Send submissions to:
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H **HARRINGTON PARK PRESS**

MANUSCRIPT SUBMISSIONS

Harrington Park Press (HPP) publishes innovative, authoritative books covering a wide range of LGBTQ issues. Our books present new scholarly research and practice, examine ongoing policy and public debates, and aim to bring new understanding to under-reported areas of the field.

1) OUR PREFERENCES

Harrington Park Press currently prefers:

• Single-author books

• Scholarly works with the potential to be adopted for undergraduate or graduate-level college courses

• Practitioner handbooks for business, health-care, or mental health/counseling professionals

• Books with a potential international audience

2) BOOK PROPOSAL EVALUATION

Book proposals submitted to Harrington Park Press will be evaluated according to a number of factors. These include:

• Originality, relevance, and specific contribution to the field

• Potential impact on policy and/or practice

• Clarity and accessibility of the subject matter

• Author/editor qualifications and expertise

• Editorial fit with the Harrington Park Press publishing list and the HPP mission

Your proposal will be read by HPP personnel and vetted by outside academic consultants selected for their expertise in the subject matter. Prospective authors must inform us if their proposal has been submitted to other presses.

Authors interested in publishing with Harrington Park Press should submit a formal book proposal that includes the following:

3) BIOGRAPHICAL STATEMENT

Send a brief summary of the principal author's or editor's experience and credentials in the field, including previous publications. Provide a curriculum vitae. If the book is an edited volume, please include a bio of each contributor. (1-2 pages)

4) OVERVIEW OF THE BOOK

Discuss your reason for writing/editing the book, the importance and relevance of the issues it addresses, the audience it is intended to serve, and how it will contribute to current debates in LGBTQ policy or practice. For example, does it meet a specific intellectual or teaching need? Does it appeal to an underserved textbook audience? Does it break new ground in a specific area of research or teaching? (1-2 pages)

5) DESCRIPTION OF THE BOOK

Provide a brief summary of the book's contents. Explain the central argument or specific interest it presents, detail the body of empirical evidence it draws from, and describe its organization and style. Please also include the expected length of the manuscript (double-spaced pages) and an anticipated schedule for its completion. (3-5 pages)

6) TITLE / TABLE OF CONTENTS

Include a tentative title and outline of the book, with a few paragraphs summarizing each chapter. Include any significant subthemes. If the book is an edited volume, please indicate the author of each chapter; all contributors must be confirmed before the proposal will be considered for publication. (3-5 pages)

7) SAMPLE CHAPTERS

Submit one or more completed chapters from the book. These should be representative of the project as a whole in tone, style, organization, and ancillary materials, such as artwork, teaching features, tables, figures, etc. A typical chapter is 25-35 double-spaced pages.

8) COMPETING WORKS / ARGUMENT FOR YOUR WORK

Provide a brief list of books considered competition for the proposed project, or that might have related content and focus. Please explain how your book compares to other recent books on the topic and why it makes an important and unique contribution to the LGBTQ field. Please describe the specific need it fills. For textbooks in particular, compare and contrast your proposed book with its main competitors.

If your work is intended as a textbook, describe which instructors will likely want to adopt your book and why (1-2 pages), or why instructors would add it to a course's recommended reading list.

9) MARKET

Describe the book's intended market. Is it intended primarily for course adoptions, for professionals/practitioners, for a research/reference market, or for a general trade market? Do you see any potential secondary markets? If yes, please explain. If your primary market is course adoptions, please describe the targeted course(s), including whether they are undergraduate or graduate courses and whether the book would be a centerpiece text, a supplemental resource, or recommended reading.

10) FOR TEXTBOOKS: LEARNING FEATURES WE RECOMMEND

Firstly discuss with both your Editor and your Publisher whether your work Is intended for a real and reachable college adoption audience, either at the earlier class levels (freshman/sophomore) or later class levels (junior/senior).

