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What is Sociology Compass?

Sociology Compass (www.sociology-compass.com) offers the quality of a scholarly journal combined with the speed and functionality of the Web.

Sociology Compass publishes peer-reviewed survey articles on a continuous basis, with new articles appearing as soon as they are ready. All articles are listed in the major abstracting index for the relevant discipline. Compass operates the same quality control procedures as for any Wiley-Blackwell journal, both in terms of editorial and production standards.

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Sociology Compass readers will be able to cite your article in their publications, email details of the article to their colleagues, or use it in their class reading lists.

Article Length and Scope

In general, articles should run between 3000-5000 words. Longer articles can be considered at the Section Editor’s discretion. The Section Editor will agree the topic of your article with you before you begin to write your piece.

The writing style should be crisp, concise and informative, and livelier than a research paper. Remember: you are writing for non-specialists from many different areas. Your article will be their gateway into a new subject. Your aim is to engage as well as inform the reader.

Articles will fall into at least one of the following three categories and will answer one or more of the questions below:

1) Recent research and debates in your field – What debates are driving your field? What new research has been published? What does it add to these debates or the field more generally? Can you put that new research in context? Does a new school of thought or paradigm seem to be developing? Has a new controversy erupted?

2) Comparative look across sections or boundaries – Are there related things happening in different fields? Can you suggest comparisons that have not been fully explored? Can one area provide an insight into another when used in teaching or research?

3) State of the field – Can you offer a fresh perspective on developments in your field? Perhaps there are arguments or fads drawing attention away from what you think are the critical points? Perhaps the field is stagnating? Are students and teachers flocking to or fleeing from your field? Is your area well and fairly covered in the media? Are there resources or archives that are new or underused and are worthy of attention? Has the field been affected by or is it impacting on current affairs?

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Examples of Compass Articles

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- Ensure the key phrases for your article’s topic appear in the title and abstract e.g. ‘Intercultural Communication.’
- Use the same key phrases, if possible, in the title and abstract. Note of caution: unnecessary repetition will result in the page being rejected by search engines so don’t overdo it.

Example of Well-Optimised Title/Abstract

**Genocide** and **Holocaust Consciousness in Australia**

Ever since the British colonists in **Australia** became aware of the disappearance of the indigenous peoples in the 1830s, they have contrived to excuse themselves by pointing to the effects of disease and displacement. Yet although ‘genocide’ was not a term used in the nineteenth century, ‘extermination’ was, and many colonists called for the extermination of Aborigines when they impeded settlement by offering resistance. **Consciousness of genocide** was suppressed during the twentieth century? until the later 1960s, when a critical school of historians began serious investigations of frontier violence. Their efforts received official endorsement in the 1990s, but profound cultural barriers prevent the development of a general ‘**genocide consciousness**’. One of these is ‘**Holocaust consciousness**’, which is used by conservative and right-wing figures to play down the gravity of what transpired in Australia. These two aspects of Australian public memory are central to the political humanisation of the country.

This article appears on the first page of results on Google for ‘holocaust consciousness Australia.’

Poorly Optimized Title/Abstract

**Australia’s Forgotten Victims**
Ever since the British colonists in **Australia** became aware of the disappearance of the indigenous peoples in the 1830s, they have contrived to excuse themselves by pointing to the effects of disease and displacement. Many colonists called for the extermination of Aborigines when they impeded settlement by offering resistance, yet there was no widespread public acknowledgement of this as a policy until the later 1960s, when a critical school of historians began serious investigations of frontier violence. Their efforts received official endorsement in the 1990s, but profound cultural barriers prevent the development of a general awareness of this. Conservative and right-wing figures continue to play down the gravity of what transpired. These two aspects of **Australian** public memory are central to the political humanisation of the country.

Remember:

- People tend to search for specifics, not just one word - e.g. “women's fiction” not "fiction". So use key phrases rather than individual words in your article title and abstract.
- Key phrases need to make sense within the title and abstract and flow well.
- It is best to focus on a maximum of three or four different keyword phrases in an abstract rather than try to get across too many points.
- Finally, always check that the abstract reads well - remember the primary audience is still the researcher, not a search engine, so write for readers not robots.

