American Sociological Association

Style Guide

Fourth Edition
About the ASA

The American Sociological Association (ASA), founded in 1905, is a nonprofit membership association dedicated to serving sociologists in their work, advancing sociology as a scientific discipline and profession, and promoting the contributions and use of sociology to society. As the national organization for more than 14,000 sociologists, the ASA is well positioned to provide a unique set of benefits to its members and to promote the vitality, viability, and diversity of the discipline. Working at the national and international levels, the Association aims to articulate policy and implement programs likely to have the broadest possible impact for sociology now and in the future.

Publications

ASA publications are key to the Association's commitment to scholarly exchange and wide dissemination of sociological knowledge. ASA publications include 12 journals (described below); substantive, academic, teaching, and career publications; and directories, including the Directory of Members and the annual Guide to Graduate Departments of Sociology.

The ASA has in place policies and procedures to guide the publications program of the Association. The Guidelines for the ASA Publications Portfolio, approved by the ASA Council in 1999, articulates a vision for the publications program and sets forth criteria for the periodic review of ASA journals and the establishment of new journals. A Committee on Publications provides advice and guidance to the ASA Council on the publications program of the Association.

The official journal of the ASA is the American Sociological Review (ASR), published bimonthly. ASR publishes original works of exceptional quality from all areas of sociology.
Contemporary Sociology (CS), also bimonthly, publishes reviews and critical discussions of recent works of sociology and in related disciplines that merit the attention of sociologists.

The Association also publishes six quarterly journals. Social Psychology Quarterly (SPQ, formerly Sociometry) publishes theoretical and empirical papers on the link between the individual and society. The Journal of Health and Social Behavior (JHSB) publishes sociological analyses of problems of human health and welfare. Sociology of Education (SOE) is devoted to studies of education as a social institution. Teaching Sociology (TS) publishes research on the teaching of sociology and presents innovative teaching ideas and strategies. Sociological Theory (ST) reports on recent developments in all areas of sociological theory. Contexts, a journal in magazine format, aims to share sociological research with a broad public.

Sociological Methodology (SM), published annually in hardcover format, contains articles of interest to a wide variety of researchers.

Currently, two ASA sections (the Community and Urban Sociology Section and the Political Economy of the World-System Section) also publish journals, City & Community and the online Journal of World Systems Research, respectively. Coming in 2011 is Society and Mental Health, from the Sociology of Mental Health Section.

The Rose Series in Sociology, published by the Russell Sage Foundation for the ASA, publishes high-visibility, accessible books that integrate ideas and raise controversies across a broad set of sociological fields.

Joining these publications is Footnotes, ASA's monthly online newsletter, which reports on important issues relating to the discipline, departmental news, activities of the ASA and its Executive Office, and other national and international news relevant to sociology and sociologists.
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Preface

Over the years, ASA authors and editors have sought consensus on style and format for ASA journals. Editors and managing editors have been concerned that too many authors submitting to ASA journals are uninformed about guidelines for format and style. Authors have been uncertain about what ASA style really is. Is it the same for all ASA journals? Is it the same as Chicago Manual style or American Psychological Association style? Does it contain elements of both? Copy editors have also noted these problems and have added that many authors fail to communicate clearly in their writing.

At the October 1991 meeting of ASA Managing Editors, participants agreed that they should address these problems by providing concrete guidance to authors and editors, specifying the writing style and manuscript organization ASA journals expect. The original draft of this American Sociological Association Style Guide was completed in October 1992. It was approved by the ASA Committee on Publications in August 1995 and was first published in 1996. The second edition of the Style Guide, published in 1997, incorporated recent style revisions and new information on electronic citations. The third edition of the ASA Style Guide built on these earlier versions by organizing existing content into a structured system for easier use, expanding guidelines for citing electronic publication sources, and providing examples that illustrate how to apply these guidelines.

The fourth edition offers everything included in the third edition with updated information on online manuscript submission and changes to reference formatting. In addition, further examples of references, particularly electronic resources, are included in this new edition.
Although the *ASA Style Guide* is intended primarily as a reference for authors submitting articles to ASA journals, sociology departments have widely adopted it as a guide for the preparation of theses, dissertations, and other types of research papers. It is also used by professional writers and publishers of scholarly materials on sociological or social science issues more generally. We think that the material in this guide can be applied easily in settings such as these; nevertheless, we have also included a brief section suggesting some basic issues that authors should consider when preparing manuscripts not intended for ASA journals.

