

GUIDELINES FOR AUTHORS

Please respect the following Guidelines. This will shorten the editorial process and thus reduce publishing times.

1. General Rule

Texts are to be sent to the Editors and to Special Issue Coordinators by e-mail (specified in the Call for Papers). Under the responsibility of the Editors or Coordinators, the text is then sent to two reviewers (researchers, academics, postdoctoral students, doctoral students, or professionals) who are not necessarily members of the Editorial Committee. Comments are forwarded anonymously to the Author who must submit a revised version to the Editors and Special Issue Coordinators within four weeks.

In all cases, Editors must give their full acceptance for the text to be published in the review.

Personal Data on Author(s)

All personal data should be provided on a separate page (not in the manuscript itself) and will include: e-mail, position, institution, institutional or personal mailing address, telephone number, and professional web links (if necessary). Maximum: 15 lines.

Languages

French & English

Length of Text

Between 6000 and 8000 words (maximum) for a text, including Abstract and Keywords in French and English, Titles, Text, Footnotes, Figures and Illustrations, and Bibliography. Between 3000 and 4000 words (maximum) for an article to be published in the Debates & Controversies Section or Teaching & Learning Anthropology Section, including Titles, Text and Bibliography, but without Footnotes, Abstract and Keywords, and Figures and Illustrations.

Typography

- Word document
- Font: Times New Roman
- Format 12
- Single line spacing
- No bold print
- No layout

Footnotes

Footnotes are to appear in numerical order (1,2,3, etc.) in the same font as the rest of the text. There may be no more than 10 footnotes, none of which may exceed four lines.

Quotations

Typographic symbols are to be consistent (the author has to choose either « or ” for quotation marks).

Short quotations are to be set between quotation marks in the body of the text and followed by the Author, date of publication, and page number in parentheses. For example: « » (Douglas 1969: 234).

For quotations of more than five lines, start a new paragraph with the quotation set between quotation marks and followed by the Author, date of publication, and page number parentheses, e.g. (Douglas 1969: 234).

Short quotations from interviews are to be set between quotation marks in italics in the main body of the text.

Longer quotations (or words) from interviews are to be placed in a new paragraph with the quotation in quotation marks and in italics.

Words in another language than that of the text must appear in italics without parentheses. They are to be followed by their translation in the language of the article when they first appear. Example: compadre (ritual kin).

2. Review Style

Main Title & Sub-Titles

The title of the article must follow the mention TITLE=

Note: no spaces between TITLE and =

Each section or sub-section has its Title or Sub-Title

Example: TITLE=Where are the "other parents"?

Sections and sub-sections are not numbered

Author(s)

Name or Names of author(s) after the mention AUTHOR(S)=

AUTHOR(S)= is followed by Author's first and last names, institution, and e-mail address

Note: no spaces between AUTHOR and =

Example: AUTHORS=Lindsey & Fred Wiltherness, Université de la Caraïbe et des Antilles, Laboratoire d'anthropologie sociale et culturelle, de linguistique et d'archéologie, lindfred@cara.infant

Abstract

The abstract must follow ABSTRACT=

Abstract in both French and English

Maximum 10 lines for each

Note: no spaces between ABSTRACT and =

Example: ABSTRACT=It is already well known that...

Keywords

The keywords must follow KEYWORDS=

Maximum of 10 words, separated by commas with no period at the end

Note: no spaces between KEYWORDS and =

Example: KEYWORDS=Food, rituals, social control, Bolivia

Bibliography

Bibliographic references should be placed at the end of the text in alphabetical order following the "Amer Psychologist.ens" (EndNote). Only websites can be mentioned in the footnotes without being referenced in the bibliography. All references in the bibliography must be mentioned in the text or in the footnotes. Examples:

Books

RABAIN, J. (1979). L'enfant du lignage. Du sevrage à la classe d'âge. Paris: Payot.

Book Section

ALDERSON P. (2000). Children as Researchers. The Effect of Participation Rights on Research Methodology. In P. Christensen & A. James (Eds.), Research with Children. Perspectives and Practices (241-257). London: Falmer Press.

