

HIST 190/290. *Clio*: Editing and Publishing in History.

Spring 2023 ver. 1-19-23

Part 1: Course information

Time and place: Tuesdays and Thursdays, 4:30-5:45 p.m. in ARC 1008. Some meetings may be cancelled as determined by the instructor.

Instructor information

Instructor: Aaron J. Cohen, PhD.

Office hours: TuWeTh 1:30-2:30 p.m. or by appointment in Tahoe Hall 3092 OR via Zoom @ <https://csus.zoom.us/my/cohenofficehours>.

E-mail: cohenaj@csus.edu.

Catalog description

Seminar devoted to learning the editing and publishing side of the history profession. Students will produce the student history journal *Clio*.

Registration details

Graded: Graded Student.

Units: 3.0.

Prerequisite: None.

GE area: None.

Course description

This course is designed to train history undergraduate and graduate students in all aspects of editing and publishing in the history profession. It is an advanced seminar where students and instructor meet to discuss common interests and professional issues in a workshop format. The goal of this course is to edit and publish the history department's award-winning student journal *Clio*. The seminar is run in workshop format, and all contributions are authored and edited by students.

Textbooks and course materials

Required texts. Students will read all articles submitted for the journal and will devote extensive to reading and rereading multiple articles as part of their work in this class. Expectations are for students to read several hundred pages of close reading. Students will also choose one academic monograph of their choice to read and review as a course assignment, subject to instructor approval. Other readings, usually articles and excerpts from books that contain primary sources, may be made available through Canvas.

Other course requirement: *Clio* competes for the annual Phi Alpha Theta Nash History Journal Prize, which requires membership in PAT. Students in this class will join PAT if they are not already a member and if membership requirements are met. Membership fee, \$55 (subject to change).

Course technology requirements

Handouts and assignments are distributed only via Canvas. **Students have a responsibility to access course materials and assignments in a timely manner.** The instructor will not be held responsible for any circumstances, technical or personal, that prevent access to course material.

All required technology is available at low or no cost through student support services at Sac State. Students may use personal computers, but they must meet the following requirements:

- High-speed internet connection.
- Access to Canvas throughout the semester.
- Ability to use Zoom, Microsoft Word, and Adobe software.

Do NOT use Google Docs OR portable devices as word processors in this course. Use a computer and the desktop version of MS Word. The CSUS library and Instructional Resource Technology office provide **free laptops** and Microsoft Word for students to use on a short- or long-term [basis](#). To obtain your free desktop version of MS Word (and Microsoft 365), go to office365.csus.edu and login with your Sac State login and password. Click on "Install Apps."

For technical questions, please:

- See [Canvas for Students](#) for common Canvas questions and solutions.
- Email the [Academic Technology Center](#) in AIRC 2005.
- Call (916) 278-7337.

Crisis Assistance & Resource Education Support (CARES)

If you are experiencing challenges with food, housing, financial or other unique circumstances that are impacting your education, help is just a phone call or email away. The [CARES](#) office provides case management support for any enrolled student.

Services to Students with Disability (SSWD)

Sacramento State is committed to ensuring an accessible learning environment where course or instructional content are usable by all students and faculty. If you believe that you require disability-related academic adjustments for this class, please immediately contact [Services for Students with Disabilities \(SSWD\)](#) to discuss eligibility. A current accommodation letter from SSWD is required before any modifications, above and beyond what is otherwise available for all other students in this class will be provided.

Title IX information

Sac State is committed to supporting students and fostering a campus environment free of sexual misconduct and gender-based discrimination. If a student chooses to disclose to a faculty or staff member an experience related to sexual misconduct which includes, but is not limited to rape, relationship violence, or stalking, all faculty and staff members are obligated to report this disclosure to the university's Title IX Coordinator. Contact Sac State's Title IX Coordinator, Skip Bishop, at (916) 278-5770 or email at william.bishop@csus.edu. Upon receipt of the report, the Title IX Coordinator will contact you to inform you of your rights and options as a survivor and connect you with support resources, including resolution options for holding accountable the person who harmed you.

