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## Editorial Stylesheet for Alternate Horizons Writing Platform

### General guidelines

- We are currently only accepting submissions written in English.
- For all pieces, non-discriminatory language is mandatory.
- Sexist or racist terms must not be used.
- Articles submitted should not exceed 1,500 words and authors should include a bibliography at the end.
- All authors must also please include their full names. Please note that this will be displayed on the public article.

### General style rules

- Headings: Use sentence case and mark them in bold.
- Font size: Use Arial 12 font, justified text with 1.5-line spacing option.
- Quotes: If three lines or more (more than 40 words) please indent and italicise the quote.
- **NOTE**: citations at end of the article are not italicised. (Also, citation to come after closing full stop of quote.)

### Referencing

The Alternate Horizons Platform uses the Harvard-style author–date referencing system, which has two parts:

- In-text citations: (Author(s) surname(s) Year) / (Author(s) surname(s) Year: page number of direct quote)  
Example: (Wilson 2019)

Examples for bibliography purposes:

### **PUBLISHED BOOK**

Biko, S. 1978/2004. *I write what I like*. Johannesburg: Picador Africa.

### **PUBLISHED BOOK - TRANSLATION**

Freire, P. 1970/2003. *Pedagogy of the oppressed*, trans. Myra Bergman Ramos. New York: Continuum.

### **CHAPTER IN A BOOK**

Santos, B.S. 2016. The university at a crossroads. In R. Grosfoguel, R. Hernández & E. Rosen Velásquez (eds), *Decolonizing the westernized university: Interventions in philosophy of education from within and without* (pp. 3–14). Lanham, MD: Lexington Books.

### **WORKING PAPER/OCCASIONAL PAPER**

Darity Jr, W. 2013. *Confronting those affirmative action grumbles*. Political Economy Research Institute Working Paper Series No. 309. Amherst, MA: Political Economy Research Institute.

### **JOURNAL ARTICLE**

Lebakeng, J.T., Phalane, M.M. & Nase, D. 2006. Epistemicide, institutional cultures and the imperative for the Africanisation of universities in South Africa. *Alternation*, 13(1): 70–87.

Nyoka, B. 2013. Negation and affirmation: A critique of sociology in South Africa. *African Sociological Review*, 17(1): 2–24.

Eybers, O. 2019. A social realist ontology for developing Afrocentric curricula in Africa. *Journal of Decolonising Disciplines*, 1(1): 47–63. DOI 10.35293/2664-3405/2019/v1n1a4

### **NEWSPAPER ARTICLE (ONLINE)**

Makhanya, M. 2018, 1 July. Obsessed with whiteness. *City Press*.  
<https://www.news24.com/Columnists/Mondli-Makhanya/obsessed-with-whiteness-20180629>

### **WEBSITE ARTICLE**

Mgqwashu, E. 2016, 16 March. Education can't be for 'the public good' if universities ignore rural life. *The Conversation*. <https://theconversation.com/education-cant-be-for-the-public-good-if-universities-ignore-rural-life-56214>

## **CONFERENCE PAPER**

May, J. 2003. Talking to the Finance Minister about poverty: Pro-poor policy and the political economy of information. Paper presented at the International Conference on Staying Poor: Chronic Poverty and Development Policy, IDPM, University of Manchester, 7–9 April 2003.

## **POLICY DOCUMENTS**

UNCED (United Nations Conference on Environment and Development). 1992. Agenda 21 (Chapter 36). United Nations Conference on Environment and Development, Rio de Janeiro.

## **UNPUBLISHED THESES**

Makhathini, B. 2015. 'Trampoline trajectories': A dialectical analysis of the correlation between the teaching of reading and the improvement of learner-academic performance in a rural South African primary school. Unpublished PhD thesis, University of KwaZulu-Natal, Durban, South Africa.

Mataka, T.W. 2017. Language and literacy development for a Grade 10 English first additional language classroom: A Reading to Learn case study. Unpublished MA thesis, Rhodes University, Grahamstown, South Africa.

## **UNPUBLISHED REPORTS**

Gysae-Edkins, M. (Ed.). 1994. Report on the Environmental Education Workshop. Lesotho Association of Non-formal Education, Morjia.

## **PERSONAL COMMUNICATION**

Moosa, V.M. 2003. Minister of Environmental Affairs and Tourism, Ministry of Environmental Affairs and Tourism, Pretoria, 16 June 2003.

## **WEBSITE**

DEAT (Department of Environmental Affairs and Tourism). 2003. Inspection of readiness of retailers on the eve of Plastic Bag Regulations effect. Available at <http://www.environment.gov.za> [accessed 8 May 2003].

## **ORGANISATION AS AUTHOR**

HSRC-EPC (Human Sciences Research Council-Education Policy Centre). 2005. *Emerging voices: A report on education in South African rural communities*. Commissioned by the Nelson Mandela Foundation. Cape Town: HSRC Press.

## **MULTIPLE AUTHORS**

Lebakeng, J.T., Phalane, M.M. & Nase, D. 2006. Epistemicide, institutional cultures and the imperative for the Africanisation of universities in South Africa. *Alternation*, 13(1): 70–87.

## **MORE THAN ONE CITATION FROM THE SAME YEAR**

Angu, P.E. 2018a. Disrupting western epistemic hegemony in South African universities: Curriculum decolonisation, social justice, and agency in post-apartheid South Africa. *The International Journal of Learner Diversity and Identities*, 25(1): 9–22.

Angu, P.E. 2018b. Understanding voices from the margins: Social injustice and agency in first-year students' literacy narratives. *Journal of Further and Higher Education*, 1–11.  
<https://www.tandfonline.com/doi/full/10.1080/0309877X.2018.1458977?scroll=top&needAccess=true>

## **PARTICULAR SURNAMES**

Van Wyk, B. & Higgs, P. 2012. The curriculum in African context. *Indilinga: African Journal of Indigenous Knowledge Systems*, 10(2): 171–181.