

## HISTORY 4900 HISTORICAL PUBLISHING

Eastern Illinois University  
Spring Semester, 2014

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Office Hours: MTWF 10:30-12, T 1-3:30, F 2-3:30, and by  
arrangement

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### COURSE GOALS

1. To prepare students to apply their knowledge and interest in history to areas of professional practice and potential employment.
2. To introduce students to interactive ideas of visual literacy.
3. To orient students to the preparation of manuscripts for publication in various forms.
4. To help students acquire techniques and methodologies of professional historians.
5. To develop critical thinking and editing skills.
6. To help students understand the roots of their discipline by examining writing and argument about the past in journals.
7. To produce a professional-quality academic journal and departmental newsletter.

### REQUIRED TEXTS

Lanham, Richard A. *The Longman Guide to Revising Prose*. New York: Pearson, 2006.

Moxley, Joseph M. *Publish, Don't Perish: The Scholar's Guide to Academic Writing and Publishing*. Westport, CT: Praeger, 1992.

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 6<sup>th</sup> ed. New York: Longman, 2006. TRS

Turabian, Kate L., et. al. *A Guide for Writers of Term Papers, Theses, and Dissertations*, 7<sup>th</sup> ed. Chicago: University of Chicago Press, 2007. TRS. Buy it if you do not already own a copy. If you have made it this far without a personal copy of Turabian, your flirting with disaster ends here.

Other readings may be assigned as the semester progresses; if so, they will be placed on reserve at Booth Library or handed out in class. I reserve the right to change assignments, topics, and agendas if necessary. Don't worry: I will give you notice of any such changes.

### COURSE CALENDAR AND WEEKLY ASSIGNMENTS

H= *Historia*; N = *History at Eastern* newsletter

Date	Agenda
<b>Week One: Introducing history; introducing publishing</b>	
January 13	History as writing and argument about the past

January 15	<b>Assignment 1:</b> Design flyers for <i>Historia</i> submissions—a Call for Papers—(1 page, due Jan. 22)
<b>Week Two: The CFP (Call For Papers)</b>	
January 20	MARTIN LUTHER KING, JR., DAY. NO CLASS
January 22	Marius, introduction  <b>Assignment 1 (<i>Historia</i> flyers exercise) due.</b> Production teams meet.  <b>Assignment 2:</b> Compare and contrast two journals for design, organization, and content (2 pages, due Jan. 29); Journal exercise (bring to class a volume of your assigned history journal).
<b>Week Three: The History of Publishing</b>	
January 27	Flyers finalized. Schedule class visits and write script for those visits. “Challenging Eisenstein: Recent Studies in Print Culture.” (D2L Calendar)  Examining Journals. Students are to find on-line or print examples of history journals published by college or university students. If print, bring an example to class; if online, e-mail URL to <a href="mailto:mshirley@eiu.edu">mshirley@eiu.edu</a> by Monday, February 3, at noon.
January 29	Marius, ch. 1. <b>Assignment 3:</b> Compare and contrast two past articles in different issues of <i>Historia</i> , using at least 5 of Marius's 10 points in chapter 1 (2 pages, due Feb 5); (editorial duties established); <b>Assignment 2 due.</b>
<b>Week Four: The History of History</b>	
February 3	Feather, "The Book in History and the History of the Book" (D2L Calendar) [H: Final CFPs posted; N: memos requesting submissions sent out] Marius, chs. 3-4. <b>Assignment 4 (Book Review assignment; due Feb. 24)</b>
February 5	<b>Assignment 3 due.</b> Footnoting exercise.
<b>Week Five: Book Reviewing</b>	

February 10	Progress Reports
February 12	Marius, ch. 6 and Appendix C; Moxley, "How to Write Book Reviews"; (production timelines due)
<b>Week Six: The Conventions of Academic Discourse</b>	
February 17	What are we looking for? Moxley on Abstracts, Introductions, and Conclusions; Lanham, Chapter 1
February 19	Moxley on Paragraphs; Lanham, Chapter 2
<b>Week Seven: Locating and Constructing Bibliographies</b>	
February 24	Marius, ch. 8. (distribute submitted articles for critiquing); <b>Assignment 4 due.</b>
February 26	The article and the journal (production teams begin design process); Read Type History Series for class today (link to six-part series is on the D2L Calendar for today; don't panic: it's not that long)
<b>Week Eight: Crafting Journal Articles—the Theory</b>	
March 3	Moxley, "How to Attack Manuscripts Like an Editor or Reviewer" Lanham, Chapter 3
March 5	Wrap up work before Spring Break
<b>Week Nine: Spring Break—a Time to Catch up on Sleep and Work</b>	
March 10	SPRING BREAK: NO CLASS
March 12	SPRING BREAK: NO CLASS
<b>Week Ten: Crafting Journal Articles—Examples</b>	
March 17	Moxley, "How to Edit Documents Like a Copy Editor" H: submissions edited and ranked

March 19	Progress Reports
<b>Week Eleven: Journal Editorial Practices</b>	
March 24	H & N: meeting to decide on basic layout and style; N: reporting assignments
March 26	Lab work
<b>Week Twelve: Journal Editorial Decisions Over Time</b>	
March 31	<b>Assignment 5:</b> Write a paper in which you analyze what you have learned in this class about the historical process, writing, editing, peer review, production, collaborative process, and any other points you consider important. Be sure to address whether this class provides you with skills you will find useful after you leave EIU. (6-page undergraduates; 10-page graduates, due May 2)
April 2	H: edited drafts returned to authors with suggestions; N: contact those not returning memos and begin entering copy into computer program. Production and publishing (production teams finish design, graphics, permissions, and credits on disk; put on web)
<b>Week Thirteen: Layout—the Newsletter</b>	
April 7	History of Layout web article (D2L Calendar)  "Articles are the least interesting part of a journal; the layout is what counts." (Lucien Fevre, on beginning <i>Annales</i> )
April 9	Lab work
<b>Week Fourteen: Layout and Intent—The Journal</b>	
April 14	H: final drafts collected and formatted
April 16	H: article reviews, editorial written N: layout decisions
<b>Week Fifteen: a University Press in Action</b>	