Students who elect not to discuss their experience with the Title IX Coordinator can speak confidentially to the following confidential resources: Student Health & Counseling Services at The WELL On Campus Phone Number: 916-278-6461 Website: www.csus.edu/shcs. Campus Confidential Advocate – Laura Swartzen Email: weave@csus.edu. On Campus Phone Number: 916-278-5850 (during business hours) WEAVE 24/7 Hotline: 916-920-2952.

Student Health and Counseling Services

Your physical and mental health are important to your success as a college student. [Student Health and Counseling Services \(SHCS\)](#) in The WELL offers medical, counseling, and wellness services to help you get and stay healthy during your time at Sac State. SHCS offers: Primary Care medical services, including sexual and reproductive healthcare, transgender care, and immunizations; urgent care for acute illness, injuries, and urgent counseling needs; pharmacy for prescriptions and over-the-counter products; mental health counseling, including individual sessions, group counseling, support groups, mindfulness training, and peer counseling; athletic training for sports injury rehabilitation; wellness services, including nutrition counseling, peer-led health education and wellness workshops, and free safer sex supplies; violence and sexual assault support services. Most services are covered by the Health Services fee and available at no additional cost.

Important notes: Any form of academic dishonesty, including cheating and plagiarism, may be reported to the office of student affairs. **This syllabus and course policies are subject to change in the event of extenuating circumstances or typographical errors. In case of a conflict between the syllabus and Canvas instructions, the syllabus will take precedence unless the syllabus shows a clear error.** Any changes will be announced in class and posted on Canvas. It is the student's responsibility to check Canvas for corrections or updates to the syllabus.

All students are expected to behave according to the [Hornet honor code](#).

Part 2: Course objectives

At the end of this course, **HIST 190** students will be able to:

- Edit scholarly articles, book reviews, and special features for publication in a professional history journal.
- Interact with contributors to ensure the highest quality of published material.
- Work together as a team to finance, advertise, and disseminate the student history journal *Clio*.
- Use the latest technology, software, and business practices to produce the physical journal.
- Experience in engaging the wider campus community in supporting the journal's mission of showcasing the excellent scholarship produced at Sacramento State.

HIST 190 students will meet the objectives listed above through a combination of the following activities in this course:

- Submission of a professional-quality book review for publication in *Clio*.
- Participation in class and in student roles as described in this syllabus.
- Peer review, self-evaluation, and instructor evaluation of performance of finished product.

At the end of this course, **HIST 290** students will be able to:

- Edit scholarly articles, book reviews, and special features for publication in a professional history journal and learn advanced techniques to manage the publishing process.
- Interact with contributors to ensure the highest quality of published material and take responsibility for initiative in leadership within the course.
- Work together as a team to finance, advertise, and disseminate the student history journal *Clio*, closely as peers with instructional faculty, and serve as mentors to undergraduate students.
- Use the latest technology, software, and business practices to produce the physical journal.
- Experience in engaging the wider campus community in supporting the journal's mission of showcasing the excellent scholarship produced at Sacramento State.

HIST 290 students will meet the objectives listed above through a combination of the following activities in this course:

- Submission of a professional-quality book review for publication in *Clio* while devoting more time and show more expertise in the editing process and exhibiting more professional writing ability than undergraduates.
- Participation in class and in student roles as described in the syllabus, fill specific leadership positions as listed in this syllabus plus others as deemed appropriate by the instructor, and show more initiative and professionalism in personal interactions than undergraduates.
- Peer review, self-evaluation, and instructor evaluation of performance of finished product.

Part 3: Course assignments

This course will be conducted as an informal workshop. Students will meet the learning objectives through satisfactory completion of the following activities in this course. Details on rubrics, grading criteria, and assignment information are posted on the Canvas site.

