



ANNALS OF TOURISM RESEARCH

A Social Sciences Journal

AUTHOR INFORMATION PACK

TABLE OF CONTENTS

●	Description	p.1
●	Audience	p.1
●	Impact Factor	p.1
●	Abstracting and Indexing	p.2
●	Editorial Board	p.2
●	Guide for Authors	p.5



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DESCRIPTION

Annals of Tourism Research is a **social sciences** journal focusing upon the academic perspectives of **tourism**. While striving for a balance of theory and application, *Annals* is ultimately dedicated to developing theoretical constructs. Its strategies are to invite and encourage offerings from various disciplines; to serve as a forum through which these may interact; and thus to expand frontiers of knowledge in and contribute to the literature on **tourism social science**. In this role, *Annals* both structures and is structured by the research efforts of a multidisciplinary community of scholars.

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Annals invites and encourages research from various disciplines, to provide a forum through which these different disciplinary perspectives interact, and thus to expand the frontiers of knowledge by contributing to the literature on tourism social science. Papers on anthropological, business, economic, educational, environmental, geographic, historical, political, psychological, philosophical, religious, sociological, *inter alia* aspects of tourism (including conceptual essays, case studies, as well as empirical studies) may be submitted.

Papers that take a social science perspective on matters related to tourism from the other branches of science (cross-disciplinary approaches) are welcome. Purely descriptive research, which does not contribute to the development of knowledge is not considered suitable.

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2 Main body of the paper, headed with appropriate section headings (in UPPER CASE as a level 1 heading, additional levels should be in lower case and italics to denote a sub-section/level 2 heading). Headings should capture the theme/scope/nature of the paper, the methodology or data and methods, the findings and discussion etc as appropriate.

4. CONCLUSIONS

5. REFERENCES

Statement of Contribution: Please supply a paragraph of 100-150 words in answer to each of the following questions. This statement will be sent to reviewers, so this should exclude any material that would reveal the identity of the author(s). What is the contribution to knowledge, theory, policy or practice offered by the paper? How does the paper offer a social science perspective / approach?

Research highlights: include 3 to 5 bullet points (maximum 85 characters, including spaces, per bullet point).

Figures: 1 file for all figures, presented in the order in which they appear in the manuscript, numbered and captioned. Include a page break between each figure in the file.

Tables: 1 file for all tables, presented in order, and numbered and captioned. Include a page break between each table in the file.

Subdivision - numbered sections

Divide your article into clearly defined and numbered sections. Subsections should be numbered 1.1 (then 1.1.1, 1.1.2, ...), 1.2, etc. (the abstract is not included in section numbering). Use this numbering also for internal cross-referencing: do not just refer to 'the text'. Any subsection may be given a brief heading. Each heading should appear on its own separate line.

Introduction

The heading for this section is simply INTRODUCTION (IN UPPER CASE).

- The purpose of this section is to set the stage for the main discussion.
- *Annals* prefers that this section ends by stating the purpose of the research/paper, but without outlining what sequentially will follow.
- If the introduction is short, it appears as one undivided piece. A long introduction of more than 1,500 words can be subdivided. In such a case, the subtitles are in Title Case Format (in italics, but not bold). Example:

INTRODUCTION (this is a Level 1 heading)

Subheading in Italics (this is a Level 2 heading)

Next Subheading in Italics (another Level 2 heading)

Et cetera (but no Level 3 headings can be accommodated in INTRODUCTION)

Material and methods

- This is the main body of the paper, headed with a section heading capturing the theme/scope/nature of the paper, ALL IN UPPER CASE. Often this heading is somewhat similar to the article title itself.
- The opening discussion begins immediately after the section heading (without a Level 2 subheading intervening). This may include a literature review, if that is not already covered in INTRODUCTION. As much as possible, please use present tense (not past tense) for the literature review.
- The study methodology, if applicable, is then introduced, titled with a Level 2 heading: Study Methods (in italics).
- Then the paper proceeds to discuss study findings and their theoretical and practical applications. The discussion in this section is Subtitled as Appropriate (again in a Level 2 heading, in italics).
- In general, this is how this section is headed/subheaded:

THEMATICALLY APPROPRIATE HEADING (this is the Level 1 heading, in all cap letters, not bold)

Subheading in Italics (this is a Level 2 heading, in italics, not bold)

Subheading in Italics. Et cetera (again a Level 2 heading, in italics, not bold)

All subheadings (Level 2) appear in the same fashion, with no further distinction/variation allowed.

