-Madison. The university carefully reviews and vets all campus-supported digital tools used to support teaching and learning, to help support success through [learning analytics](#), and to enable proctoring capabilities. UW-Madison takes necessary steps to ensure that the providers of such tools prioritize proper handling of sensitive data in alignment with FERPA, industry standards and best practices.

Under the Family Educational Rights and Privacy Act (FERPA which protects the privacy of student education records), student consent is not required for the university to share with school officials those student education records necessary for carrying out those university functions in which they have legitimate educational interest. 34 CFR 99.31(a)(1)(i)(B). FERPA specifically allows universities to designate vendors such as digital tool providers as school officials, and accordingly to share with them personally identifiable information from student education records if they perform appropriate services for the university and are subject to all applicable requirements governing the use, disclosure and protection of student data.

Students' Rules, Rights, and Responsibilities

See [here](#) for a useful guide for undergraduates.

Covid-19 Policies

- If you are unable to attend in-person class meetings for COVID-19-related reasons (or for any reason), you should contact me to discuss options for access to course materials and activities. I will be flexible and supportive of all students in such circumstances. Do not come to class if you are sick.
- Please see the following site for the most up-to-date guidance on the university's Covid-19 policies: <https://covidresponse.wisc.edu/>

Academic Calendar: Religious Observances and Election Day Observances

Students must notify me within the first two weeks of class of the specific days or dates on which they request relief, either for a religious observance or because of their commitment to work as an election official. I will also provide flexibility to students reporting they may be tardy or absent on the day of an election due to waiting to vote at the polls.

Academic Integrity Statement

By virtue of enrollment, each student agrees to uphold the high academic standards of the University of Wisconsin-Madison; academic misconduct is behavior that negatively impacts the integrity of the institution. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these previously listed acts are examples of misconduct which may result in disciplinary action. Examples of disciplinary action include, but are not limited to, failure on the assignment/course, written reprimand, disciplinary probation, suspension, or expulsion. Please note that I do not permit the use of ChatGPT or other AI software in this class.

Course Evaluations

You will be provided with an opportunity to evaluate this course and your learning experience. I really value your feedback—it helps me to reflect on what is working and what might need to change. As such, it also benefits future groups of students. Note that UW-Madison now uses an online course evaluation survey tool, [AEFIS](#). In most instances, you will receive an official email two weeks prior to the end of the semester when your course evaluation is available. You will receive a link to log into the course evaluation with your NetID where you can complete the evaluation and submit it, anonymously.