

# TEACHING HISTORY

Journal of the History Teachers' Association of NSW Inc (HTANSW)

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## Guidelines for Authors

*Teaching History* is the quarterly journal of the History Teachers' Association of NSW (HTANSW). It is a full colour, 80-page publication featuring articles, resources and reviews from prominent academics, professionals, cultural institutions and teachers. It is distributed to over 1000 individual and institutional members, representing thousands of teachers, schools, libraries, and university departments across Australia and internationally. Print copies are sold at HTANSW conferences and events, and the HTANSW online store: [www.htansw.asn.au/store](http://www.htansw.asn.au/store). Digital issues are available online via Informit and EBSCO.

### Key dates

| Issue  | Submission deadline | Publication date                |
|--------|---------------------|---------------------------------|
| Term 1 | 1 February          | 31 March                        |
| Term 2 | 1 May               | 30 June                         |
| Term 3 | 1 August            | 30 September                    |
| Term 4 | 1 November          | 31 January (the following year) |

## Contributions

### Submissions

Contributions for *Teaching History* may include original articles, news items, student essays, teaching and assessment ideas (please see below for suggested formats); book, exhibition and learning program reviews; and other content. Teachers may use their published content to support NESA accreditation. Authors intending to submit should contact the editor at least six weeks before a submission deadline, to allow for content planning: [journal.htansw@gmail.com](mailto:journal.htansw@gmail.com)

### Review & editing

Submissions to *Teaching History* are reviewed by the editor and the HTANSW journal committee (composed of History teachers and HTANSW Directors), with the aim of maintaining a high standard of scholarly content that is relevant to Australian History teachers and students. All submissions will be copyedited to correct spelling and syntax, to apply the journal's style, and to enhance readability and clarity. Marked-up drafts showing the proposed edits will be returned to authors for review/revision. The editor will consult with authors when substantial changes are proposed. The decision about whether to publish submissions is at the discretion of HTANSW.

### Content & tone

All content published in *Teaching History* will be relevant for History teachers, educators and students. The tone of submissions may range from a scholarly, academic style to conversational. Submissions are expected to be academically rigorous and respectful.

## Formats

|                                                       |                    |
|-------------------------------------------------------|--------------------|
| Article (short)                                       | c. 1000-2000 words |
| Article (long)                                        | c. 3000-4000 words |
| Curriculum, professional issues, student essays, news | 1 to 4 pages       |
| Teaching & assessment ideas                           | 1 to 4 pages       |
| Review (short)                                        | c. 600 words       |
| Review (long)                                         | c. 600-1500 words  |

## Style Guide

When preparing submissions for *Teaching History*, we ask authors to follow the style guide outlined below. However, if you prefer to prepare your contribution in another more familiar style, we are happy to receive it in any format, and the editor will convert your contribution into the journal's style.

Unless directed otherwise below, please follow the Chicago Manual of Style, 17th ed. (Chicago and London: University of Chicago Press, 2017). The exceptions listed below largely follow those used in the journal *Australian Historical Studies*, and the referencing examples below are provided in that journal's instructions for authors.

### Name and affiliation

All authors of a contribution should include their title (Prof, Dr, etc), name and surname, school or organisation below the article title. HTANSW Directors should include their school's name; 'HTANSW' is used only for staff or Directors not affiliated with a school.

### General formatting

1. The manuscript should be single-spaced throughout.
2. Title font is **Asap medium** (bold, 26pt), subtitle font is **Asap** (bold, 20pt).
3. Author name/affiliation is **Merriwether light** (italics, 9pt); body text is Merriwether light (8pt).
4. Endnotes are **Calibre Light** (9pt).
5. All text is justified.
6. Begin all sentences and headings at the left margin.
7. Use only one space between words, no space before a punctuation mark and only one after.

### Page numbers

Do not use page numbers.

### Dashes

1. Only use hyphens when they are part of a word.
2. Do not split a word between lines and connect with a hyphen.
3. Use spaced en dashes (e.g., – ) within text, not hyphens (e.g., -).

### Indenting

1. Do not indent new paragraphs.
2. Indent quotations using a single indent, to look as follows:

Text, text, text

### Headings

1. In-text headings should be **Merriwether light** (bold, 8pt), aligned to the left margin.
2. In text-headings are in sentence case, not title case (i.e. not capitalised).
3. Most articles will only need one style of heading but develop a clear hierarchy, if needed.