It is important to make your book as "classroom-friendly" as possible by helping the teacher to teach the course. One way is to provide easy-to-use textbook features at the end of each chapter. Several common features are described below.

a) Definitions of key terms/phrases:

This is a list of all key terms or phrases in the chapter. You should make a list of these in alphabetical order, followed by a short definition. Page numbers will be added once the book has been typeset.

b) Review (self-test) questions:

These are questions that readers should be able to answer after they have studied the chapter. Good review questions will help readers test their knowledge of basic vocabulary, concepts, or principles.

These questions should be relatively simple and should help the reader understand and remember key facts and content.

If the review questions are too complex, the student may just skip over them. Some educators use Bloom's Taxonomy to help them write the correct level of questions.

c) Multiple-choice and/or true/false quiz:

Make up about 10 questions. Many students today are assessed in objective formats, so providing a quiz on the key chapter content helps them prepare for tests and exams later on.

d) Application questions or case studies:

These questions/case studies ask students to apply the concepts or vocabulary to a particular scenario, case, or problem. They correspond to the "Apply" step of Bloom's taxonomy.

e) Critical thinking questions:

These questions ask students to think critically about content. Ask the students to analyze, compare, contrast, and list reasons for or against a particular argument. Your goal here is to engage students' deep-thinking skills, often in preparation for an essay exam. Critical thinking questions typically access the "Analyze" and "Evaluate" stages of Bloom's Taxonomy.

f) Questions for thought and discussion:

These are open-ended questions intended to stimulate classroom discussion. They may also be assigned as journal entries or writing projects.

g) Collaborative and/or community activities and projects:

These projects may be assigned as part of the service-learning aspect of a course. They may ask students to work alone or in groups to brainstorm solutions, look more deeply into a certain issue or topic, or engage with the community in some other way.

h) Suggestions for further reading:

Many instructors like each chapter to include a brief annotated bibliography of suggestions for additional reading. In general, the suggested readings should include those written at a level that is accessible to undergraduate students, even if your book is written for advanced courses or professionals. The idea is to cover a wide reading range here so that your book is also attractive to many different types of libraries as well—e.g., academic; health care; large public libraries (which may serve as academic collections); and special libraries in community agencies, corporations, and foundations.

11) FOR MULTI-AUTHORED [EDITED] WORKS

At this time, Harrington Park Press prefers single-authored works. However, scholars with experience in assembling multi-authored works, especially those proposing a book that corresponds to an established course in the college curriculum, may send us a prospectus.

Our suggestions for multi-authored works are as follows:

a) Outline
First create an outline for the proposed volume.

- Specify the course or courses (undergraduate or graduate) in which the work would be adopted. Also indicate which professional population(s) would be interested in the work.

- Divide the outline into 3 or 4 logical segments, preferably following the way the subject is typically taught or the way in which information is typically accessed.

- Within each segment, include 2 to 4 chapters that can be logically allocated to that portion of the book.

b) Soliciting Contributions

i) You will probably know a large number of potential contributors from within your network of colleagues, friends, and co-workers. However, you likely will have to go outside your network to "fill in the holes." Omitting an important aspect of your topic because you didn't find a suitable contributor may lead to poor reviews and/or fewer adoptions.

ii) Common methods of seeking contributors outside your network include directly asking for recommendations from within your network, asking for recommendations via listservs to which you belong, and asking your confirmed contributors to distribute your editorial request to listservs to which they belong.

c) Assigning Chapters
All chapter authors should receive explicit instructions regarding what you need them to cover. If you don't provide this framework, contributors might focus on their own areas of interest, as opposed to assisting the intentions of the book as a whole.

i) All chapter authors should receive the entire outline so that they don't duplicate the coverage in another chapter.

ii) All chapter authors should cover the specific topics and sub-topics you specified in the chapter framework. You may need to consult with your contributors on an ongoing basis as the content evolves.

iii) All chapter authors should receive specific parameters for their contributions: number of words or pages, required tabular or graphic material, and so on. Be sure to specify the required documentation style that contributors must use. Harrington Park Press prefers the Chicago documentation style.

d) Template for Soliciting Chapter Contributors

I am seeking a chapter author(s) with expertise in _____

for an upcoming textbook/professional work tentatively entitled _____
This book is under (consideration) (contract) with Harrington Park Press.

