



Submissions Guide and Style Sheet

General Information

World History Connected is an e-journal of world history devoted to research in, and also to the scholarship of teaching of world history. Its title reflects the journal's commitment to assisting both scholars and practitioners to invigorate and expand the reach of research and teaching of world history. Its editors include past presidents of the World History Association and award-winning history educators at all levels of instruction. Published reviews and its 1.85 million annual readers (6 million "hits") have judged it successful in achieving its dual goal in supporting and disseminating globally both archival research and the scholarship of teaching, often publishing articles written by authors seeking to "connect" them to more broadly serve the world history community. It welcomes submissions of articles and book reviews on any subject germane to world history including (a) essays on the state of the field; (b) case studies, or topical overviews which cross regional boundaries to examine such issues as gender, technology, demography, social structure, or political legitimacy; and (c) the evaluation of curriculum and innovative instructional methodology. The journal also seeks peer reviewers and scholars to review recently published titles in the field of world history. The journal is open-sourced (free), staff and contributors are not compensated for their work, and it is funded by individual contributions and organizations committed to advancing its goals. It accepts no paid advertising. If you have any questions after reading this file, please direct them to the editor, Cynthia Ross at cynthia.ross@tamuc.edu.

Submission of Articles and Reviews

All submissions are subject to double-blind peer review. *World History Connected* reserves the right to not publish any submission.

All submissions must be prepared double spaced, with one-inch margins and sub-heads at the left-hand margins, with endnotes, a short biography of about 250 words, such as that appears on all published WHC articles, a mailing address, and phone number (a WhatsApp number is also welcome). Length of submitted articles should be more than 3,000 words, with upper limitation as is appropriate (usually not more than 10,000 words). All articles need be submitted in Word .doc or.docx format as is required by the publisher. We prefer images as JPG. For more specific information on style, see "Citation and References" below. The journal is published 3 times a year: in February-March, June-July, and October-November. To submit an article proposal or abstract please email the editor, Cynthia Ross at cynthia.ross@tamuc.edu. Completed essays can be uploaded to the journal's web portal by clicking the [Make a Submission](#) button and following the prompts for article or book review submissions. Book review correspondence should be directed to the journal's Book Review editor, Gina Bennett at GBennett@coker.edu.

Submissions are accepted at any time.

Individual submissions may appear in the Articles section of the journal or, with the author's permission, may be integrated into Forums, a regular feature in which related studies on a common world history process or theme are organized and introduced by the editor. Forums are usually preceded by Calls for Papers on the subject, and their deadlines for submission are included in the Call.

Alternatively, Forums are curated by a Guest Editor, who may select, edit, and arrange for the peer review of Forum articles they have chosen or obtained through a Call for Papers. Past Guest Editors have included former Presidents of the World History Association and a past President of the American Historical Association, Patrick Manning. Those interested in serving as Guest editor should write to the editor, Cynthia Ross at cynthia.ross@tamuc.edu.

General Tone of Articles

World History Connected puts a premium on engaging writing. The journal wants articles that readers will enjoy enough to pass on to colleagues and to students. We want prose that is lively as well as informative. The journal's peer reviewers are as adept at helping to enliven traditional academic journal writing

(and chapters of theses and dissertations) as they are at encouraging professionalism in essays that may require it.

Traditional Research Articles

Any submission should address recent scholarship on world historical processes in play and/or why those interested in world history would find it of value. If a case study, the connection between it and parallel studies should be made clear. Introductory remarks should make explicit what it intends to illustrate/demonstrate and then revisit them in the conclusion. This is particularly important as among the almost two million readers of the journal are scholars whose first language is not English and such clarity will maximize their understanding of its intent. For an engaging example, see Laura J. Mitchell, "[Illustrating Empire: A Soldier's Life and Trans-imperial Encounters in the Eighteenth Century](#)," *World History Connected* 14, No. 1 (February 2017).

Such clarity of purpose may also attract the interest of busy scholar-teachers at any level of instruction who would also appreciate a reference to how they might make use of this scholarship as practitioners. Given one of the aims of the journal set out at the beginning of this style sheet—the need to connect those engaged in the research and teaching of world history—authors of traditional research articles are encouraged to provide in the introductory/closing sentences how that can be done or, alternatively, mention can be made in an Appendix or Appendices (easily inserted in any article) of active learning applications. This is by no means required. The first two articles in the Forum on Premodern History (*World History Connected* 17, No. 2 (June 2020)) were accepted without reference to classroom applications. However, when it was merely suggested that this connection would be welcome, these authors added both of these elements to their articles, thus fulfilling the World History Association's dual mandate to advance both research and teaching in this field.

Scholarship of Teaching

The journal seeks articles that open with an introduction possessing the same clarity of intent expected of one based upon archival research noted above. All introductions should make explicit what it intends to illustrate/demonstrate and then revisits them in the conclusion. The connection between the article and parallel studies should be made clear before linking it to detailed descriptions of

lessons and curricula. For example, if it advocates a new or a revision of an active learning activity, how does it fit within/relate to existing methodology or practice?

