I. Overview

a. Innovation and Sustainability. The Middle Ground Journal, with an international staff and dedicated team of student interns, has successfully published four issues. Up to this point we have published every other week, with summer and winter breaks. For the next two issues we will begin to publish articles weekly and year-round. The journal adheres to the principles of innovation and sustainability. We seek innovation in the research articles, essays on teaching, and reviews we publish. For example, we continue to develop essays on world history around the world, follow-ups after a previously reviewed book or documentary has been used in a class, series of thematic reviews, reportage and timely essays from students and teachers, fiction that may be used in classes, and special projects that assistant editors and friends of the journal are developing. We also continue to seek to broaden and redefine the meaning of and audience for a scholarly journal, and participate actively in the organizations and conversations concerning e-publishing and open-access publications. Sustainability will be achieved by nurturing the positive relationship with our host institution, The College of St. Scholastica. This is accomplished by the strictly educational and innovative activities of our student interns, and by a sustained effort to invite different parts of the college to participate. It will also be achieved by our concerted international outreach, by our expanded review department, by our innovative student internship and undergraduate research programs, and by innovations in our collaborative efforts with scholarly conferences and associations around the world.

b. Articles and On Teaching Essays. We have more than enough articles edited and ready for the vastly expanded 2012-2013 issues and many items under review (See Appendix I). Several articles from collaborative efforts with scholarly conferences are nearly ready for publication, others will come online soon. During 2011-2012, I reached out to 33 scholarly associations and conferences, contacted all of the history departments in Minnesota and Wisconsin, and attended several conferences on behalf of the journal. A successful example is the journal’s role with the 2011 Midwest Conference of Asian Affairs – the journal was listed as one of three venues for participants to submit their work, and by my attendance I was able to establish conversations on future collaborations with over twenty scholars. I am also in contact with groups such as the National Council for History Education and others for possible collaborative projects. Student interns will continue to help me devise outreach efforts to area K-12 schools and colleges and universities, as well as to history programs on a state by state basis.

A committee tasked with developing protocols for promoting and reviewing undergraduate research, and developing a strategy for outreach to K-12 teachers, will continue to guide these areas of the journal's innovation (see Appendix V). I am in contact with the Council on Undergraduate Research. I will also join associations on undergraduate research, and groups for K-12 social studies and history teachers, and begin the process of outreach and collaboration. Accounts have been established with YouTube, Flickr, Vimeo, Tumblr, Wordpress, Twitter, LinkedIn, Google+, and other Web 2.0 outlets to prepare for innovative multimedia components in future projects. I will work with editors and members of our undergraduate research committee to propose panels for future WHA and MWWHA conferences.
c. Reviews. In the first four issues, we published 10 reviews. In the next two issues we will publish over 40 reviews (See Appendix II). During 2011-2012 I have contacted 80 publishers and documentarians. I have placed over 50 books with reviewers all over the United States, as well as in Germany, Turkey, India, the Netherlands, China, Scotland, Belarus, and Canada. We have received over 100 books from Stanford, Oxford, Harvard, Routledge, Pennsylvania, M.E. Sharpe, North Carolina, Ohio, SUNY, Pittsburgh, Rowman Littlefield, and other publishers. We have over 60 books in reserve. I will place another batch of 40 books with reviewers by the end of September, 2012.

This organized expansion of the review section will enable the journal to maintain an internet presence year-round, and is an excellent way to network on behalf of the journal, the MWWHA, and the WHA with publishers, documentary makers, and scholars from around the world. Each piece of our communication carries links to the WHA and the MWWHA, and an invitation to join these associations. Many of the conversations on these reviews (with over 70 scholars around the world) have already yielded other potential collaborative projects beyond the reviews. Adhering to our mission to balance between teaching and research, and to innovate, future reviews will carry occasional follow-up essays when reviewers subsequently use the documentary or book in a class-room. These follow-up reports may be in other forms, such as video interviews with students via YouTube. Student interns will be invited to take a greater role in the book review process – from book selection, reviewer selection, to witnessing the editing process to the development of follow-up classroom reports.

d. Student Interns and Ambassadors. We have graduated our first group of student interns, and over 17 students have committed for the next year (See Appendix III). Our internship program is strictly educational – interns do not perform office tasks. Three of our graduates have committed to continuing to work on the journal’s behalf as outreach coordinators in Minneapolis/St. Paul, Poland, and China. In the future, I will develop a journal internship course that will be team-taught by history, global studies, marketing, journalism, and literature professors.