In addition, *The Chicago Manual of Style* (2003), on which the *ASA Style Guide* is primarily based, has also grown and changed over the years. This fourth edition of the *ASA Style Guide* reflects those changes, which are outlined in the section titled “Changes in the *ASA Style Guide* Based on Revisions of *The Chicago Manual of Style*.”

Combined with the efforts of the ASA Committee on Publications, the *ASA Style Guide* is based on what editors, managing editors, and copy editors for ASA journals have observed to be the most common style and format problems in manuscripts accepted for publication. We hope it serves as a useful reference for ASA authors and editors alike.

* Sally T. Hillsman
  *Executive Officer*
A Word about the Fourth Edition of the ASA Style Guide

The *ASA Style Guide* highlights and features guidelines for the most common situations encountered by authors and editors in the ASA journal publication process. It is designed to serve as the authoritative reference for writing, submitting, editing, and copy editing manuscripts for ASA journals. In practice, however, the *ASA Style Guide* also serves a wider community of researchers, writers, and publishers who use it to prepare and present scholarly papers in other sociological and social science venues.

**The Chicago Manual of Style**

Although the *ASA Style Guide* occasionally refers to other style guides and dictionaries, the 15th edition of *The Chicago Manual of Style* (also referred to as CMOS in this guide) is the primary reference on which it is based. In addition to the published volume, *The Chicago Manual of Style* offers the following useful resources and tools for writers on its Web site (http://www.chicagomanualofstyle.org/home.html):

- “Chicago-Style Citation Quick Guide” (http://www.chicagomanualofstyle.org/tools_citationguide.html)
- “Electronic Manuscript Preparation Guidelines for Authors” (http://www.press.uchicago.edu/Misc/Chicago/emsguide.html)
- Various other tools (http://www.chicagomanualofstyle.org/tools.html)
Other ASA Resources

In addition to the *Style Guide*, the ASA has other online resources to assist writers. Visit ASA’s homepage, [http://www.asanet.org](http://www.asanet.org), and click on Publications > Journals. On each of the journal homepages, readers will find an Author’s Corner with links to helpful writing resources.
New to the Fourth Edition

The fourth edition of the *ASA Style Guide* has been updated and expanded to include:

- **Online submission of manuscripts**: The guidelines are adjusted throughout Chapters 5 and 6 for online submissions.

- **Additional examples**: Additional examples of references (particularly with reference to electronic resources) are included throughout the fourth edition.

- **Index**: An index to major terms and concepts used in the *ASA Style Guide* in included.

In addition, guidelines have been changed in the following two areas in Section 4.3.2.1:

- **Location of publisher**: State abbreviations are no longer required for well-known locations (e.g., Chicago, Los Angeles), or if the state name is embedded in the publisher name (e.g., Berkeley: University of California Press). State abbreviations are used only if the location of the city is not clear.

- **Sequential/multiple listing of an author**: For repeated authors or editors, the author’s (or editor’s) full name should be included in all subsequent references.
The *ASA Style Guide* aims to achieve several goals:

- To establish uniformity and consistency in style among ASA publications with respect to elements such as formats for text citations, references, and other structural features. The guidelines established here assist editors and copyeditors to implement uniform standards across all ASA journals in their final published forms.

- To provide an authoritative reference source on style issues for authors who are writing manuscripts for ASA journals. This *ASA Style Guide* is primarily based on *The Chicago Manual of Style* (CMOS) but departs from the CMOS on certain points. The guidelines presented here provide acceptable stylistic forms (e.g., how to cite chapters in books in a reference list) for ASA journals.

- To summarize basic issues on effective writing for authors in general. Elements of effective, polished writing (e.g., rules of good syntax and grammar, conventionally accepted usages and spellings of words, correct use of punctuation) are summarized in a portable format for use by writers in a wide variety of settings. The *ASA Style Guide* is structured so it can be easily adapted for other purposes (e.g., as a teaching tool or for ASA Web site development).

### 1.1 Style Matters

The *Merriam-Webster’s Collegiate Dictionary* defines *style* as “a distinctive manner of expression . . . a particular manner or technique by which something is done, created, or performed” (2010). Style thus encompasses organizational constraints, professional requirements, and writers’ inclinations and preferences.
1.2 ASA Style

1.2.1 Some Basics

In addition to guidelines for presentation formats (e.g., headings, tables, figures, citations, and references), the ASA Style Guide provides some basic information on the mechanics of writing (e.g., correct syntax, grammar, punctuation, spelling, word usage). Attention to these issues will certainly enhance writing style, but it is important to note that communicating effectively in writing depends on the more fundamental thinking-and-planning stage, which involves conceptualizing ideas; conducting solid, objective, accurate analysis; developing a strong thesis or point of view; organizing materials and citing them in a systematic way; “mapping” the ideas in a logical and coherent manner; and developing a design or outline for presentation in the manuscript.