It should be noted that submissions from teachers new to publishing will be given every assistance to meet such requirements: literally scores of teachers have published their first article in this journal with the help of its peer reviewers and editors (we have four editors devoted to this process), all of whom are eager to help develop your talents.

Articles in this category often report on/assess innovative classroom strategies. The journal particularly values articles which offer samples of student work to further discussion of a lesson's successes (and, yes, its limits) or to support claims about the way students learn history. We urge authors to discuss in some depth the way that particular ideas are translated into action in the classroom. A useful example of this is Rajeshwari Dutt's article, "[Art in the Teaching of World History in the STEM Classroom: India's Institutes of Technology as a Case Study](#)," which was published in *World History Connected* 16, No. 3 (October 2019).

Other subjects to consider—Curriculum and assessment: how can teachers design curriculum and assessment to integrate current scholarship with effective teaching practice? Student learning and construction of knowledge: what can teachers do to improve student learning? Point of View: Teachers and scholars often differ on central questions of importance to world history education. Also, how can students best learn? How can classrooms most effectively deal with controversial issues?

To what extent should world history teachers welcome standardized exams? What is the ideal balance between teaching skills and teaching content?

Author's Brief Biography

All prospective articles must contain a brief biography inserted at the end of the main text and above the "Notes" subhead. The biography should include the author's name, institutional and departmental affiliations, recent publications, and e-mail address. Two examples:

Stephen Crane is an Associate Professor of History at Kistnayo University in Lawrence, Kansas, specializing in the cultural and religious history of West Africa. He teaches World History survey courses, as well as graduate and undergraduate courses in African history. His most recent publication is, “Cameroon in the Films of Eddie Murphy,” *Journal of Contemporary Africa* 10, no. 3 (March 2020): 275–76, 279, at <https://doi.org/1019010000>. He can be reached at cranes@Kistnayo.edu.

Jane Doe has taught history for fifteen years at Eisenhower High School in Stevenson, British Columbia. She has served on the Teaching Committee of the World History Association (2012–2014) and regularly contributes papers at meetings of the Western Canadian World History Association. She recently published “Juan Perón: A Teaching Unit” for the Martín Fierro Argentine Studies Center. Jane Doe can be reached at jdoe48@ehs.edu.ca.

Compensation

Though our authors deserve more than our enthusiasm and gratitude, we cannot offer any monetary compensation for articles published with *World History Connected*.

Multiple Submissions

We strongly discourage multiple or simultaneous submissions. That said, we recognize that some articles, particularly those dealing with contemporary events, may go stale if they have to wait too long for a publisher. Also, an author may seek to place a work with a publication whose readership will not overlap with that of *World History Connected*. We ask that authors let us know in advance of such extenuating circumstances.

Publication Process

Authors should prepare manuscripts according to the guidelines below. When in doubt, the final arbiter of style is the Chicago Manual of Style, 17th edition. Submit completed manuscripts to the journal web portal. Upon passing through the peer review process, articles are forwarded to the Press, after which authors are given a PDF galley proof to check the article for any errors. At this point only changes of the most minor kind may be made in the text. Accordingly, authors

may be given only a short time to review their article so that it may make its publication deadline.

Text and Illustrations

Images are recommended to serve as thumbnail pictures on the right hand side of the Web-page that supplements the Table of Contents. Readers who find the image interesting can click on the image and go directly to the article.

Permissions

Authors must obtain written permission to quote from listserv postings, email, and other works which (while disseminated to a broad audiences) were not necessarily intended for formal publication. Authors who have questions about copyright and other permissions should consult the editor.

Citation and Reference Style

Transliteration: Authors should inform the editors if any term needs to remain in its original script. Otherwise, all terms and names not in Roman script must be transliterated. Follow the guidelines in *The Chicago Manual of Style*, 17th ed. For all languages which use a Roman script, authors should indicate all diacritical marks. Contact the editors for assistance using a word processing program to add these marks.

Gender-Neutral Language: Please follow an editorial preference for gender-neutral language.

Editing quotations: Authors should use brackets and ellipses to indicate alteration of quotations. Authors may modernize spelling or punctuation if necessary to avoid misunderstanding so long as they note that such changes have been made. Authors should not change the order or meaning of quotations.

Ellipses: Authors should in all instances denote elisions with three dots with one space before and after each dot.

Dates: For specific dates, follow this format: July 5, 2003. Where necessary, we prefer BCE (before common era) and CE (common era) (note that these abbreviations are in large caps). Authors who use other dating systems should provide the common era equivalents in parentheses. In a documentary source

quotation (prepared for a document-based question, for example), indicate the common era equivalent in text introducing the document or indicate the common era date in brackets: “On the 9th of Rabi II 655 [April 26, 1257], Helegu Khan arrived in Dinawar on his way to Baghdad.”

Offices and Titles. Spell out titles (i.e., Vice President, not V.P.). The only exception: St. for Saint. The United States rather than “US.”

