1. Manuscript Formatting

1.1   **PLAIN, UNIFORM TEXT.** We ask that you submit your manuscript as Microsoft Word files in plain and uniform text. Nonessential or incorrect formatting will be removed from the manuscript before copyediting begins. We do not require a printed manuscript.

Font and Type Size

1.2   **USE TIMES NEW ROMAN FONT.** Set your entire manuscript in Times New Roman at a point size of 12.

1.3   **SPECIAL CHARACTERS.** If any special characters in your manuscript are not available in this font, please alert your editor's assistant.

Margins and Alignment

1.4   **MARGINS.** Every Microsoft Word file in your manuscript should be a U.S. letter (rather than A4) document and should have one-inch margins on all sides. The header and footer margins should be a half inch on the top and bottom.

1.5   **NO RUNNING HEADS.** Do not include running heads (e.g., author name, chapter title, page number, or other descriptors) in the header or footer.

1.6   **NO HYPHENATION OR JUSTIFICATION.** Do not use your word processor's hyphenation or justification features. Text should be flush left. Do not manually hyphenate words at the ends of lines. Hyphens should only be included in hyphenated compound words.

the (queer) child, because, as Wiegman argues, "our objects of study, like all objects, have wishes of their own" (2012, 318).

Queer Theory's Desire for the Queer Child

Arguably, the first enunciation of the queer child comes from Sedgwick, in her article "How to Bring Your Kids up Gay" (1991). Sedgwick documents some of the extensive efforts that are undertaken to maintain what she calls the "open season on gay kids" (1991, 18).

Here, we can see the queer child's queerness being detailed, so as to "queer" the child means resisting the ways in which, as Ellis Hanson writes, the "sexual behavior and [the] sexual knowledge [of children] are subjected to an unusually intense normalizing surveillance, discipline, and repression of the sort familiar to any oppressed sexual minority" (2004, 110). As such, for Bruhm and Hurley, the queerness of the child is established specifically in relation to its sexual alterity and its peculiarity:

> the figure of the queer child is . . . the child who displays interest in sex generally, in same-sex erotic attachments, or in cross-generational attachments. . . . The essays in this volume . . . tease out the range of possibilities for child sexuality. [They] look to the dominant heteronarrative to see how normalizing language itself both produces and resists queer stories of childhood sexual desire. . . . In short, this collection suggests that the children who populate the stories our culture tells about them are, in fact, *curiouser* than they've been given credit for. (2004b, x, xiv)

Clearly, then, across these framings of the queer child, the queering that "queer" does to the child encompasses resisting the child's alleged asexuality and heterosexuality; allowing for the child's pleasures, desires, and perversities; and thwarting the normative frames of sexuality and identity that have constrained the child and the queer.

"I'm going to be a mom!": Introducing Aviva

Aviva is the main character in Todd Solondz's film *Palindromes* (2004). Solondz is well known for his films' complex and sympathetic portrayals of characters whose non-normative

Figure 1.1. Example of properly formatted manuscript.

1.7 **PARAGRAPH INDENTS.** The first paragraph in each chapter or section should remain flush left. Indent all subsequent paragraphs a half inch using the tab key; do not use multiple spaces to create an indent.

Spacing

1.8 **BETWEEN LINES.** Set a uniform line spacing at 1.5 lines throughout the entire manuscript, including notes, extracts, and references. Use the line spacing feature in Microsoft Word to set this; do not manually insert a line space after each line of text.

1.9 **BETWEEN PARAGRAPHS.** Do not insert blank line spaces between paragraphs, notes, or bibliographic entries unless you intend for there to be a space in the printed book (do not use asterisks, dingbats, or symbols in these intentional breaks between paragraphs).

1.10 **HARD PARAGRAPH RETURNS.** Use hard returns (creating a new line by hitting the Return or Enter key) only at the ends of paragraphs, after items in lists, after lines of poetry, and before headings (see 2.12). Never include a hard return within a paragraph.

Pagination

1.11 **PAGE NUMBERING.** Please submit the manuscript without page numbers.

Italics

1.12 **PUNCTUATION, PARENTHESES, BRACKETS.** Italicize commas and periods that follow italic words, and italicize parentheses and brackets if all text within the parentheses or brackets is italic.

> Italicize punctuation marks that follow *italic words.*
> Italicize parentheses if all text *(within the parentheses)*
> is italic.

Punctuation

1.13 **DASHES.** To create a dash in your text, you may use two hyphens, or you may use the em dash character (—). Microsoft Word may include an auto-format function that automatically turns two consecutive hyphens into one continuous em dash.

> Do not add extra space on either side of the two hyphens
> or em dash.
> Do not use a long dash in the bibliography to indicate

the repetition of an author's name. Instead, repeat the author's name. This practice is to accommodate ebook readers.

1.14   **ELLIPSES.** Use ellipses only to show the omission of words, phrases, or lines from quoted material. To create an ellipsis, insert three consecutive periods with one space before and after each.

> Create ellipses . . . like this.

When an omission falls between sentences, a period should be used before the ellipsis points. There should be no space between the last word in the first sentence and the period, but a space should separate the period and the first ellipsis point. Another space separates the last ellipsis point and the first word of the second sentence.

> Show an omission between sentences with an ellipsis. . . .
> Like this.

Diacritics and Special Characters

1.15   **STANDARD DIACRITICAL MARKS.** Standard diacritics such as the acute (é) and grave (è) accents, tilde (ñ), umlaut (ü), circumflex (ô), and cedilla (ç) generally reproduce well through Microsoft Word, but if you are not able to display these characters in your manuscript, contact your editor's assistant for help.

1.16   **UNCOMMON DIACRITICAL MARKS.** If your manuscript includes other special characters, symbols, or numbers that are not standard in English (especially if this material is Arabic, Asian, or Eastern European, with diacritics that are especially difficult to create electronically), be sure to notify your editor's assistant before submitting your manuscript to the Press. If you are unable to create certain characters electronically, contact your editor's assistant for help.