Guidelines for reporting on empirical social science, such as the “Standards for Reporting on Empirical Social Science Research in AERA Publications,” published in Educational Researcher, highlight some basic issues pertaining to the design and analyses phases of a writing effort (AERA 2007). A volume by Day and Gastel, titled How to Write and Publish a Scientific Paper (2006), also provides valuable insights and guidance on the basic elements of organizing, writing, and publishing scientific papers.

The ASA Style Guide emphasizes formal, objective, orderly, and grammatically sound expression. For example, writers should generally avoid writing in the first person, injecting opinion, overstating claims, and overwriting. They should use the active voice, maintain consistency in grammatical constructions, be concrete and specific, aim for creative but smooth composition, and follow standard usages and conventions. Scholarly writing should reflect both intellectual
and stylistic rigor.

### 1.2.2 Plagiarism

The ASA has a firm commitment to full and proper attribution and authorship credit, as set forth in the *ASA Code of Ethics*, in Section 14 on plagiarism:

(a) In publications, presentations, teaching, practice, and service, sociologists explicitly identify, credit, and reference the author when they take data or material verbatim from another person’s written work, whether it is published, unpublished, or electronically available.

(b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others’ work, even if the work is not quoted verbatim or paraphrased, and they do not present others’ work as their own whether it is published, unpublished, or electronically available.

Other sections of the *ASA Code of Ethics* define ethical responsibilities of authors in other areas, such as authorship credit, the publication process, and responsibilities of reviewers. (See the *ASA Code of Ethics*, available at http://www.asanet.org.)

### 1.2.3 Clarity

The essential element of good style and effective writing is clarity of expression, both with respect to ideas and structure. Several volumes by Williams, including *Style: Lessons in Clarity and Grace* (2007), emphasize the importance of clarity, coherence, and concision in effective prose and elegant, polished writing. Clarity in writing means using direct and straightforward language; expressing ideas accurately in jargon-free, uncluttered phrases; and adhering
to a well-designed outline. Writing clearly also involves a focus on “nuts-and-bolts” issues (such as consistency of verb tenses, accuracy in spelling, correct word usages, and correct punctuation) that are key to effective presentation. Authors are encouraged to think of themselves as both authors and editors (Becker 1986) and should submit manuscripts for publication only after multiple careful readings and revisions.

1.2.4 Bias

In keeping with ASA’s firm commitment to promoting inclusivity and diversity in all areas, the ASA Style Guide strongly urges the avoidance of language reflecting bias or stereotyping on the basis of gender, race, ethnicity, disabilities, sexual orientation, family status, religion, or other personal characteristics. For more ideas on how to approach gender-neutral and bias-free expression, refer to The Chicago Manual of Style (2003:157, 233), the sixth edition of the Publication Manual of the American Psychological Association (2010:70–77), and that association’s online supplemental material (http://apastyle.org/manual/supplement/index.aspx).

Gender

Unless gendered terms are specific to analysis of data or demographics, use nongendered terms such as person, people, individual, or humankind rather than man, men, or mankind. There are a number of common techniques for maintaining a gender-neutral approach:

- Rephrase the sentence (change a boy or girl lives in that house to a child lives in that house).
- Use a plural noun or pronoun (people, they).
- Replace the gendered pronoun with an article (change his to the).
- Delete the pronoun (change avoid his bias to avoid bias).
In general, avoid slashed gendered terms (*he/she*, *him/her*, *his/hers*), repetition of the conjunction *or* (*he or she, her or him, his or hers*), and switching gender order (using *he* or *she* and then using *she* or *he*).

Some writers may wish to distinguish the use of terms relating to gender and sexuality (*woman, female, gender*) for accuracy and precision. The author should note such preferences when submitting a manuscript for publication.

**Race and Ethnicity**

The classification and terminology of race and ethnicity are complex and have changed over time. Avoid racial and ethnic stereotyping of groups. Authors using racial and ethnic terms should aim to be as specific and precise as possible when identifying a person’s origin or group. For example, *Cuban* is more specific than *Hispanic; Japanese* is more specific than *Asian*.