I. Class attendance: Class attendance is mandatory. The category grade will be summed and graded using the percentage system in this syllabus.

II. Book review: This assignment is a formal book review of circa 600-750 words. The book review can be on a topic of your choice but must consider a peer-reviewed academic monograph published since 2000. All satisfactory book reviews will be published in *Clio*.

III. Participation in the publication of *Clio*. Students will receive one point for the satisfactory completion of assigned low-stakes tasks, **which will be announced in class, not listed on this syllabus.** The category grade will be summed and graded using the percentage system in this syllabus.

Part 4: Student roles

I. Peer reviewers and editors. All students will serve as peer reviewers and editors and are responsible, as a group, for journal assembly and construction. The class will gather around 8 papers from the previous calendar year's history seminars. These papers will normally be article-length (ca. 20 double-spaced pages) history essays that use primary sources to make an original argument about a historical problem. The class will also reach out to students in related disciplines and encourage others to submit special features with similar scope. Students will peer review and select appropriate papers and break out into teams of 2-3 to coordinate editing with individual authors. Students will therefore spend most of their time in class reading and editing multiple articles for both form and content.

II. Specialized roles. Each student will have the opportunity to volunteer or will be assigned a specific role in addition to the general editing described above. The distribution of positions will be based on best use of student skills and interests.

Note: Each class member will have a specific position, but positions and numbers may change depending on individual skills and conditions in any given semester.

1. **Editor(s)-in-chief: Graduate student preferred.** Responsible for the coordination of the process of publishing the journal. Chief contact person for all correspondence with authors, advertisers, the printer, and the class. Responsible for formatting final manuscript, getting it to the printer, ordering proofs, and last-minute revisions. Write letters and send copies to CSU libraries and history departments as well as award committees.
2. **Treasurer and PAT coordinator: Graduate student preferred.** Responsible for the journal's financial management. Liaison with Phi Alpha Theta regarding funding and PAT for membership. Will seek and prepare applications for grants and other forms of funding as they become available.
3. **Deputy editor(s), design:** Responsible for the design, aesthetic, and production of visual components of the journal, including the cover. Ensure that the journal aligns with CSUS branding standards (fonts, colors, logos).
4. **Deputy editor(s), book reviews:** Responsible for coordinating book review selection process and editing book reviews.
5. **Advertisement coordinator:** Identify, contact, and negotiate with potential advertisers, assist in design, ensure timely follow-up, proofread and copyedit ads, and report to the editorial team.
6. **Secretary and record keeper:** Keeps detailed minutes of class meetings, collects and distributes information as needed, and maintains email archive.
7. **Public relations and social media coordinator(s):** Responsible for social media campaign and maintenance of the *Clio* website. Also responsible for publicizing journal launch through flyers, email announcements, etc.
8. **Special features team:** Development of non-traditional or non-academic historical content for the journal: photo essays, reviews of graphic novels/histories, film, or fiction related to history, special issue content related to anniversaries or commemorations, or local public history content.
9. **TBD:** Responsible for other aspects if special circumstances or tasks arise.

Part 5: Course schedule (tentative)

Note: Readings will be circulated by email or Canvas as needed. **Due to the uncertain nature of many aspects of this course, the weekly schedule and syllabus are subject to change at any time.** The instructor may cancel one or both class meetings if they are deemed unnecessary. Cancellation is most likely in the second half of the course. All times and deadlines are Pacific Time.

Week 1 (January 24, 26). Introductions.

- Collect and distribute contact information, establish team roles.
- Soliciting papers from previous year.

Week 2 (January 31, February 2). **PAT dues due (February 2).**

- Authorial process for preparing publications: bio, abstracts, cv.
- Start funding process: grants, subscriptions, advertising.

Week 3 (February 7, 9). Role assignments.