We successfully finished our pilot of the student ambassador program with Duluth’s Northstar Academy’s 8th grade class. Our student ambassadors assisted an 8th grade class’s semester-long research project on the Middle East, leading to research presentations by the middle school students that were attended by myself and our student interns. Because of this success we now have a very promising year-long cooperative program with Northstar’s development of a new global studies course (See Appendix IV). Our student interns and myself will be working with 2 Northstar teachers and over 100 students for the school year. We will collaborate on development of lesson plans covering global studies, geography, history, and other standards. All of this will culminate in the Northstar students sharing their research projects at a gathering hosted by The College of St. Scholastica. Our collaborating students will also assist the journal in developing workshops and Continuing Education Units certificates for K-12 social studies and history teachers.

Our student interns have also aided in the WHA’s online/social media reorganization, and I have volunteered my time with the WHA’s Facebook and LinkedIn sites (See Appendix VI). St. Scholastica Marketing Department and Marketing and Public Relations professors will continue to assist in these efforts. I will collaborate with our host teacher at Northstar Academy and student ambassadors to propose a panel for the 2013 WHA Conference.
e. Logistics, Host Institution and Marketing. The journal is fully funded by the College of St. Scholastica. The college pays for postage to mail books internationally, office supplies, and the cost of domain registration. This support also includes the considerable cost of IT – St. Scholastica IT developed the software, trouble-shoots, pays for the bandwidth, and aids in shielding the site from periodic internet spam attacks. In addition, I will continue to donate a minimum of $500 each year, in my parents’ honor, to cover travel and miscellaneous expenses for the journal. For 2012-2013 I am also donating $600 from my stipend from being a McNair Scholar mentor to pay for memberships in K-12 social studies and history teacher associations, as well as associations in open-access publishing, digital humanities, and undergraduate research. I have made a concerted effort to collaborate with our host institution’s relevant academic departments (History, Global Studies, English, Education, Philosophy, Marketing and Public Relations, and Computer Science), library, TRIO, McNair, Student Support Services, Honors Program, First Year Student Program, Marketing, and Admissions.

The St. Scholastica Marketing Department is paying for an online ad campaign on behalf of the journal, which will also benefit MWWHA and WHA. This outreach will be supplemented by the efforts of our student interns, and our continued efforts to outreach via Facebook, Twitter, LinkedIn, Academia.Edu, H-Net, and other venues. The College Advancement Department of St. Scholastica is spearheading the journal’s efforts to apply for grants, in part to help defray the cost of traveling to conferences, and also for the journal’s student ambassador program, future K-12 teachers and students’ workshops, as well as efforts in undergraduate research. St. Scholastica’s library staff will continue to assist the journal’s listings in important indexes such as the Directory of Open Access Journals.

For additional information, please see http://www2.css.edu/app/depts/HIS/historyjournal/index.cfm and https://www.facebook.com/middlegroundjournal
The Middle Ground Journal: World History and Global Studies

CALL FOR SUBMISSIONS

The Middle Ground Journal is an open-access, refereed publication. Everyone, no matter where you teach, research and study, is warmly invited to contribute. The middle ground is the common space shared between teachers and students, between research and teaching, among all levels and types of places of learning, and among different areas of specialization and methodological approaches. We seek to nurture the common ground shared by all who are committed to the studying and teaching of global studies and world history, broadly understood. In particular, we seek to serve as the shared, common space between K-12 institutions and colleges and universities.

We invite submissions of articles and essays, as well as translations, fiction, and reviews of nonfiction, fiction, film, television, and other artifacts. We also publish reviews of textbooks and reflective presentations of teaching materials. We encourage you to submit a review of a book or other artifact already in your possession. Please contact the chief editor if you plan to do so. We call upon all contributors, whether of an essay, article, or review, to consciously address a broader audience beyond that of a traditional academic journal, and to shape the work so that it may be used in a classroom on as many levels as possible. We would like to particularly encourage contributions on teaching from teachers, independent scholars and students. Submissions for The Middle Ground Journal will be accepted on a continual basis. Please see the journal’s website for the submission guidelines.