Use the following:
- African American (no hyphen) (*CMOS* 2003:304, 325)
- black (not capitalized)
- white (not capitalized)
- Hispanic, Chicano, Latino, Latina (use *Latino* or *Latina* if gender is known; use *Latino* if gender is unknown or known to be male)
- American Indian, Native American (no hyphen)
- Asian or Asian American (no hyphen)

Avoid the following:
- Afro-American
- Negro
- Oriental

1.2.5 Verbs

The *ASA Style Guide* focuses on some basic rules of grammar relating to verbs. Information about rules governing other parts of speech (nouns, pronouns, adjectives, adverbs, prepositions, and interjections) is covered in Chapter 5 of *The Chicago Manual of Style* (2003:147–95).

**Active Voice**

Because the active voice is more precise and less wordy, use it whenever possible. The subject of an active sentence tells the reader who did something, and the active verb says what happened. A passive sentence tells the reader what happened but attributes the action to no one. For example:

*Passive voice*: Three hundred fifty college graduates between the ages of 25 and 35 were queried.

*Active voice*: A team of 14 trained interviewers queried 350 college graduates between the ages of 25 and 35.

Avoid the passive voice by saying *The authors found* . . . rather than *It was found* . . ., or by using the first person (*I* or *we*) in text. ASA style discourages the use of the personal pronoun in formal writing.

*Passive voice*: All 350 interview transcripts were analyzed.

*Active voice*: The analysis included all 350 interview transcripts.

**Tense—Past or Present?**

Most problems with verb tense result from inconsistency. Different sections of a paper can use different verb tenses, but within each section, the tense should be the same.

**For literature reviews**: In general, use the past tense. In discussing past research, use the tense that communicates that
the research has been completed:

   In their study on education and income, Smith and Jones (1994) found that the college graduates in their sample earned more over the life course than did high school graduates.

However, mixing past and present tense within a sentence sometimes better communicates a finding from past research:

   Jones (1969) concluded that students are more likely to cohabit than they are to marry.

In this case, Jones's conclusion is understood to be timeless—as correct today as it was when she completed her study.

**In the methods section:** Use the past tense to describe the methods used to conduct a study:

   We completed our interviews in the spring of 1992.

**In the results section:** Use either past or present tense:

   The results support our hypothesis.
   The results supported our hypothesis.


**Subject–Verb Agreement**

The subject of a sentence must agree in number with the predicate verb, regardless of the words or phrases that come between them. Certain subject–verb constructions, however, often present problems:

- The word *data* is plural and takes a plural verb:
  The data, as reported in the appendix, are correct.

- Collective nouns (*committee, faculty*) may take either a
plural (if referring to individuals) or a singular (if referring to a group) verb. Context determines the appropriate use:

The faculty is meeting this afternoon.

The faculty are voting on the issue later today.

• Words such as none, some, any, most, part, and number take either a plural or singular verb, depending on the context. A suggestion by *The Chicago Manual of Style* may be a useful guide: If the word is followed by a singular noun, treat it as a singular; if by a plural noun, treat it as a plural (2003:222):

  None of the report was printed.

  None of the students were in attendance.

### 1.2.6 Wordy Phrases

Some commonly used words and expressions can weigh down writing. Simplify and enhance writing by using “plain” language. The following list, adapted from Appendix 2 of Day and Gastel (2006:265–72), presents common wordy phrases and suggests alternative expressions. Reading this list should increase sensitivity to unnecessary words typically used in writing.
Wordy
a considerable amount of
a considerable number of
a great deal of
a majority of
a number of
absolutely essential
accounted for by
add the point that
adjacent to
along the lines of
an example of this is the fact that
an order of magnitude faster
analysis
another aspect of the situation
are of the opinion that
are of the same opinion
as a matter of fact
as in the case
as of this date
as per
as regards
as related to
as to
at a rapid rate
at an earlier date
at some future time
at the conclusion of
at the present writing [or time]
at this point in time
based on the fact that
by means of
causal factor
collect together
completely full
concerning, concerning the nature of
consensus of opinion
considerable amount of
definitely proved