## **Spelling**

1. Spelling and hyphenation should follow the *Macquarie Dictionary*, 8th ed. (Sydney: Macquarie Dictionary Publishers, 2020).
2. Use Australian Spelling (except for proper names e.g., Pearl Harbor).
3. Use –ise, not –ize
4. Do not use contractions except when quoting.
5. Use the Australian spell checker in Microsoft Word but be careful about its grammar advice.

## **Abbreviations**

1. Full titles of countries, states, institutions, organisations etc., should be used at the first reference; subsequent references may be abbreviated.
2. Use a full stop after an abbreviation (Vic., ed.), but not after a contraction (Mr, Mrs, Qld, eds, St).
3. Symbols for currency and units of measurement have no full stop (5 km, 25 lbs, 3s). Note that this practice differs from that recommended by the Chicago Manual of Style.
4. Do not use any full stop with abbreviations that consist of capitals: (NSW, ALP, UK, US; also BA, PhD, MA), nor with their plurals.
5. Use ‘c.’ for circa, with a space between the full stop and the number.

## **Dates**

1. No apostrophe in dates: 1990s, not 1990’s.
2. Use 25 December 1985, not 25th December, 1985 or December 25, 1985.
3. Months should be spelled out in full.
4. Indicate a span of years in the same century as 1845–50, not 1845–1850 (using an en dash/hyphen, not an em dash).
5. Use BCE and CE, not BC and AD.
6. No abbreviations or capitals for centuries: e.g., nineteenth century (not Nineteenth Century, or 19<sup>th</sup> Century).

## **Numbers**

1. Numbers below one hundred should be written, thereafter use digits (ninety-nine, but 100).
2. When several numbers are used in the same sentence or paragraph make them consistent; all words or all digits.
3. Measurement should always be in numbers, e.g., 2 kilometres.
4. Do not use commas or spaces for a group of four digits. For five or more digits use commas between each group of three digits, e.g., 4000; 45,000; 101,000,000.
5. For percentages write ‘ninety-one per cent’, not 91%.

## **Italics**

1. Use italics to indicate emphasis or foreign words (only necessary for the first use of each word, subsequent instances of the same word are normal font).
2. Use italics sparingly and consistently.
3. A published title must be in italics.

## **Quotations**

1. Quotations of one sentence or less than thirty words remain within the text.
2. Use single quotation marks; only use double quotation marks for a quote within a quote.
3. Quotes of more than thirty words are removed from the paragraph and indented; no quotation marks are needed.
4. The sentence preceding a quote ends with a colon (if the preceding sentence or quotation is complete/an independent clause), or simply with a space, if the quoted sentence is incomplete.

5. At the end of a quote, the quotation mark is used before the full stop, unless the quote was a finished sentence in the original and had its own full stop, in which case, the quotation mark would go after the full stop.
6. Always preserve the spelling, grammar and punctuation of the original. Use [sic] sparingly to indicate aberrant usage.
7. If omitting material from within a quotation, use three ellipsis points (...). Do not use ellipsis points at the beginning of a quotation.

### Images

We encourage the use of relevant, high-resolution images (minimum 300 dpi) to illustrate your submission. **Please send them as individual jpg files with your submission.**

1. Please obtain written permission to publish any third-party images. If you do not provide images with your article, the editor may identify relevant images and seek your permission to publish them with your article.
2. Image captions (**Merriwether font**, italics, 8pt) should be inserted in relevant places in the text, and labelled numerically with a caption, as follows:

Figure 1. (descriptive title), (date), (creator), source: (collection and/or copyright owner).

3. Please do not embed images in the Word document.

### Tables

Tables should be inserted in the appropriate position in the document and labelled numerically with a caption (Merriwether font, italics, 8pt), as follows:

Table 1. (descriptive title).

### Referencing

1. References should be supplied as endnotes, not footnotes, and no bibliography or reading list is required. Other relevant references can be included in a list entitled 'Further Reading'.
2. Ensure all numbers in the text are in superscript but are in normal script in the endnotes. Please ensure all endnotes are set to Western Arabic Numerals and not Roman Numerals.
3. Please follow the following formats:

#### *Books*

1. The first citation of a book contains: author's initial(s) or given name(s) as used on the title page, surname, title of book, place of publication, publisher, year of publication, and page reference if appropriate.
2. The subtitle is capitalised and follows a colon.
3. Publication place is a city, not a suburb.