All enquiries should be directed to the chief editor, Professor Liang, at HLIANG (AT) CSS.EDU or Professor Liang, The College of St. Scholastica, Department of History, Duluth, MN 55811, USA. Publishers should forward all books for review to the address above, with the books clearly marked for the journal.

The Middle Ground Journal (ISSN: 2155-1103) is published by Midwest World History Association (MWWHA), and housed at The College of St. Scholastica. The MWWHA is a proud affiliate of the World History Association ( WHA). We strongly encourage membership in both associations. We gratefully acknowledge the generous sponsorship and logistical support from The College of St. Scholastica, Duluth, Minnesota, USA.

For information on the journal, please visit http://www2.css.edu/app/depts/HIS/historyjournal/index.cfm and https://www.facebook.com/middlegroundjournal
Hong-Ming Liang, Department of History and Politics, The College of St. Scholastica, Duluth, MN, 55811USA.
APPENDIX II

School of Arts and Letters

Call for Reviewers: The Middle Ground Journal: World History and Global Studies

The Middle Ground Journal, a refereed and open-access journal of world history and global studies, is seeking qualified reviewers. Graduate students, K-12 teachers, independent scholars and professors are warmly welcomed. We currently have approximately thirty items available. Next call will take place during the fall 2012 semester. For a list of the available books, documentaries and other artifacts, please visit:

http://faculty.css.edu/hliang/Middle%20Ground%20Journal.html

These reviews are due on August 31, 2012. To apply, please email the title/author(s) of the book/documentary, your contact information (e-mail, postal address, phone), and your full CV/resume to the journal's chief editor, Professor Liang, at HLIANG (at) css.edu. We are particularly interested in reviewers who are planning to use the book in a class, please note in your correspondence if this is the case. You will be notified by e-mail if you have been selected. Please also include information on areas of study that you would be willing to review for the journal so that we may enter your information into our database of reviewers. Because of the volume of correspondence we are unable to acknowledge every e-mail.

Because the guiding principle of the journal is to act as a bridge between disciplines, between teaching and research, between students and teachers, and between all levels of education, we encourage our reviewers to address the widest possible audience, and to discuss how the artifacts reviewed may be used in classrooms. Please consult the journal for guidelines and specifications. The journal is also seeking reviews from students and teachers of books and other artifacts (documentaries, films, music, art, and so on) currently in your possession, particularly those you have used in a course. Please contact the chief editor with proposals, or books you wish to review so that the journal may seek copies.

The Middle Ground Journal is published by the Midwest World History Association (MWWHA) and housed at The College of St. Scholastica, Duluth, USA. The MWWHA is a proud affiliate of the World History Association (WHA). We strongly encourage membership in both scholarly organizations.

Further information on the journal may be found at:

http://www2.css.edu/app/depts/HIS/historyjournal/index.cfm
and at:

https://www.facebook.com/middlegroundjournal

Hong-Ming Liang, Chief Editor, *The Middle Ground Journal*
Assistant Professor, The College of St. Scholastica, Duluth, MN, USA
APPENDIX III

School of Arts and Letters

The Middle Ground Journal: Student Internship Fact Sheet

The Middle Ground Journal: World History and Global Studies is an open-access and refereed journal housed at the College of St. Scholastica and published by the Midwest World History Association. The journal provides many opportunities for student participation. Our objectives are scholarly and pedagogical – students may become interns for or without credits. Please contact the journal’s chief editor, Professor Liang, at HLIANG@CSS.EDU for information on prerequisites, criteria, and application procedures. Student interns must devote at least one hour per week to the internship (minimum fifteen hours for credit), check and reply to professional email daily, and not enter the internship into their resumes until one semester of successful service to the journal, as approved by the chief editor. Student interns may choose to participate in one or more of the following departments:

Scholarly Editing: Students gain rare insight into the process of producing scholarly knowledge. Some examples of what students are able to shadow are: the peer-review process, networking, academic culture, publishing, journalism, and conflict resolution.

Book Review: Students will learn how scholars review books, documentaries, and other scholarly artifacts. Other examples of what students are able to shadow are: networking with publishers and authors, the art of selecting books and other artifacts, the process of selecting a variety of reviewers, utilizing the review process as a way to network with scholars, scholarly institutions, and publishers around the world.