- Genres (reviews, articles, essays, monographs)
- Expectations and standards for editing contributions
- Read submissions with written comments (complete response forms)
- Working with authors: courtesy and collegiality

Week 4 (February 14, 16): Editorial meetings. Development of style sheet.

- Plagiarism and originality.
- Application for Student-faculty collaboration, Campus community outreach planning: President's Office, College of Arts & Letters, PARC, Library, Book Store, SSWD, STC, etc.
- Book review discussion.

Week 5 (February 21, 23): Editorial meetings

- First decision meeting.
- Development of style sheet.

Week 6 (February 28, March 3): Second decision meeting, comments, feedback.

- Re-read preliminary finalists – written feedback for authors (Editors-in-chief collect and distribute feedback to authors and solicit bios).
- Themes/criteria for book reviews.

Week 7 (March 7, 9): Book reviews, special feature, journal conference.

- All teams: informal progress reports.
- Author responses.
- Begin Reprographics coordination: develop publication timeline.

Week 8 (March 14, 16): Progress reports.

- All teams: informal progress reports.
- Advertisement coordinator presents preliminary results.
- Book review discussion and editing.
- Articles/Authors – progress reports.

Spring recess (March 20-26).

Week 9 (March 28, 30): **Book reviews due 11:59 p.m. on Friday, March 31.** All teams: informal progress reports

- Footnotes and formatting.

Week 10 (April 4, 6): Final article and book review submissions.

- All teams: informal progress reports.
- Copyediting.

Week 11 (April 11, 13): Final article and book review submissions.

- All teams: informal progress reports.
- Copyediting.

Week 12 (April 18, 20): Creation of master file.

- Word file (layout).
- Copyediting.

Week 13 (April 25, 27): Page proofs, final copyediting. Reprographics check.

Week 14 (May 2, 4): Page proofs, final copyediting.

Week 15 (May 9, 11) Dissemination.

- Written self-evaluation.
- Advertise journal completion.
- Finalize publication run numbers, costs, accounts.

Deadline for late work: **Thursday, May 18, 11:59 p.m.**

Important policies: Course deadlines are enforced by Canvas and cannot be extended for any reason. Keep copies of all your work on a hard drive, flash drive, or paper in the event of computer malfunction or other technical problem.

Part 6: Grading policy

Graded course activities

The final course grade will be based on the average grade for each activity category. Missing work will be scored as 0.

Each category will be combined using this weighting:

| Category | Assignment | % of final grade |
|----------|---|------------------|
| I | Attendance | 20 |
| II | Book review | 30 |
| III | Participation based on assignment completion, peer review, self-evaluation, and instructor evaluation | 50 |

Note: To pass the class, students must demonstrate passing competence (60% or above) attempted in more than 60% of assignments within

categories AND in more than 60% of all categories. In this class, then, students who fail more than one category will fail the course.

Late work

To be fair to students who work hard to make deadlines, late work will receive a full letter grade penalty. **These late policies will be in force also for foreseeable scheduled power outages, COVID-19 physical distancing regulations, travel, and work schedule changes.** Students are expected to be aware of technical and social limits that may impact their area of residence and to plan around them by completing work in advance and notifying the instructor.

Viewing grades in Canvas

Marks received for graded activities will be posted in the Canvas grade book. The instructor will update the online grades each time a grading session has been complete (typically 7 days after the completion of an activity).