Journal Articles

SANTILLÁN L. (2009). Antropología de la crianza: la producción social de 'un padre responsable' en barrios populares del Gran Buenos Aires. Etnográfica 13(2): 265-289.

Or

LALLEMAND S. (2002). Esquisse de la courte histoire de l'anthropologie de l'enfance. Journal des Africanistes 72: 9-18.

Thesis

PALMER C.D. (1981). Variation in human sleep. A population study. Unpublished PhD Thesis, University of Oxford.

Online publications

LE BROCHET P. (2012). 'L'œil des enfants aveugles'. L'impossible enquête ?. AnthroChildren.org 11
[<http://www.anthrochildren.org/2012/Lebrochet.html>]

Others (reports, manuscripts, etc.)

DETTWYLER K.A. (1997). Throwing a curve at growth charts. Unpublished, Sydney, Australia, Conference Papers 'Breastfeeding: the natural advantage. Nursing mother's association of Australia'.

Figures & Illustrations

Figures and Illustrations must be placed in the body of the text and explicitly referred to by the author as follows:

Figure 1: Title (compulsory, placed above the figure)

<<Illustration>> (either Word or JPEG)

Legend (if necessary, placed under illustrations)

Credit or Source

Short Sample of Text

TITLE=Une journée d'enfant. Ethnographie des émotions dans une famille ouvrière (Liège, Belgique)

ABSTRACT=À partir de l'observation minutieuse des faits et geste d'une fratrie d'enfants au sein d'une famille recomposée, il s'agit de s'interroger sur les émotions exprimées et les façons dont elles circulent entre pairs.

KEYWORDS=Émotions, emploi du temps, relations entre pairs, relations enfants-parents

LEVEL1=Introduction

Entre les contraintes d'un emploi du temps serré, et difficilement négociable, et les ajustements incontournables liés aux impondérables de la vie ordinaire, les jours « libres » de l'enfant ne sont pas toujours ce qu'il aurait aimé qu'ils soient.

LEVEL2=L'inscription des enfants dans des espaces d'émotion

La « liberté » dont jouissent les enfants, affichée dans les médias et revendiquée par les intéressés, serait-elle, une « douce brise d'illusion au milieu d'un océan de gageures » (Mama 2005 : 341 or 2005: 341 [no space if the text is written in English]) ?

LEVEL2=Considérations méthodologiques

Plus largement, il s'agit de s'interroger sur les apports d'une anthropologie des sexes que Tiofred (2010 : 12) appelait de ses vœux :

« Il semblerait inconcevable.....
.....
.....
.....

.....
 ».

TITLE1=Conclusion : heurs et malheurs des « jours libres »

Les relations entre pairs ne sauraient être saisies sans la prise en compte des relations de sexe entre les membres de cette « sacrée famille où tout est si compliqué » pour comprendre l'économie des émotions lors d'une journée d'enfant.

BIBLIOGRAPHY=

3. Evaluation Form for submitted articles

Title of the article

Is the article worthy of publication?

- Yes
- Yes, with slight modifications
- Yes, with important modifications (see text and/or report above)
- No

Quotations

| | Makes sense | no | Poor | Average | Good | Excellent |
|---|-------------|----|------|---------|------|-----------|
| Originality | | | | | | |
| Ethnographic descriptions & data | | | | | | |
| Contribution to Anthropo. of Child. & Childhood | | | | | | |
| Methodological & Theoretical rigor | | | | | | |
| Plan | | | | | | |
| Presentation & Style | | | | | | |
| Quality of Analysis | | | | | | |
| Contribution to the Issue (for Special Issue) | | | | | | |
| Contribution to Dialogue between Professionals, Actors & Institutions | | | | | | |
| Adequacy of Figures & Illustrations | | | | | | |
| Adequacy of Bibliography | | | | | | |

Is the Title representative of the content?

Are the Abstracts representative of the content?

In a free report, please specify your evaluation and suggest ways to improve and cut the text if necessary

Suggested modifications may be directly inserted into the text (no Track Changes) via anonymous commentaries.