Outreach – K-12 schools: Through the Student Ambassador Program, students who are interested in becoming a teacher in history and global studies and/or in community outreach are placed with cooperating K-12 classes. Student Ambassadors assist the journal’s chief editor in developing outreach towards K-12 teachers, design and implement lesson plans, learn from our cooperating K-12 teachers and students, and, whenever suitable, publish observations and analysis in the journal.

Outreach – Public relations, marketing, Web 2.0/social networking, computer programming: Students assist in designing and implementing online publicity campaigns, creation of logos, contests, call for submissions, direct mail campaigns, and outreach to government and other organizations. Students are tasked with researching, designing, and implementing social networking/web 2.0 and beyond strategies and tactics for the journal. Because of our ongoing collaboration with the international World History Association, students are also able to participate in website designs and web 2.0/social networking reforms being undertaken by this prestigious international scholarly association.
Other Opportunities: we consistently strive to design and tailor internship projects that are beneficial for the student’s academic and future plans. Please contact the chief editor with your proposal.

Further information on the journal is available at:
http://www2.css.edu/app/depts/HIS/historyjournal/index.cfm and at:
https://www.facebook.com/middlegroundjournal
APPENDIX IV

School of Arts and Letters

The College of
St. Scholastica

The Middle Ground Journal: Student Ambassador Internship Program

College and advanced high-school students are invited to volunteer to become ambassadors on behalf of The Middle Ground Journal. This is a unique leadership and educational opportunity for students, co-sponsored by the journal and the College of St. Scholastica’s History and Politics Club, particularly those interested in a career in teaching and research. Ambassadors will participate and help coordinate the complex relationships between research, publication, and teaching. Student Ambassadors should be available for a minimum of a semester, though a school year is preferred.

Applicants should contact Professor Liang at HLIANG (AT) CSS.EDU

The purpose of this program is to help teachers and students become aware of this new web teaching resource, and to help the site to gain in-depth feedback on how this site is being used in the classrooms.

Student Ambassadors will help design the process for this project. This will include: questions to address, time allotted, how to gather answers from teachers and students, a component wherein Student Ambassadors visit the classes to assist and observe the process of using this web resource to teach and to learn, and so on.

These ambassadors will identify and contact their most influential middle and/or high school social studies or history teachers. If these teachers are unable to assist in this project, they will be asked to help network and recruit on behalf of the ambassadors.

Preferred Outcomes:

- An essay, coauthored by the supervising teacher, students, and the Student Ambassador to be published by The Middle Ground Journal
- Ambassadors will learn about teaching and learning from the middle or high school teachers and students
- Supervising teachers, students, and student ambassadors are invited to visit college classes to present their findings
- Participants will help to formulate future panels, workshops, and to expand this outreach/dialogue between different parts of the historical community
APPENDIX V

School of Arts and Letters

The Middle Ground Journal Committee on Undergraduate and K-12 Outreach

This committee is charged with developing and refining editorial guidelines for the review and publication of original research conducted by K-12 teachers and students on all levels. Because this is a new and uncharted territory for scholarly publications, and because outreach beyond collegiate level is integral to the mission of the world history and global studies community, the journal must proceed thoughtfully and judiciously, while seeking insight and wisdom from all quarters. The ideal balance is to maintain the highest degree of scholarly integrity for a refereed journal while genuinely welcoming scholarly work from contributors beyond professors with Ph.Ds. As such, we will proceed with the principle that the editorial guidelines will be an ongoing, living process responding to new and unexpected circumstances, while adhering to basic, sound principles. The guidelines are also only but one aspect of the multi-faceted objective of the journal. This committee is also charged with conceiving and implementing ways to encourage student research, to invite and recruit members from communities previously neglected by scholarly journals, to conceive of research and teaching as integral to one another, and to think of the teaching and researching of world history and global studies in the most dynamic, inviting, and imaginative way possible.

- To develop and refine guidelines for peer-reviewing and publishing original research conducted by undergraduate and K-12 students.
- To develop and refine guidelines for peer-reviewing and publishing original research conducted by K-12 teachers.
- To act as, or to recommend, peer-reviewers for original research submitted by K-12 teachers, and students on all levels.
- To advise on ways reach out to K-12 teachers and students on all levels.
- To develop other policies concerning publication and cooperation with K-12 teachers and student on all levels as the issues arise.