If you are interested, please contact _____ with a CV and cover letter describing your expertise.

A brief overview of the chapter is below. The intended audience for this work is: _____

Chapter Title: _____

Chapter Description:

The author(s) of this chapter will provide an in-depth discussion of the unique issues about the overall area of:

_____

The following topics must be included:

*   _____

*   _____

*   _____

*   _____

*   Chapter Summary

*   Bibliography

12) AUTHOR RESPONSIBILITY FOR FOOTNOTES, WORKS CITED, AND BIBLIOGRAPHY

The final acceptable manuscript must include footnotes in final and correct format, in the entirety.

Our preferred style is APA (American Psychological Association) or Chicago style. Discuss your preferred format with your editor, and then style the footnotes consistently throughout the manuscript.

Use the same style for any end-of-book Works Cited list, References list, or Bibliography.

If these elements are not styled correctly and consistently, the manuscript will be returned to the author for completion.

Alternatively, the Publisher may hire an editorial assistant to finish the Author's work and deduct this expense from royalties.

13) CHAPTER SUMMARIES, OVERVIEW PAGE, AND KEY TERMS

For each chapter we require the following three elements. These are intended to help the reader quickly scan the content to follow. These features also help us ensure that each chapter is easily accessed by Google Scholar, Web crawlers, and search engine optimization.

a) Chapter Summary
Three or four sentences providing a snapshot summary of what the chapter covers

b) Overview
One or two paragraphs introducing the basic content of the chapter plus its scope and primary conclusions

c) Key Terms/Phrases
At least 3 to 10 key terms/phrases that will be found in the chapter

An example of how these features would appear in the printed book is provided below.

INTRODUCTION

Why Study Queer German History?

CHAPTER SUMMARY

Queer Identities and Politics in Germany: A History, 1880–1945 offers a useful and readable account of the history of homosexuality in Germany between the end of the nineteenth century and 1945, and a short epilogue suggests the ways that the long history of LGBTQ life and politics in Germany continued to be felt after 1945. It looks not only at the individuals, events, and movements of the era, but also briefly surveys some of the scholarly debates that have defined the historical literature.

OVERVIEW

Queer German history has a great deal of relevance for any reader interested in LGBTQ issues. Unfortunately for English-language readers, though, much of the recent work has been written in German and is therefore inaccessible to those who do not read this language. Even looking for primary sources can be hard. Many historians still find themselves regularly citing James Steakley's *The Homosexual Emancipation Movement in Germany*—a pathbreaking book, but one published in 1975, at the very beginning of research into German LGBTQ history. Robert Beachy's recent work, *Gay Berlin: Birthplace of a Modern Identity*, very good in so many ways, focuses only on Berlin, largely neglects lesbian life, and stops at the beginning of the Nazi era.

Queer Identities and Politics in Germany: A History, 1880–1945 offers a useful and readable account of the history of homosexuality in Germany between the end of the nineteenth century, when the homosexual movement formed, and 1945, when the Allies finally defeated the Nazi state. The conclusion looks forward to the present, suggesting the ways that the long history of LGBTQ life and politics in Germany continued to be felt after 1945: in the gay scenes that reemerged after the war, in the various political movements that eventually reappeared, in the scientific theories of sexuality that continued to evolve, and in the different sexual identities that LGBTQ individuals have adopted. Queer Identities and Politics in Germany not only looks at the individuals, events, and movements of the era, but also briefly surveys some of the scholarly debates that have defined the historical literature. This book offers opportunities to consider important issues still facing lesbians, gay men, bisexuals, transgender individuals, and others within the larger queer community—issues of identity, language, community building, and political strategizing.

KEY TERMS

German gay history; queer German history; German gay political history; Foucault in gay German history

FIGURE 1. TRAN

Cross-dressing act... era between the fe... which attracted a m... Photograph by Herb...