History 601 | Historical Publishing

INSTRUCTOR DETAILS

Professor Kathryn Ciancia
Office: 4133 Mosse Humanities
Email: ciancia@wisc.edu
Office Hours: Tuesdays, 1:30-3:30pm, 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 2025

Requisites
None

Course Designations and Attributes
Designated class for the production of ARCHIVE 28 (2025).

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
Tuesdays, 11am-12:55pm, 5255 Humanities Building

Instructional Modality
This is an in-person class

Canvas Course URL
https://canvas.wisc.edu/courses/447745

Course Description
This course has one goal: producing Volume 28 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 reviews on

the manuscripts that the board decides to publish, 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 editors-in-chief Lauren Kelly and Emmett Robison have executive responsibilities and as 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 publish 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 and Promotional Work: 10%

Grading Scale

A = 92.5-100
AB = 87.5-92.4
B = 82.5-87.4
BC = 77.5-82.4
C = 70-77.4
D = 60-69.9
F = below 60

Technology Policy

In general, a seminar that minimizes distractions from technology is best. Please silence and put away your phones for the duration of the class and turn the internet off your laptops (unless we are engaged in an activity that requires the internet).

Regular and Substantive Interaction
In this course, Prof. Ciancia will provide instruction in weekly classes; assess and provide feedback on the board's work; respond to questions from students in weekly classes, via email, and in office hours; and facilitate group discussion, where necessary.

Attendance
Attendance at **all** meetings is mandatory unless there is a valid reason for an absence, such as illness or an emergency. Unaccounted absences will impact the work of the editorial board and affect your final grade, so please let me know via email as soon as you can if you know that you won't be able to make a particular class.

Editorial Board for *ARCHIVE*

Lauren Kelly (Co-Editor-in-Chief)
Emmett Robison (Co-Editor-in-Chief)
Isabelle Alyn
Anika Feinsilver
Molly Hunken
Callie Knoch
Houye Lyu
Mia Pyle
Jay Riccabona
Erin Sitrin
Ji Zhao

Weekly Course Schedule

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

Week 1 (January 21): Introduction to ARCHIVE
Assignment for Class: No assignment.

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

Week 2 (January 28): Reviewing Submissions I
Assignment for Class: By 5pm on Monday, January 27, review assigned submissions and send your assessment score for each article 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 articles; assign readings to each editor for next round.

Week 3 (February 4): Reviewing Submissions II
Assignment for Class: By 5pm on Monday, February 3, review assigned submissions and send your assessment score for each article 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 articles; assign readings to each editor for next round.

Week 4 (February 11): Reviewing Submissions III
Assignment for Class: By 5pm on Monday, February 10, review assigned submissions and send your assessment score for each article 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 articles; discuss next week's process of creating finalists (including a waitlist).

Week 5 (February 18): Final Decisions on Articles/Writing Peer Reviews
Assignment for Class:
Read:

- Barbara Young Welke, "The Art of Manuscript Reviewing: Learning from the Example of Peggy Pascoe," *Perspectives on History*, September 1, 2011 (Canvas).

Read and review:

- The sample peer review report (Canvas).

Read and evaluate:

- All the articles that are on the long list that was created in Week 4.

Today's focus: 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 6 (February 25): Peer Reviews
Assignment for Class: By 5pm on Monday, February 24, upload onto Canvas your draft peer review.

Today's focus: We will workshop the peer reviews and discuss next stages of the process (editors should aim to send peer reviews to authors as soon as possible after class—and by no later than the end of the day on February 26).

Week 7 (March 4): InDesign Training
Assignment for Class: No assignment due today.

Today's focus: We will meet at College Library for training. We will also discuss ideas for promoting the journal.

Week 8 (March 11): Responding to the Authors' Responses
Assignment for Class: Authors will have sent their revised articles and cover letters to their assigned editors by Monday, March 10. 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 authors' revised articles 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 18, instructing authors to send their revised article and a brief cover letter detailing the changes they have made by March 31.

Week 9 (March 18): Marketing Your ARCHIVE Experiences
Assignment for Class: By 5pm on Monday, March 17, you should upload a copy of your resume on Canvas.

Today's focus: We will be joined for a workshop on promoting your ARCHIVE experience on the job market, with Christina Matta and a former editor-in-chief of ARCHIVE.

NO CLASS: Have a great spring break!!

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

Week 10 (April 1): Polishing Articles and Continuing Layout Work

Week 11 (April 8): Polishing Articles and Continuing Layout Work

Week 12 (April 15): Polishing Articles and Continuing Layout Work

Week 13 (April 22): Finalizing this issue of ARCHIVE

Week 14 (April 29): Celebrate and Reflect on Completing ARCHIVE!

APPENDIX A: An Inclusive Classroom

One of my priorities as an educator is to help create an inclusive classroom in which all can thrive and in which everyone's wellbeing is supported and fostered. As a class community, we should work together to create a supportive space for everyone. I also ask that we all commit to listening to feedback and to reflecting on our own attitudes and actions. Please read the following information on how we can work together to ensure that everyone is welcome and that you know the resources through which you can gain help outside of our classroom setting.

Students with Disabilities

The University of Wisconsin-Madison supports the right of all enrolled students to 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).

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.

Mental Health and Wellbeing

We all face pressures, academic and non-academic. Please be kind to yourself and to one another. Let me know if you are struggling and need extra time or help. Stressors for which there are resources on campus may include mental health concerns, substance misuse, sexual or relationship violence, family circumstances, campus climate, financial matters, among others. Students are encouraged to learn about and utilize UW-Madison's mental health services and/or other resources as needed. Visit uhs.wisc.edu or call University Health Services at (608) 265-5600 to learn more.

Violence Prevention

All students deserve to be safe and respected at UW-Madison. Unfortunately, we know that sexual and relationship violence does happen here. Free, confidential resources are available on and off campus for students impacted by sexual assault, sexual harassment, dating violence, and stalking (regardless of when the violence occurred). You don't have to label your experience to seek help. Friends of survivors can reach out for support too. A list of resources can be found at https://www.uhs.wisc.edu/survivor-resources/

APPENDIX B: Further Resources and Policies

The Use of Artificial Intelligence
We will devise a collective policy on AI in Week One.

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.

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.

Usage of Audio Recorded Lectures Statement
You are not authorized to record our class discussions without permission. Students may not copy or distribute lecture materials/recordings or their own personal notes outside of class. Unauthorized use of these copyrighted lecture materials and recordings constitutes copyright infringement and may be addressed under the university's policies, UWS Chapters 14 and 17, governing student academic and non-academic misconduct.

Students' Rules, Rights, and Responsibilities
See here for a useful guide for undergraduates.

Academic Calendar: Religious Observances and Election Day Observances
Students must notify Prof. Ciancia 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.

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 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, HelioCampus. 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.