

HISTORY 4900
HISTORICAL PUBLISHING
Eastern Illinois University
Spring Semester, 2008

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10-11 and 1-2 TTh, 10-2 W,
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 orient students to the preparation of manuscripts for publication in various forms.
3. To help students acquire techniques and methodologies of professional historians.
4. To develop critical thinking and editing skills.
5. To help students understand the roots of their discipline by examining writing and argument about the past in journals.
6. To produce a professional-quality academic journal and departmental newsletter.

REQUIRED TEXTS

Elam, Kimberly. *Grid Systems*. New York: Princeton Architectural Press, 2004. TRS

Marius, Richard, and Melvin E. Page. *A Short Guide to Writing about History*, 5th ed. New York: Longman, 2001. TRS

Turabian, Kate L., et. al. *A Guide for Writers of Term Papers, Theses, and Dissertations*, 7th 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.

Walsh, Bill. *Lapsing Into a Comma: A Curmudgeon's Guide to the Many Things That Can Go Wrong in Print--and How to Avoid Them*. Chicago: McGraw Hill/Contemporary Books, 2000. TRS

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*; HO = *Historia* Online; N = *History at Eastern* newsletter

Date	Agenda
Week One: Introducing history; introducing publishing	
January 8	History as writing and argument about the past Assignment 1: Design a new or revised flyer for <i>Historia</i> submissions—a Call for Papers—(1 page, due Jan. 15)

January 10	Assignment 2: Compare and contrast two journals for design, organization, and content (2 pages, due Jan. 26); "The Growth of Printed Literature in the Twentieth Century" (handout); Journal exercise (bring to class a volume of your assigned history journal). Production team requests due.
Week Two: The CFP (Call For Papers)	
January 15	Marius, introduction Assignment 1 (<i>Historia</i> flyers exercise) due. Production teams announced. First production team meeting.
January 17	<i>Historia</i> flyers finalized, printed, and distributed. Production teams meet.
Week Three: The History of Publishing	
January 22	<i>Historia</i> Editors—Schedule class visits and write script for those visits. "Challenging Eisenstein: Recent Studies in Print Culture." (Handout)
January 24	Marius, ch. 1. Assignment 3: Compare and contrast two past articles in different issues of <i>Historia</i> , using at Marius's 10 points (the checklist on page 28) in chapter 1 (2 pages, due Jan. 31); (editorial duties established); Assignment 2 due.
Week Four: The History of History	
January 29	Feather, "The Book in History and the History of the Book" (handout) [H & HO: Final CFPs posted; N: memos requesting submissions sent out] Marius, chs. 3-4. Assignment 4
January 31	Walsh, 5-27, 71-94; Footnoting exercise; Assignment 3 due.
Week Five: Book Reviewing in Print and Online	
February 5	Progress Reports

February 7	Marius, ch. 6 and Appendix C; Moxley, "How to Write Book Reviews" (handout); (production timelines due)
Week Six: The Conventions of Academic Discourse	
February 12	What are we looking for? Moxley on Abstracts, Introductions, and Conclusions
February 14	Moxley on Paragraphs
Week Seven: Locating and Constructing Bibliographies	
February 19	Marius, ch. 8. (distribute submitted articles for critiquing); Assignment 4 due.
February 21	The article and the journal (production teams begin design process)
Week Eight: Crafting Journal Articles—the Theory	
February 26	Moxley, "How to Attack Manuscripts Like an Editor or Reviewer" (handout)
February 28	Progress Reports
Week Nine: Crafting Journal Articles—Examples	
March 5	Moxley, "How to Edit Documents Like a Copy Editor" (handout) [H: submissions edited and ranked]
March 7	Wrap-up work before Spring Break

Week Ten: Spring Break—a Time to Catch up on Sleep and Work	
March 12	SPRING BREAK: NO CLASS
March 14	SPRING BREAK: NO CLASS
Week Eleven: Journal Editorial Practices	
March 19	H: draft articles copy-edited and suggestions noted; HO & N: meeting to decide on basic layout and style
March 21	Lab work
Week Twelve: Journal Editorial Decisions Over Time	
March 26	Assignment 5: Analyze a particular journal over at least twenty years. Write an essay comparing and contrasting the earliest 5, middle 5, and the most recent 5 volumes (years) of one history journal. The essay should have a single, historical argument. (6-page undergraduates; 10-page graduates, due April 18)
March 28	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)
Week Thirteen: Layout—the Newsletter	
April 2	A History of Fonts (Handout); Elam, 5-33, 46-61 [HO: Work on layout for new issue; N: write additional copy] "Articles are the least interesting part of a journal; the layout is what counts." (Lucien Fevre, on beginning <i>Annales</i>)
April 4	Lab work

Week Fourteen: Layout and Intent—The Journal	
April 9	H: final drafts collected and computer-entered; rejected drafts returned
April 11	H: article reviews, editorial written; N & HO: layout decisions
Week Fifteen: a University Press in Action	
April 16	[H: final drafts computer-entered; HO & N: new cover and art work, TOC, and Abstracts put on web]
April 18	Critiquing scheduling, production, and content of <i>Historia</i> , newsletter, and website Assignment 5 due.
Week Sixteen: Finishing	
April 23	H & N: submission of final dummy copy and presentation; HO: presentation of final new website
April 25	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 1-5. 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 may 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 submitted for *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.

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/~disablty/> for further information.

OFFICE HOURS

My office hours are 9-11 and 1-2 Tuesdays and Thursdays, 10-2 Wednesdays, and by arrangement. 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 one "Call for Papers" flyer to class. Please make it visually striking and verbally clear. Note: I said "at least one." More is better.

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* 2007). 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 ten points in chapter one.

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

Analyze a particular journal over at least twenty years. Write an essay comparing and contrasting the earliest five, middle five, and the most recent five volumes (years) of one history journal. The essay should consider changes in layout, typeface, types of articles, number and type of books reviewed, historical trends in articles, and so on. Come to a single conclusion about the changes, or lack thereof, in the journal you select (6-page undergraduates; 10-page graduates).