April 21	H: final drafts computer-entered; N: new cover and art work
April 23	Critiquing scheduling, production, and content of H & N
<b>Week Sixteen: But I thought we were done</b>	
April 28	H & N: submission of final dummy copy and presentation
April 30	Summing up

### US VS. NON-US CREDIT

Students needing credit for either United States or European/world history must select journals, articles, and book reviews in that field for assignments 2-4. I will circulate a sign-up sheet/contract the second week of class and will then give your preference to the graduate advisor as well as the department chair to make sure it is noted on your study plan. I will note undergraduates' preferences in your study plan myself.

### TIME IS PRESSING

We must get the word out. Both the *Newsletter* and *Historia* must be published by the end of the semester. Production teams will have to meet to work on this outside class time. Accordingly, we will not meet every class time (see outline above). Much of our organization and discussion can be done now online. Accordingly, I will set up an online discussion group for this course. As a first step, I would like everyone to email me with his or her M-F schedule by January 15. (Anyone with a documented disability should let me know the first week of class so that we can make appropriate accommodations.)

### TURNITIN.COM

All papers accepted for publication in *Historia* will be submitted for review to *Turnitin.com* and will become a searchable document within the *Turnitin*-protected and restricted database.

### EVALUATION

The course is assignment-and participation-driven. (Participation is 30%.) There are no exams. Instead, the students will prepare and edit their own reviews and articles (historiography of editorial practices of one journal in their field) in order to demonstrate competency in documentation conventions, analysis, and formatting skills (30%). In addition, the students will work in teams on assembling content, editing, layout, and producing student journal and newsletter both in print and online (two-three teams, 40%). Graduate students, in addition to having added tasks as team leaders, will be responsible for presenting and critiquing additional exemplary journal articles. The final paper will be due to me, either in electronic form or as a hard copy, on or before the exam period assigned for this class: Thursday, May 8, at 8 am. We will also use that period to fix any last-minute problems with *Historia* and/or the Newsletter. In other words, show up for the exam that won't be given.

Note: each student in this class is required to submit at least one paper to *Historia*.

### ATTENDANCE

Attendance in this course is essential. I expect you here for every scheduled class session, and to do substantial work outside of class, both alone and with teams.

### ACADEMIC INTEGRITY

As editors, you should also be aware of the rules governing plagiarism. For details about Eastern Illinois University's policy regarding violations of academic integrity, see the *Student Conduct Code* at <http://www.eiu.edu/~judicial/code.html>.

## **DISABILITIES**

If you have a documented disability of which I should be aware, please inform me during the first week of class. If you do not have a formally documented disability, but have a disability that you think might be eligible for documentation, visit the Disability Services website at <http://www.eiu.edu/~disablt/> for further information.

## **OFFICE HOURS**

My office hours are listed on the first page of this syllabus. You are welcome to come by at those and other times. I am also available for consultation by email. Please do not assume that you cannot meet with me if my office hours are inconvenient for you.

## **HOW TO REACH ME**

Email is the best way to get in touch with me when I am not on campus. While I do have voicemail, I do not check it unless I am in the office.

## **ACADEMIC GOLDEN RULE**

If you have a question, ask it. Questions are “stupid” only if they remain unasked.

## **ASSIGNMENTS**

See syllabus calendar for due dates.

### **Assignment 1**

Bring at least three “Call for Papers” flyers to class. Please make them visually striking and verbally clear. Note: I said “at least three.” More is better. The due date for paper submissions is Monday, February 17.

### **Assignment 2**

Compare and contrast the organization, format, and content of one issue each of two history journals in the periodicals room of the library (the one assigned and *Historia* 2013). Write an essay in which you argue the appropriateness, use, and value of the two for their respective audiences). Devote one paragraph to comparing the journals’ organization qualities, one to format, and one to content. In your concluding paragraph discuss the future of these journals by looking up each on the web to see if they have websites and/or online versions. (Two pages, double-spaced maximum.)

Circle your assigned journal: *American Historical Review*, *Journal of American History*, *Journal of World History*, *The Historian*, *History*, *Historical Journal*, *English Historical Review*, *Economic History Review*, *Journal of Social History*, *Social History*, *William & Mary Quarterly*, *Journal of Modern History*, *History Today*, *Journal of Southern History*, *Pacific Historical Review*, *Signs*, *Representations*, *Past & Present*, *Public Historian*

### **Assignment 3**

Thoroughly compare and contrast two past articles in different issues of *Historia*, using Marius's checklist of basic principles.

### **Assignment 4.**

Select a book in your field (U.S. or non-U.S.) to review, find two reviews of the book (use H-Net, FirstSearch, Historical Abstracts, etc.), compare and contrast the author's and the reviewers’ expertise/background in the field, and compare and contrast the two reviews using the criteria in the handout (2-3 pages).

### **Assignment 5**

Write a paper in which you analyze what you have learned in this class about the historical process, visual literacy, writing, editing, peer review, production, collaborative process, and any other points you consider important. Be sure to address whether this class provides you with skills you will find useful after you leave EIU.