Sincerely,

Hong-Ming Liang, Chair of the committee. Chief Editor, The Middle Ground Journal: World History and Global Studies. Assistant Professor, Department of History and Politics, The College of St. Scholastica.
Procedures

We will keep group-email traffic to a minimum. When you reply please do not ‘reply-all’, but rather, just reply to me. I will collect the ideas and suggestions, edit, and send them out as a collection, generally on a monthly basis. There will be stages of this process where within a small window of time we will need to discuss as a group – let’s save the reply-alls for those moments.

We are all over-committed on time and tasks. From other occasions I have come to grimly expect deadlines to slip. There will be moments when you are able to do more, and moments when you simply can’t – a simple e-mail to alert me is very much appreciated. I have come to the conclusion, after four issues of the journal, that reminder e-mails simply delay the process, and in most cases, make them even more inconclusive. Stock analysts call this phenomenon “pricing something in” – i.e., people end up ‘pricing in’ reminder note(s) from the beginning. I will post clear deadlines, and if you do not reply, we will simply proceed. If you need a few more days, please let me know before the deadline. An important request I make is that once the deadline is passed is that you do not ask to revisit the issue.

I know how valuable your time and energy are. All of you have my heartfelt appreciation for your willingness to contribute to this important project.

Agenda

- February to March 31 Task 1. Review two submissions, a research paper (already presented at the MWWHA Conference in Milwaukee) and an essay. Discuss basic guidelines for prospective contributors (students and teachers) and guidelines for editors and reviewers.
- April 1 to April 30 Task 2. Based on what committee members have suggested, discuss areas of consensus and contention.
- June 1 to June 30 Task 4. Discuss and edit draft guidelines.
- July 1-August 31 Task 5. Invite comments and feedback from the broader world history and global studies communities.
- September 1 Task 6. Finalizing initial guidelines then proceed to review undergraduate submissions. Also, begin to discuss ways to reach out to undergraduate and K-12 contributors.
Committee Members

Hong-Ming Liang, Chair. Chief Editor, The Middle Ground Journal. Assistant Professor, Department of History and Politics, The College of St. Scholastica.

Thomas W. Barker, Ph.D. Candidate, Department of Curriculum and Teaching University of Kansas. Executive Committee Member and Treasurer, Midwest World History Association.


Jeanne E. Grant, Assistant Editor, The Middle Ground Journal; Assistant Professor, Department of History, Metropolitan State University. Executive Committee Member and Secretary, Midwest World History Association.

Lisa Irving, Mt. Hood Community College, Portland, Oregon. I live and teach in Portland, OR. My training at University of Minnesota was in Chinese History, East Asian History, and Comparative Early Modern Studies, in that order. I focused on the Ming under the guidance of Professors Edward Farmer and Ann Waltner, but I also loved modern China. I teach World History and U.S. History to undergraduates at Mt. Hood Community College. Many of my students have very little exposure to a world broader than their own county (not country). We use World History to explore the world, to understand the constructs of the contemporary world, and to develop future cultural encounters for all of us.

Stephanie L. Johnson, Assistant Professor of English and Associate Director of Honors at The College of St. Scholastica. Professor Johnson holds a B.A. from St. Olaf College, an M.A. from the University of Minnesota, and a Ph.D. from the University of Washington. Her research and teaching interests include nineteenth- and twentieth-century British literature, literature by women, and poetry, and her publications include articles on Elizabeth Barrett Browning and Christina Rossetti.


Drew Mannetter, Assistant Editor, The Middle Ground Journal; Assistant Professor, Department of Philosophy, The College of St. Scholastica

