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Compass is used by a diverse audience and many of the readers of our articles are non-specialists. Your article should be accessible to them but still have fresh material that would be of interest to people in your field.

The article could be used by a tutor who wants to direct their students to a short article to use as the basis of a class discussion, by a scholar who wants to find out about the latest developments in fields that impact on theirs, or by a tutor who has to teach in an area outside of their specialty.

Survey articles will typically fall into at least one of the following three categories and will probably 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?

Length and Scope

Your Section Editor will inform you of the length of your article. It should provide a critical overview of a key argument or controversy, a new approach or area of research, or a recent development or publication(s). Articles should be aimed at academic non-specialists rather than practitioners of the field on which you are writing.

If subsequently you feel that the length needs to be modified, please contact your Section Editor to discuss it.

Abstract

Please provide a short abstract (about 50-100 words) which should give the reader an idea of what your article will be about before they see the main text.

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- Ensure the key phrases for your article's topic appear in the title and abstract e.g. 'postcolonial literature.'
- 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.

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.

Style Guidelines

Harvard Style should be used for inline citations and the List of references. Examples can be found towards the end of these guidelines.

Endnotes and footnotes

Religion Compass can accommodate endnotes, but it is preferable that specific arguments are amplified at an appropriate place in the text where possible. Endnotes may be used sequentially throughout the text in the format ¹, ², ³ rather than ⁱ, ⁱⁱ, ⁱⁱⁱ.

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Short Biography

Please also submit a separate document containing a short biographical paragraph about yourself. You should include 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 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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Book, 1 author

Rabin, C, 1954, *The Zadokite Documents*, Clarendon Press, Oxford.

Book, more than 1 author

Abegg, M Jr, Flint, P & Ulrich, E 1999, *The Dead Sea Scrolls Bible: The Oldest Known Bible*, Harper San Francisco, San Francisco.

Journal article

Baumgarten, JM 1980, 'The Pharisaic-Sadducean Controversies about Purity and the Qumran Texts', *Journal of Jewish Studies*, vol. 31, no.2, pp. 157-70.

2 or more books in one year by same author

(In alphabetical order by title)

King, P 1984a, *Power in Australia*, UQP, St. Lucia.

_____ 1984b, *Solar power*, Macmillan, Melbourne.

2 or more articles/chapters in one year by same author

(In alphabetical order by title)

Duhaime, J 2000a, 'Determinism', in LH Schiffman and JC VanderKam (eds.), *Encyclopedia of the Dead Sea Scrolls*, vol. 1, Oxford University Press, Oxford.

_____2000b, 'Dualism' in LH Schiffman and JC VanderKam (eds.), *Encyclopedia of the Dead Sea Scrolls*, vol. 1, Oxford University Press, Oxford.

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Other examples...

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

Should you need to include volume, issue or page numbers:

(Jones 2005, vol. 2, p. 23)
(Jones 2005, vol. 2, p. 23; vol. 3, pp. 20-41)
(Jones 2005, sec. 2)
(Jones 2005, eq. 3)

Two or three authors

- (Smith & Jones 2006)
- Smith and Jones (2006) theorized that...
- (Smith, Jones & Anderson 2005)
- Smith, Jones and Anderson (2005) found...

Note: *The ampersand is used when the authors' names are in brackets.*

More than three authors

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

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

Unpublished works

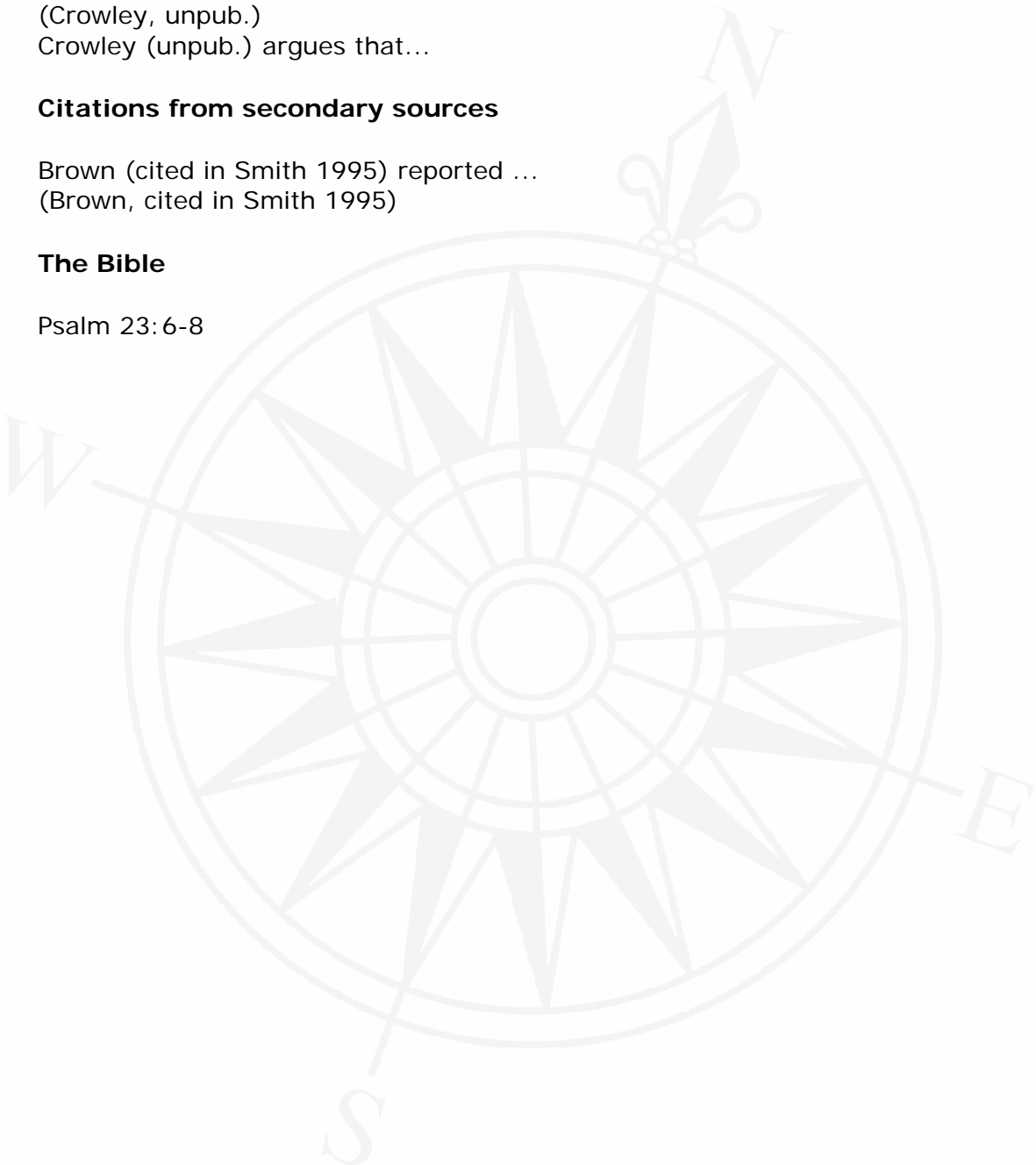
(Crowley, unpub.)
Crowley (unpub.) argues that...

Citations from secondary sources

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

The Bible

Psalm 23:6-8



Author's name:

Author's address:

Title of article ("Article"):

Manuscript no. (if known):

Names of all authors in the order in which they appear in the Article:

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