Kate Darian-Smith, *On the Home Front: Melbourne in Wartime, 1939–1945* (Melbourne: Melbourne University Press, 1990), 5–6.

#### *Journal articles / book chapters*

Richard Broome, 'Windows on Other Worlds: The Rise and Fall of Sideshow Alley', *Australian Historical Studies* 30, no. 112 (April 1999): 15–16.

Stephen Garton, 'Policing the Dangerous Lunatic: Lunacy and Incarceration in New South Wales, 1870–1914', in *Policing in Australia: Historical Perspectives*, ed. Mark Finnane (Sydney: New South Wales University Press, 1987), 74–87.

#### *Online sources*

Brian A'Hearn, Alexia Delfino and Alessandro Nuvolari, 'Rethinking Age-Heaping: A Cautionary Tale from Nineteenth-Century Italy', *University of Oxford Discussion Papers in Economic and Social History* 148 (September 2016), [www.economics.ox.ac.uk/oxford-economic-and-socialhistory-working-papers/rethinking-age-heaping-a-cautionary-tale-from-nineteenth-centuryitaly](http://www.economics.ox.ac.uk/oxford-economic-and-socialhistory-working-papers/rethinking-age-heaping-a-cautionary-tale-from-nineteenth-centuryitaly) (accessed 3 July 2020).

#### *Unpublished material*

Cite the document first, followed by the name of the collection and the file number, then the name and location of the archive.

A.W. Jose to Director War Staff, 19 March 1919, C.E.W. Bean Papers (hereafter Bean Papers), folder 115, Australian War Memorial (hereafter AWM), Canberra.

#### *Theses*

The first citation contains the author's first name, surname, title of thesis, type of thesis, university, date of completion, and page reference if appropriate.

Nicholas Brown, 'Possess the Time: The Formation and Character of Australian Intellectual Conservatism in the 1950s' (PhD thesis, Australian National University, 1990), 140.

#### *Subsequent references*

1. Use only author name and page number. Do not use op cit.
2. If citing more than one book by the same author, use author name, abbreviated titles, and page number.
3. Use 'ibid.' for a single work cited in the note immediately preceding.

Darian-Smith, *Home Front*, 5–6.

Broome, 'Windows', 10.

Garton, 80.

Brown, 231.

### **Copyright**

HTANSW retains the copyright of all material published in *Teaching History*. Permission should be sought for republication and *Teaching History* must be acknowledged as the original publisher.

### **Digital**

A digital version of each *Teaching History* issue is provided to Informit and Ebsco for online access.



## Teaching and assessment idea format suggestion

All forms of teaching and assessment ideas are considered for publication in *Teaching History*.

Please aim to begin the document with the following headings and details (as relevant):

### Part A [for teachers]

1. Syllabus content

[Stage X, Year X, topic]

2. Duration

[timing of the teaching idea, e.g., how many lessons]

3. Rationale

[brief description of your approach to the topic through this teaching idea or assessment]

4. Learning aims

[brief description of the learning outcomes of the teaching idea]

5. Glossary

[definitions of specific/unusual terms used in the document]

### Part B [for students]

6. Lesson/task outline

[Please use language that addresses student readers directly; consider arranging the content in a table, to include numbered questions/activities in the left-hand column and sources (e.g., weblinks, QR codes to URLs, books, images, etc.) in the right-hand column.]

## Review format suggestion

Reviews of books, exhibitions, learning programs and other teaching resources are considered for publication in *Teaching History*. Please consider including some or all of the following details in your review:

1. Name of book (or exhibition/learning program), author, publisher, publication place, year, ISBN, number of pages, your name and organisation.
2. A few details about the author and their relationship with the genre/field of enquiry.
3. A summary of the book/exhibition's main themes and the author's main arguments.
4. Your opinions about the book's strengths and weaknesses – e.g., structure, thematic coverage, author's writing style, arguments, etc. Be specific and use examples from the book to illustrate your points. Refer to how themes have been treated in other books on the same subject (if relevant). Present a balanced critique, including both positives and negatives.
5. Suggestions about how the text relates to the History syllabuses and how it might be useful for other teachers and their students.