Andrae Marak, Division Head of Liberal Arts and Associate Professor of History and Political Science at IUPUC in Columbus, Indiana and an associate of the Center for Latin American and Caribbean Studies and the East Asian Studies Center at Indiana University. He has published articles in the Review of International Political Economy, Paedagogica Historica, the New Mexico Historical Review, the Journal of the Southwest, and the World History Bulletin on the impact of ideology on oil and natural gas policies, the creation of the corporatist state in post-revolutionary Mexico, U.S.-Mexico borderlands schooling, education in the Sierra Tarahumara, and transnational crime and vice. He has presented on Mexican electoral politics, the impact of NAFTA on U.S. elections, Latina/o immigration to the United States, Mexico’s War on Drugs, and African foodways as part of the Columbian Exchange.
His book, *From Many, One: Indians, Peasants, Borders, and Education in Callista Mexico, 1924-1935*, was published by the University of Calgary Press in 2009. His co-edited volume *Smugglers, Brothels, and Twine: Historical Perspectives on Contraband and Vice in North America's Borderlands* was published in 2011 by the University of Arizona Press. He is currently working on three projects: *Gendering the Periphery of the Empires: The Tohono O'odham, Gender and Assimilation, 1880-1934*, with Laura Tuennerman, *Transnational Indians in the North American West*, with Lissa Confer, and an article on the political impact of Chinese purchases of Latin American primary products - especially oil, gas, and minerals - over the last several decades with Scott Morgenstern and Nan Li. He earned his B.A. in Political Science from Marquette University, an M.A. in Political Science from Syracuse University and a Ph.D. in Latin American Studies (Political Science and History) at the University of New Mexico.

**Rebecca A. Nedostup**, Contributing Editor, *The Middle Ground Journal*. Associate Professor, Boston College.

**Martin Pflug**, Assistant Professor, Department of Global, Cultural, and Language Studies, The College of St. Scholastica. Professor Pflug completed his Ph.D. in Latin American Literature and a minor in Second Language Acquisition from the University of Wisconsin-Madison. He currently teaches all levels of Spanish from beginning to advanced. Research interests include Second Language Acquisition, Latin American vanguard, the history of technology and literature, and indigenous literature of Latin America.

**Jennifer L. Reierson**, Assistant Professor, Department of Communication, Theater, and Art, The College of St. Scholastica. Professor Reierson (Ph.D., North Dakota State University, 2009) coordinates the public relations major program, teaches communication and public relations courses, and supervises student internships for CTA majors.

**Louisa Rice**, Assistant Professor of history at the University of Wisconsin Eau Claire. Executive Committee Member, Midwest World History Association. Professor Rice teaches world, African and European imperial histories. She earned her PhD in history at Rutgers University and her work on the end of Empire in French West Africa has most recently appeared in the *Journal of Colonialism and Colonial History*.

**Karen Rosenflanz**, Assistant Professor, Department of Global, Cultural and Language Studies, The College of St. Scholastica. Professor Rosenflanz (Ph.D., from University of Michigan, Ann Arbor) teaches Russian and German language, literature and film, as well as courses in European culture. She is the coordinator for the Russian Language Study Tour at the Karelian State Pedagogical Academy in Petrozavodsk, Duluth's sister city in Russia. Her academic interests include wordplay and literary approaches to time and memory in the works of Vladimir Nabokov, Sigizmund Krzhizhanovsky and Winfried Sebald.

**Susan E. Smith**, Assistant Editor, *The Middle Ground Journal*. Executive Committee Member and founding Vice President of the Midwest World History Association. Susan E. Smith has a passion for teaching that started as the oldest of six children growing up in the Midwest, with an eye to local history, genealogy, debate, and political events. She spent a year abroad in Brazil as an exchange student and returned to graduate from the University of Minnesota as a History teacher. She has been
employed in the field for over 25 years in three Midwestern states and presently teaches AP World History and Political Science. Susan enjoys history research and writing, both non-fiction and fiction. She has travelled to China twice and South Korea in the last three years and hopes to go to Costa Rica, Ecuador and Turkey this upcoming summer.
Please review the two attached essays submitted by undergraduate students. These are good starting points because they are of two very different types/styles. While the core of our mission will be to continue to publish traditional scholarly articles and reviews, we are also striving to innovate and provide forums for other types of contributions – ranging from but not limited to: photojournalism, multimedia representations, conference reviews, reflective travel essays, art, and fiction.

Based on these two submissions, please forward to me by e-mail, by the end of March, thoughts about the following. Please add and/or edit questions accordingly:

I. **Guiding philosophy/principle.**
   a) For what purpose are we offering to peer review undergraduate and student essays? Is it educational (for the student authors)? Is it to broaden the conversation about world history and global studies?
   b) Upon successful review/editing, should essays from non-traditional contributors have a separate section on the journal?

II. **Guidelines for contributors and mentors.**
   A. How much guidance and editing do we expect/accept from mentors? Should we require a cover essay from mentors for student submissions, and if so, what should these cover essays address?
   B. Do we treat student essays differently if they have been presented at regional or national conferences?
   C. What other guidelines should we provide to student contributors and mentors?