If any of the above (Level 2) subheaded parts must in turn be subdivided, then this format should be used:

Subheading in Italics (Level 2)

This begins with one or more paragraphs of discussion . . . and then next levels' subheadings are introduced: Sub-subheading in Italics (Level 3). The concept of carrying capacity suggests that in the case of

NB This is a run-on subheading; that is, the text begins on the same line as its Level 3 heading. Short sections of one or two paragraphs should not have sub-headings or sub-subheadings.

Annals will not accommodate additional headings beyond the Level 3.

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- This section, headed simply CONCLUSION (a Level 1 heading), can begin with a restatement of the research problem, followed by a summary of the research conducted and the findings.
- It then proceeds to make concluding remarks, offering insightful comments on the research theme, commenting on the contributions that the study makes to the formation of knowledge in this field, even also suggesting research themes/challenges in years ahead.
- To do justice to the study, this section should not be limited to one or two paragraphs. Its significance/contribution deserves to be insightfully featured here, including remarks which had they been added to the earlier sections would have been premature.
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Immediately after the abstract, provide a maximum of 6 keywords, using American or English spelling (not a mixture of both) and avoiding general and plural terms and multiple concepts (avoid, for example, "and", "of"). Be sparing with abbreviations: only abbreviations firmly established in the field may be eligible. These keywords will be used for indexing purposes.

Acknowledgements

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- Page numbers should be given when using specific points from a paper, including direct quotations or referring to a given part of it: ... (Dann, 2004, p. 44). This reference appears at the end of the quotation.
- Use double quotation marks to enclose quotations of less than 40 words. These are included in the running text.
- Longer quotations (40 words or longer) are presented as separate blocks of text, indented 1.3 cms. on both margins, without quotation marks and ending with the reference: ... (2004, p. 37).
- Multi-author sources:

Two authors: Cite both names throughout.

Three to five authors: When cited first in the paper, these should name all co-authors, for example (Smith, Brown, Johnson & Clark, 2005); thereafter, the last name of the first author, followed with et al. (Smith et al., 2005). Please note that et al. is followed by a period but is not italicised.

Works with six or more authors: Cite the surname of the first author followed by et al. for all citations.

- References to personal communication appear in parentheses: ... (J. Jafari, personal communication, November 10, 2008) and are not included in the reference list.

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Journal Article

van der Duim, R. (2007). Tourismscapes: An actor-network perspective. *Annals of Tourism Research*, 34, 961-976.

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Hollinshead, K. (2006). The shift to constructivism in social enquiry: Some pointers for tourism studies. *Tourism Recreation Research*, 31(2), 43-58.

For multiple authors:

Coles, T., Hall, C. M., & Duval, D. (2005). Mobilizing tourism: A post disciplinary critique. *Tourism Recreation Research*, 30(1), 31-41.

Book

Nash, D. (2007). *The study of tourism: Anthropological and sociological beginnings*. Oxford: Elsevier. Edited Book

Smith, M. K. & Robinson, M. (Eds.). (2006). *Cultural tourism in a changing world: Politics, participation and (re)presentation*. Clevedon: Channel View Publications.

Chapter in Edited Book

Hall, M. (2004). Reflexivity and tourism research: Situating myself and/with others. In J. Phillimore & L. Goodson (Eds.), *Qualitative research in tourism: Ontologies, epistemologies and methodologies* (pp. 137-155). London: Routledge.

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Arrange in date order, including author name for each entry.

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Doctoral Dissertation

Sheldon, P. (1984). *Economics of tour packaging*. Unpublished doctoral dissertation, University of Hawaii, United States.

Newspapers

Haslam, C. (2008, November 16). One-third of Britain's beaches are contaminated. *The Sunday Times Travel*, p. 2.

Internet

Urry, J. (2001). *Globalising the Tourist Gaze*. Retrieved November 15, 2008, from Lancaster University, Department of Sociology Web site: <http://www.lancs.ac.uk/fass/sociology/papers/urry-globalising-the-tourist-gaze.pdf>

Oguro, M., Imahiro, S., Saito, S., Nakashizuka, T. (2015). Mortality data for Japanese oak wilt disease and surrounding forest compositions. Mendeley Data, v1. <http://dx.doi.org/10.17632/xwj98nb39r.1>

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- Spelling: For the sake of uniformity and consistency, American or English spelling should be used throughout the paper, but not a combination of both.
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