Better
much
many
much
most
a few, several, many, some
essential
because, due to, caused by
add that
near
like
for example
10 times faster
analysis
as for
think that, believe
agree
in fact [or omit]
as happens
today
[omit]
about
for, about
about [or omit]
rapidly
previously
later
after
now
now
because
by, with
cause
collect
full
about
consensus
much
proved
**Wordy**
demonstrate
despite the fact that
due to the fact that
during the course of
during the time that
enclosed herewith
end result
endeavor
entirely eliminate
eventuate
except in a small number of cases
exhibit a tendency to
fatal outcome
few [many] in number
fewer in number
finalize
first of all
firstly [secondly, etc.]
for the purpose of
for the reasons that
from the point of view of
future plans
give an account of
give rise to
has been engaged in a study of
has the capability of
have an input into
have in regard to
have the appearance of
if at all possible
impact [verb]
important essentials
in a number of cases
in a position to
in a satisfactory manner
in a very real sense
in almost all instances
in case, in case of

**Better**
show, prove
although
because, since
during, while
while
enclosed
result
try
eliminate
happen
usually
tend to
death
few [many]
fewer
end
first
first [second, etc.]
for, to
because, since
for
plans
describe
cause
has studied
can
contribute to
about
look like
if possible
affect
essentials
some
can, may
satisfactorily
in a sense [or omit]
nearly always
if
Wordy
in close proximity
in connection with
in favor of
in light of the fact that
in many cases
in my opinion it is not
   an unjustifiable assumption that
in reference
   [with reference to, in regard to]
in order to
in rare cases
in relation to
in relation with
in respect to
in some cases
in terms of
in the absence of
in the case of
in the case that
in the course of
in the event that
in the first place
in the majority of instances
in the matter of
in the nature of
in the neighborhood of
in the normal course of our procedure
in the not-too-distant future
in the opinion of this writer
in the possession of
in the vicinity of
in view of the above, in view of
   the foregoing circumstances,
   in view of the fact that
inasmuch as
incline to the view
involve the necessity of
is defined as

Better
close, near
about, concerning
for, to
because
often
I think
about
to
rarely
toward, to
with
about
sometimes
about, in, for [or omit]
without
[can usually omit]
if, when
during
if
first
usually
about
like
about
normally
soon
in my opinion, I believe
has, have, owned by
near
therefore, because
as, because
think
require
is [will frequently suffice]
Wordy
it has been reported by Smith
it is apparent that
it is believed that
it is clear [obvious] that
it is observed that
it is often the case that
it is our conclusion in the light of the investigation that
it should be noted that X
it stands to reason
it was noted that if
it would not be unreasonable to assume
leaving out of consideration
make an examination of
not of a high order of accuracy
not withstanding the fact
of considerable magnitude
of very minor importance [import]
on a few occasions
on account of the conditions described
on account of the fact that
on the ground that
perform an analysis of
presently
prior to, in advance of
proceed to investigate
[study, analyze]
relative to this
resultant effect
subsequent to
taking this factor into consideration,
it is apparent that
that is, i.e.

Better
Smith reported
apparently
I believe
therefore, clearly [obviously]
[omit]
often
we conclude that, our findings indicate that
X [omit]
if
I [we] assume
disregarding
examine
inaccurate
although
big, large, great
unimportant
occasionally
because of the conditions
because
because
analyze
now
before
investigate [omit proceed to]
about this
effect
after	herefore, therefore it seems
[usually can be omitted if phrase or clause to which it refers has been written clearly]
Wordy
the data show that X
the existence of
the foregoing
the fullest possible extent
the only difference being
the question as to whether or not
there are not very many
to be considered
to be sure
to summarize the above
under way
with reference [regard, respect] to
with the exception of
with the result that
with this in mind, with this in mind
it is clear that
within the realm of possibility

Better
X
[usually can be omitted]
the, this, that, these, those
[omit, or use most,
completely, or fully]
except
whether
few
of course
in sum, in summary
begun, started
[omit, or use about]
except
so that
therefore
possible, possibility

1.2.7 Common Misusages

Under a section titled “Glossary of Troublesome Expressions,” *The Chicago Manual of Style* lists dozens of words that are commonly misused (2003:196–233). The following list includes some of these:

**Affect; effect**
*Affect* in the verb form means to influence; *effect* is used as a noun to mean result. *Effect* can also be used as a verb meaning to bring about or to make happen.

**Altogether; all together**
*Altogether* means wholly or completely; *all together* refers to the same time or place.

**Assure; ensure; insure**
*To assure* is to state confidently; *to ensure* is to make sure or certain; *to insure* is to protect against financial loss.
Between; among
As a general guideline, *between* indicates a one-on-one relationship (*between you and me*), while *among* indicates collective or undefined relationships (*honor among thieves*). *Between* can also be used with groups of three or more if the statement refers to multiple one-on-one relationships (*trade between the United States, Mexico, and Canada*).