III. **Guidelines for reviewers and editors.**
   a) What kind of reviewers (professors/teachers? Students? How to balance between ‘peer’ and ‘scholarly’?) How many reviewers should be required?
   b) What are the reviewing standards – should a sophomore contributor’ essay be edited on her grade level, by the standards of a senior capstone seminar, or by something else?
c) If our principle mission is dual – education and scholarship, how do we reflect this balance in our guidelines for reviewers and editors?
Dear Committee Members:

Sincere thanks to all of you for your hard work and important ideas.

On one level this is a discussion about institutional identity – a world history and global studies journal adhering to scholarly boundaries and standards while innovating and changing. My sense from your comments is that by adhering to proper and thoughtful procedures, publishing undergraduate papers and accepting essays other than academic research papers will challenge the sense of identity but not break it. By so doing we may even enhance the journal. I would like to hear more from all of you about this.

On another level, we have very important (and wise!) ideas about practicality – not becoming a place where instructors send hundreds of assigned essays to be ‘graded’, the importance of adhering to a simple and applicable objective (originality, scholarly, etc.) and so on. This is where the general call for submissions ought to be stringent-clear, however we can also develop special projects and cases. For example, I have been exploring grant applications for undergraduate research where we may identify a particular professor/teacher, and that class, and a project in that class, for submission and review.

We appear to be in general agreement that undergraduate papers (and papers that are not research articles) should be published in a separate section. Is the journal’s present section “Special Projects” adequate? Would you suggest a different name? For purely aesthetic reasons I have thus far resisted creating too many sections.

I agree with this sense/idea that we want to set the bar high, up front. I have asked for a sponsoring mentor’s letter for this purpose. We already have language and ideas from many of you for how to proceed – both for external calls/guidelines as well as for internal editorial purposes. I also like the idea of a simple pre-submission form for the sponsoring mentor – as a tool for her/him to discuss the piece with the student (hence, the education ….) Please help by proposing language.

Please study the comments of the other committee members below. I will collect your comments and ideas and begin to prepare for drafting the policy/language for undergraduate and K-12 student submissions.

Please e-mail the comments to me by May 19, 2012. Thank you! HML
APPENDIX VI

School of Arts and Letters

The College of
St. Scholastica

Spring Semester, 2012

On behalf of the international World History Association (WHA), I am writing to see if you (and if not, if you would please help me find friends who may be) would be interested in helping with the association's efforts to retool its internet/online presence. This will include its webpage retooling, Facebook and LinkedIn presence, and research of trends and approaches in online efforts taken by other nonprofits.

The amounts of time/areas of participation are flexible, no more than five hours a week. The WHA is a nonprofit -- meaning, this would be a voluntary internship, where by the end of the project you will receive a formal letter from me stating that you successfully completed the project for an international scholarly association.

I am attaching the instructions from the WHA below. If we get a good group together we will turn this into a semi permanent task force on online, marketing, and outreach behalf of the Middle Ground Journal. Thanks for your help, best wishes for a good rest of the semester!

Professor Liang

--

Social Media and Online Outreach Task Force
The World History Association (WHA), The Middle Ground Journal, and The College of St. Scholastica

- Revamp WHA website
- Revamp WHA Facebook page
- Consider what use Twitter would be
- Consider other alternatives found on other academic organization (or other) websites--what is missing?
- Other suggestions

1. Task Force members should research other non-profit and academic organization websites that are the most advanced and appealing to borrow ideas.

2. Facebook page
Generate concrete suggestions, again, based upon the most up to date Facebook pages of non-profits and academic non-profits in particular.

3. Twitter
4. Website

I’d like to use the following template to have all the information moved from the WHA website as it stands now, but obviously more colorful and in a user friendly and graphics friendly environment. The only thing I want to keep is the logo, but everything else is up for grabs. I’d like a clean, modern interface that looks professional and welcoming. If this website template does not work, please suggest other designs.

Here is the temporary link to the new site …. Of course, we have to customize everything but I wanted to give you a chance to play around with it and see how things work.

I’ve heard that we should use word press for basic design and tumbler is good too, and hoot suite hooks everything in as a control dashboard. Also we should build in a Flickr and Picasa connection site for people to upload their photos to that attend the conferences. Ideally, I'd like to have a discussion site on our website too.