Letter grade assignment

Grades for most work are given as letter grades, calculated and averaged using a 12-point system. Some assignments may be graded on a percentage basis. All are computed and rounded by Canvas or Excel.

| Letter grade earned | Points used in calculation | Percentage equivalent | GPA equivalent | Standard |
|---------------------|----------------------------|-----------------------|----------------|-----------------------|
| A | 12 | 93-100 | 4.0 | Excellent work |
| A- | 11 | 90-92 | 3.7 | Nearly excellent work |
| B+ | 10 | 87-89 | 3.3 | Very good work |
| B | 9 | 83-86 | 3.0 | Good work |
| B- | 8 | 80-82 | 2.7 | Mostly good work |
| C+ | 7 | 77-79 | 2.3 | Above average work |
| C | 6 | 73-76 | 2.0 | Average work |
| C- | 5 | 70-72 | 1.7 | Mostly average work |
| D+ | 4 | 67-69 | 1.3 | Below average work |
| D | 3 | 63-67 | 1.0 | Poor work |
| D- | 2 | 60-62 | 0.7 | Very poor work |

| | | | | |
|---|---|----------|-----|---------------|
| F | 1 | Below 60 | 0.0 | Failing work |
| F | 0 | 0 | 0.0 | Not attempted |

Note: Formal written essays are reviewed using the Canvas Turnitin tool for writing feedback and originality check purposes.

Part 7: Course policies

Attend class and participate

Students are expected to attend all class sessions as listed on the course calendar.

Build rapport

If you find that you have any trouble keeping up with assignments or other aspects of the course, make sure you let your instructor know as early as possible. As you will find, building rapport and effective relationships are key to becoming an effective professional. Make sure that you are proactive in informing your instructor when difficulties arise during the semester so that we can help you find a solution.

Complete assignments

All assignments for this course will be submitted electronically through Canvas. Assignments must be submitted by the given deadline. Late or missing assignments will impact the student's grade.

Understand when you may drop this course

It is the student's responsibility to understand when they need to consider disenrolling from a course. Refer to the Sac State Course Schedule for dates and deadlines for registration. After this period, a serious and compelling reason is required to drop from the course. Serious and compelling reasons include documented and significant change in work hours, leaving student unable to attend class, or documented and severe physical or mental illness or injury to the student or student's family.

Incomplete policy

Under emergency or special circumstances students may petition for an incomplete grade. Incompletes will not be given except for a documented emergency that prevents completion of the final assignments (missing online work is not eligible).

Communication policy

The instructor monitors email daily and will respond when contacted with questions. Normally a response should come immediately, but students should wait at least 24 hours before sending follow-up communications. **Any changes to the course will be communicated by email and Canvas.** The instructor will normally give feedback on assignments only through Canvas course rubrics but is happy to provide more personalized feedback by email, Zoom, or in person.

Part 8: Commit to integrity

By taking this class you agree to abide by the guidelines described in this syllabus and on the academic honesty page available on the Canvas site.

Students must respect the intellectual property of others in this class. Make sure to cite sources of other people's ideas; do not pass them off as your own. Copying from other students, assigned course work, or outside web sites without quotation and attribution will be treated as plagiarism and dealt with according to university policy. Students who plagiarize will be warned and receive an F for that assignment. On the second infraction, the student will receive an F for the course.

Turnitin tool

Formal written essays in this course may be reviewed using the Canvas Turnitin tool for grading and originality check purposes.

Consistent with Sacramento State's efforts to enhance student learning, foster honesty, and maintain integrity in our academic processes, instructors may use a tool called Turnitin to compare a student's work with multiple sources. The tool compares each student's work with an extensive database of prior publications and papers, providing links to possible matches and a "similarity score." The tool does not determine whether plagiarism has occurred or not. Instead, the instructor must make a complete assessment and judge the originality of the student's work.

Students should submit essays to Turnitin assignments without identifying information included in the paper (e.g., name or student number), the system will automatically show this info to faculty in your course when viewing the submission, but the information will not be retained by Turnitin.

Sac State's academic honesty policy & procedures

"The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades."

Read more about Sac State's [Academic Honesty Policy & Procedures](#).

Definitions (from the Sacramento State University Library)

At Sac State, "**cheating** is the act of obtaining or attempting to obtain credit for academic work through the use of any dishonest, deceptive, or fraudulent means."

"**Plagiarism is a form of cheating.**" At Sac State, "plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person's contribution."