Biannual; semiannual; biennial
*Biannual* and *semiannual* both mean occurring twice a year; *biennial* means taking place once in two years.

Can; may
*Can* refers to physical or mental ability; *may* indicates possibility or permission.

Compliment; complement
*A compliment* is a flattering remark; a *complement* is something that is required to supply a deficiency.

Due to; because of
*Due to* is interchangeable with *attributable to*; *because of* means for the reason that.

Elicit; illicit
*Elicit* (verb) means to draw out (an answer); *illicit* (adjective) means improper or unlawful.

Emigrate; immigrate
To *emigrate* is to leave one’s country to settle in another one; to *immigrate* is to come into a country of which one is not a native.

Its; it’s
*Its* is the possessive form of *it* (belonging to it); *it’s* is the contraction for *it is*.

Lay; lie
*Lay* means to set down (it is a transitive verb requiring a direct object): *Lay the clothes on the bed*. *Lie* means to assume a position of rest: *Lie down for a nap*.

Less; fewer
*Less* refers to degree, value, or amount; *fewer* is used to compare numbers or countable things.
That; which
Use *that* in restrictive (defining) clauses—clauses that define or restrict the meaning of the subject or the main clause (*The data that came from the university were crucial to our study*). Restrictive clauses are not set off by commas. In general, if either *that* or *which* can be used, *that* is preferable.

Use *which* for nonrestrictive (nondefining) clauses—clauses that do not change the meaning of the subject or main clause but simply add information about something already identified. Nonrestrictive clauses always use *which* and must be set off by commas or parentheses because such clauses are indeed parenthetical (*The data, which came from several different sources, are available on request from the authors*).

Who; whom
*Who* is used as a subject of the verb or a predicate nominative (*Fido, who barks constantly, annoys the neighbors*); *whom* is used as the object of a verb or a preposition (*To whom should these papers be sent?*).
Some Mechanics of Style

Effective writing requires attention to conventions and rules for punctuation, spelling, syntax, and grammar. Summaries of basic issues are included in grammar and style guides, including in Day and Gastel (2006:188), Strunk and White (2000), and Williams (2007). Writers should:

- Check that pronouns agree with antecedents.
- Pay attention to case (*between you and me* is correct).
- Avoid ending sentences with prepositions.
- Check that verbs agree with subjects (*The data are included in the report*).
- Use consistent verb tenses.
- Avoid:
  - Double negatives
  - Split infinitives
  - Sentence fragments
  - Dangling phrases or misplaced modifiers
- Check for consistency in sentence structure.

2.1 Punctuation

Punctuation is used to clarify expression in writing and to make reading easier. Follow these general punctuation guidelines:

- Use only one space after all punctuation (including between sentences). Periods and colons should not be followed by two spaces.
- All punctuation marks should be in the same font (roman or italic) as the preceding text (*CMOS* 2003:241) (e.g., The man in the restaurant shouted, “Fire!”). (*Note:* This is a departure from previous usage in *The Chicago Manual of Style.*)
2.1.1 Commas

Commas indicate a slight pause in a sentence. Use commas:

• **To separate items in a series.** When listing three or more words, phrases, or clauses in a series, use a comma before the conjunction joining the last two:

  He gathered data on their cultural, educational, and socioeconomic backgrounds.

• **After an adverbial or participial phrase at the beginning of a sentence:**

  Importantly, low-income women benefited from the program.

  According to several studies, the employment rate grew modestly in the last quarter.

  Grabbing a book off the shelf, she slipped out the door.

• **After introductory phrases when needed for clarity:**

  Both of the following examples are understandable and correct:

  In 1991, the GNP dropped once again.

  In 1991 the GNP dropped once again.

• **Before a conjunction that joins two independent clauses:**

  The interviewers introduced themselves, and then they answered the subjects’ questions.

*Note:* Do not use a comma before a conjunction joining two parts of a complex predicate:

  The interviewers introduced themselves and answered the subjects’ questions.

• **After certain abbreviations (i.e., e.g.,):**

  She attended a number of Africa-themed sessions
(i.e., those highlighting the work of sociologists working on issues related to Africa).

The presentation explored the range of women's work in different areas (e.g., science, technology, service work).

- **To set off elements in dates:**

  January 19, 1968
  January 19, 1968, was the correct date.

  But:

  We collected data during January 1968.