En and Em Dashes: *World History Connected* prefers the use of single hyphens for en dashes, and double hyphens for em dashes. For hyphenated asides—such as this one—please use double hyphens without spaces between the words that immediately precede and follow the hyphens. Please note that many word processing programs, in their default settings, will automatically format double hyphens as em dashes. Authors should avoid such formatting by adjusting their default settings or by retyping double hyphens.

Numbers: As a general rule, whole numbers less than one hundred should be spelled out. See Chicago Manual §9 for exceptions.

Serial Commas: Please use commas to separate elements in a series. If a conjunction precedes the final element in the series, please use a comma before the conjunction. For further guidance in the use of commas, please consult the Chicago Manual §6.

Hyphenation: For the hyphenation of compound words and phrases, please see the Chicago Manual §7.89.

Capitalization: For the capitalization of names and terms, please consult the Chicago Manual of Style §7. Also, please note that certain words associated with the Internet, the World Wide Web, and other technological resources have not yet obtained uniform usage. *World History Connected* adheres to the following spellings and capitalization:

dot.com	Web
e-mail	Web page
Internet	Webmaster
home page	Webzine

Listserv

Website

online

World Wide Web

Examples of Citations [Endnotes Only] and References

Standard Note Style: Citations, explanations, and acknowledgments appear in sequentially EMBEDDED numbered endnotes. Authors do not need to provide bibliographies but may add “suggestions for further reading” or “resources.” The Chicago Manual of Style, 17th ed., is the final arbiter of most questions of style. We address the journal’s preferred version of that style below. In preparing this list, the editorial staff has relied extensively on the style sheet maintained by the e-journal Common-Place, whose permission we gratefully acknowledge.

Websites

Citation from a newspaper or other print media:

Kenneth Chang, "Astronauts Dock with Space Station," *New York Times*, accessed February 1, 2020, <https://www.nytimes.com/2020/05/31/science/spacex-astronauts-arrival.html>.

Citation to a source without an author:

Cable News Network, “John Beresford Tipton inaugurated as President,” *CNN.com*, accessed February 1, 2021, http://www.cnn.com/POLITICS/01/21/obama_inaugurated/index.html.

Citation to a source with two authors:

John Smith and Jane Doe, "John Beresford Tipton inaugurated as President," *CNN.com*, accessed February 1, 2020, http://www.cnn.com/POLITICS/01/21/obama_inaugurated/index.html.

Books: One Author

Neil L. Jamieson, *Understanding Vietnam* (Berkeley and Los Angeles: University of California Press, 1993), 203–207. Second citation: Jamieson, *Understanding Vietnam*, 122.

Books: Two Authors

Michael Shermer and Alex Grobman, *Denying History: Who Says the Holocaust Never Happened and Why Do They Say It?* (Berkeley and Los Angeles: University of California Press, 2000), 155. Second citation: Shermer and Grobman, *Denying History*, 23.

Article in a Collection

R. I. Moore, “The Birth of Europe as a Eurasian Phenomenon,” in Victor Lieberman, ed., *Beyond Binary Histories: Re-imagining Eurasia to c. 1830* (Ann Arbor: University of Michigan Press, 1997), 143. Second citation: Moore, “The Birth of Europe,” 147–149.

Journal: One Author

Jack A. Goldstone, “Efflorescences and Economic Growth in World History: Rethinking the ‘Rise of the West’ and the Industrial Revolution,” *Journal of World History* 13, no. 2 (Fall 2002): 323. Second citation: Goldstone, “Efflorescences,” 324.

Journal: Two Authors

Sean Brawley and Chris Dixon, “Jim Crow Downunder? African-American Encounters with White Australia, 1942–1945,” *Pacific Historical Review* 71, no. 4 (November 2002): 611. Second citation: Brawley and Dixon, “Jim Crow Downunder?” 77–78.

Magazine

John Dower, “The Other Japanese Occupation,” *The Nation*, July 7, 2003, 11. Second citation: Dower, “The Other Japanese Occupation,” 13.

Newspaper Article [From Printed Source]: News

“Bush Says U.S. Won’t Waver in Iraq Mission,” *Los Angeles Times*, July 2, 2003, A1. Second citation: “Bush Says U.S. Won’t Waver,” A1.

Newspaper Article [From Printed Source]: Opinion

Leon Hadar, "U.S. Empire? Let's Get Real," *Los Angeles Times*, July 2, 2003, B15.
Second citation: Hadar, "U.S. Empire?" B15.

Book Reviews

Works under review. Authors who are reviewing books should cite the work under review at the head of the review essay. Include the author's name, the title, the place of publication and publication house, the date of publication, the number of pages, the price, and the binding, as in the following example: J. R. McNeill and William McNeill, *The Human Web: A Bird's Eye View of World History*. New York: W. W. Norton, 2003. Pp. xviii +350. \$27.95 (cloth).

See the Book Review Guidelines for more detailed information.