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Authors are strongly encouraged to include as many illustrations, photographs, maps and diagrams as they wish. These are all referred to as 'figures' and should be numbered consecutively using Arabic numerals (Figure 4, etc.). You can see examples of possible visualization methods here: [http://www.visual-literacy.org/periodic_table/periodic_table.html](http://www.visual-literacy.org/periodic_table/periodic_table.html).

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Authors should include a short biographical paragraph about themselves (and for co-authors where applicable). The Biography should be submitted as a separate document and contain a few sentences about each of the following: educational history, recent professional/teaching history, research interests and some information about recent or forthcoming publications. Here is an example of a well-written biography:

John Doris' research is located at the intersection of psychology, cognitive science, and philosophical ethics; he has authored or co-authored papers in these areas for *Noûs, Bioethics, Cognition, Philosophy and Phenomenological Research, The Encyclopedia of Cognitive Science*, *The Encyclopedia of Ethics*, and the *Oxford Handbook of Contemporary Analytic Philosophy*. His book *Lack of Character* (Cambridge 2002) argues that reflection on experimental social psychology problematizes familiar philosophical and "folk" conceptions of moral character. Current research involves both theoretical and empirical research on moral responsibility, evaluative diversity, rationality, and the self. He has held fellowships from Michigan's Institute for the Humanities, Princeton's University Center for Human Values, and the National Endowment for the Humanities. Before coming to Washington University in St, Louis, where he presently teaches, Doris taught at the University of Michigan and the University of California, Santa Cruz. He holds a BA in Philosophy from Cornell University and a PhD in Philosophy from the University of Michigan, Ann Arbor.

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☑ A one-paragraph short biography

☑ Any separate figure files in EPS, TIF or JPG format at 300 dpi

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**How long to publication?**
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**Sociology Compass Style Guidelines**

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All articles must contain an **Abstract**, a **Reference List** and a **Short Biography**.

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UK or US spelling and punctuation may be adopted but, whichever conventions are used, they must be followed consistently throughout.

e.g. italicise OR italicize, behaviour OR behavior, centre OR center, spectre OR specter, etc.

**Quotations**
Every quotation should be accompanied by a reference to its source (e.g. Author 1996).

Short quotations (less than 30 words) “should run on within the normal sentence structure” (Author 1996). Use quotation marks to distinguish the quote, and, if appropriate, precede by a comma (for shorter quotations) or a colon (for longer quotations).

Long quotations (more than 30 words) should be displayed. Displayed quotations do not require quotation marks. They should be set smaller than normal text type and indented by the normal paragraph indent, with no extra space above or below. (Author 1996)

The spelling, grammar, etc. of direct quotations should not be edited. Use [sic] to signify a direct quote of an error.

**Tables**
Tables must be typed double spaced, using as few horizontal rules as possible and no vertical rules. They should be numbered consecutively using Arabic numerals (Table 4, etc.). Titles should be concise but as informative as possible. Decimals appearing in tables should include leading zeros i.e. 0.1273.

**Endnotes**
*Sociology Compass* does not accommodate either footnotes or endnotes, and specific arguments or points should be amplified at an appropriate place in the text.

**In-text Citation Examples**

- Jones (1988, p. 223) found that specific references were made...
- Carlson (1981) obtained results which...
- A recent study (Bloggs 1990) found that...

If volume, issue or page numbers need including:

- (Jones 2005, vol. 2, p. 23)
- (Jones 2005, sec. 2)
- (Jones 2005, eq. 3)

**Two authors**
- (Smith & Jones 2006)
- Smith and Jones (2006) theorized that...
Note: The ampersand is used when the authors' names are in brackets.

Three or more authors
Use the first author only followed by 'et al.' For example, a work by Smith, Jones and Anderson becomes:

- Smith et al. (2006) discussed library search methods...
- A range of search methods (Smith et al. 2006) were discussed.

Unpublished works

- (Crowley, unpub.)
- Crowley (unpub.) argues that...

Citations from secondary sources

- Brown (cited in Smith 1995) reported ...
- (Brown, cited in Smith 1995)

The Bible
Psalm 23:6-8

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