2.1.2 **Semicolons and Colons**

Semicolons are used to separate major coordinating elements of a sentence, such as independent clauses in a compound sentence. A colon marks a major division in a sentence or is used to indicate an elaboration of what precedes it.

Use a semicolon to:

- **Separate two independent clauses not joined by a conjunction.** Semicolons connect two related clauses more powerfully than do conjunctions:

  The results are unequivocal; the contemporary attitude toward the future is pessimistic.

- **Separate elements in a sentence already separated by commas:**

  Of these, 80 percent were employed in institutions of higher education; 14 percent worked in federal, state, or local governments; and 3 percent owned businesses that employed others.

Use a colon to indicate that what follows is an amplification of what precedes it:
• Separate elements or elements in a series amplifying what preceded the colon:

   The soldier was faced with the following problems: how to get rid of his parachute and how to contact an ally.

• Begin the sentence after the colon with a capital letter when the colon follows a complete clause and introduces a complete sentence:

   The results were as follows: The men interrupted the women in 25 percent of the professional exchanges, but the women seldom interrupted the men.

   But:

   The codebook included four key variables: race/ethnicity, gender, age, and education.

• Lists of important points are often numbered in the text. Such lists typically are introduced by an independent clause followed by a colon and then by a series of numbered statements. Use commas to separate numbered lists consisting of simple phrases; use semicolons to separate numbered lists of complex phrases or clauses:

   Three firm-level attributes distinguish one firm from another: (1) the size of the firm, (2) the age of the firm, and (3) whether the firm is connected to the financial or industrial sector.

   Three firm-level attributes distinguish one firm from another: (1) the size of the firm, measured by number of employees in 1992; (2) the age of the firm, measured in 1992 by the number of years since incorporation; and (3) whether the firm is connected to the financial, industrial, or service sector.
• Use a colon to separate year and page information or volume (and issue) and page numbers in text citations and references:

Text: (Duster 2006:1–5)

Reference:

2.1.3 Hyphens and Dashes

A hyphen is indicated by a -, without spaces before or after, as in cross-national. A dash is indicated by two hyphens (--) or an em dash (—) without spaces before, after, or in-between, as in He belonged to many organizations—ASA and APA among them.

Use hyphens in:

• **Compound adjectives** (*never-married men, family-based finances, middle-class families*).

• **Compound nouns and numbers** (*great-granddaughter, thirty-eight*), unless they otherwise are more readable and understandable as a single word (*policymaker*).

• **Electronic resources following the abbreviation e for electronic** (*e-mail, e-commerce, e-journal*). (See Section 5.1 for additional guidelines and examples of hyphenation for electronic materials.)

• **To separate a campus name from an institution:**

  University of Wisconsin-Madison
  University of Illinois-Chicago

But: When the campus location is hyphenated, use the following form:

University of Illinois at Urbana-Champaign
Do not hyphenate:

- Words beginning with *non*, *pre*, and other such prefixes (*nonfarm*, *precontrol*) unless the prefix precedes a proper noun (*non-Hispanic*).


See *The Chicago Manual of Style* (2003:299–308) for additional examples and more information on using hyphens in compound words and with prefixes.

See Section 2.3 on how to capitalize hyphenated words in a title.

### 2.1.4 Em Dashes

An em dash is equal to the width of a capital *M*. Indicate an em dash by typing two consecutive hyphens or by entering the symbol from the character set in word processing software. Use an em dash to signify a break in thought that causes an abrupt change in a sentence, to add an explanatory clause or phrase, or to set off parenthetical elements. (See *CMOS* 2003:260–65.)

Each of the three variables—education, income, and family size—is considered separately.

### 2.1.5 En Dashes

An en dash is equal to the width of a capital *N* (and is half the width of an em dash). (Check the word processing software documentation for instructions on how to key the en dash.)

Use en dashes in:

- **Citations and references to indicate ranges of pages in a book or journal:**

  See Johnson (1994:122–35) for additional information.
• Text or tables as a minus or negative sign:
  During the last two years, we have experienced an average annual temperature change of \(-2\) degrees.

• Tables, to indicate ranges of dates or variables:
  Income 1952–1960
  In text, however, use to or through to express ranges of years, values for variables, and so on:
  We used the income data from 1952 to [or through] 1960.

2.1.6 Apostrophes

• Form the possessive for proper names and singular nouns by adding an apostrophe and \(s\), as in student's, Congress's, Cox's, and Parsons's (exceptions include Jesus' and Moses'). See The Chicago Manual of Style (2003:281–86) for additional examples.

