



Notes for Peer Reviewers of Compass Articles

Thank you for agreeing to peer review an article for *History Compass* – the unique online survey and reviews journal from Wiley-Blackwell. Please take a moment to read over these notes.

What is History Compass?

History Compass (www.history-compass.com) offers the quality of a scholarly journal combined with the speed and functionality of the Web.

History Compass publishes peer-reviewed survey articles on a continuous basis, with new articles appearing as soon as they are ready. All articles are listed in Historical Abstracts

History Compass articles allow scholars and advanced students to:

- keep up with new developments and trends in research
- teach in a new or unfamiliar area outside of their speciality
- ensure that students are exposed only to quality-controlled online content (as opposed to unvalidated content from search engines)

Encompassing geographical areas from across the world and through all time periods, *History Compass* publishes original, peer-reviewed survey articles on a monthly basis.

In addition, the journal also offers select [Teaching & Learning Guides](#), themed [Compass Clusters](#), a companion [History Compass Blog](#), and VLE / CMS compatibility (e.g. Blackboard, WebCT, Moodle).

Compass articles

Compass articles should always offer some reference to the current scholarship and be accessible to the non-specialist; *History Compass* does not publish pure primary research.

Compass articles typically fall into at least one of the following three categories:

1) Overview of a topic in your field with a survey of recent scholarship

This may tackle the following questions: How is this topic driving your field? What new research has been published? Can you put that new research in context with your own insights?

2) Comparative look across sections or boundaries

This may tackle the following questions: How are various fields interacting? Are there related things happening in different fields? Can one area provide an insight into another when used in teaching or research?

3) *State of the field*

This may tackle the following questions: Can you offer a fresh perspective on developments in your field? Perhaps there are arguments drawing attention away from the critical points? Are there new resources worthy of attention? Which critical approaches are dominating the field or gaining momentum?

As a peer reviewer for *History Compass*, we ask you to consider the following questions when evaluating an article:

Does this article fulfill the objectives of a *Compass* article as described? Does it make a contribution to the current understanding of the field? Is it accessible to non-specialists? Would this be useful to someone new entering the field?