• Form the possessive of a plural noun that ends in \(s\) by adding an apostrophe only, as in witches' recipes and students' transcripts.

• Use apostrophes to form contractions—can't, isn't, and so on. Do not use contractions in formal writing unless they are part of quotations.

• Form the plural of single lowercase letters by adding an apostrophe before the \(s\). The \(s\) is roman, even when the letter being pluralized is italic. Capital letters normally do not require an apostrophe in the plural (CMOS 2003:295). (Note: This is new in the 15th edition of CMOS.)
  How many \(x\)'s are there in Exxon?
2.1.7 Quotation Marks

Use quotation marks to:

- **Reproduce direct, verbatim text or other quoted material:**

  “There are lots of challenges,” Major Murray said.
  The president indicated that “the economy has improved in the last quarter.”

  *Note:* No comma is needed after *that, whether*, or similar conjunctions.

- **Set off the title of an article or chapter in a book in a reference list:**


- **Emphasize sarcasm, irony, or humor:**

  The “furnished apartment” was one room with a bare light bulb over a mattress on the floor.

  *Note:* Avoid overuse of this technique; if the irony or humor is obvious, there is usually no need to highlight it with quotation marks.

- **Denote invented terminology:**

  The company restricted certain employees from “IMing” customers or suppliers.

See also Chapter 11 of *The Chicago Manual of Style* (2003:270, 444–71) for other aspects of use of quotation marks and how to cite quoted material.

*Note:* Generally, punctuation appears inside quotation marks, such as “*this,*” and “*that.*” Quotation marks appear before a semicolon (e.g., “...*this*”; ).
2.1.8 Quoted Material

- **Quotations in text** begin and end with quotation marks; the author, date, and/or page numbers follow the end-quote and precede the period:

  Wright and Jacobs (1994) found that “the variation in men's earnings relative to their peers in the labor force was not a reliable predictor of men's . . . flight from feminizing occupations” (p. 531).

  or

  One study found that “the variation in men's earnings relative to their peers in the labor force was not a reliable predictor of men's . . . flight from feminizing occupations” (Wright and Jacobs 1994:531).

- **Block quotations** are set off in a separate, indented paragraph and should be used for longer quotations (generally, 50 words or more). Block quotations should not be enclosed in quotation marks.

  As stated by Wright and Jacobs (1994):

  The variation in men's earnings relative to their peers in the labor force was not a reliable predictor of men's attrition. This finding is inconsistent with the prediction that declines in earnings are responsible for male flight from feminizing occupations. (P. 531)

*Note:* The author, date, and/or page number follows the period in a block quotation and the “P” for “page” is capitalized when the page number is cited alone without author and date information, as in the above example.
2.1.9 Parentheses and Brackets

Parentheses set off information that is interjected or less closely related to the rest of the sentence, while brackets enclose words added by a writer to distinguish those from the original author being quoted.

Use parentheses to:

- **Set off less important information:**
  
The proportion of children living in one-parent (mother-only) families increased.

- **Enclose acronyms or citations in text:**
  
The Panel Study of Income Dynamics (PSID)
  
  (Bursik and Grasmick 1993)

Use brackets to:

- **Enclose material included within parentheses:**
  
  (See also the discussion in Bowers [1985] and Bureau of Justice Statistics data [1999].)

- **Enclose material inserted by someone other than the original author:**
  
  “Higher rates of MS [multiple sclerosis] were found in cold climates.”

  “[N]ationally representative social surveys . . . indicate that institutionalization is common.”

- **Enclose an earlier published source:**
  
  Veblen ([1899] 1979) stated that . . .

2.1.10 Ellipses

*The Chicago Manual of Style* (2003:458–63) specifies several methods for placing ellipses. ASA style uses the “rigorous” method, in which one period signifies a true period, and
any change to the original quote is indicated in brackets (see also preceding Section 2.1.9). Observe the following conventions in placing ellipses:

• Insert a space after every period. (Do not use the ellipses character automatically set by word processing software.)

• Locate all periods on the same line if ellipses fall at the end of a line.

• Place brackets around any change in punctuation.

• Denote missing information with a space followed by a period. Therefore, in the example on the following page, the fourth period before the text beginning “Here I have lived a quarter of a century” is the true period. Also, the sentence following the first set of ellipses begins with a capital letter, indicating the beginning of a new sentence.

Use ellipses to:

• **Represent missing information, including whole sentences.**

The text of the “Farewell Address” by Abraham Lincoln to his friends and neighbors in Springfield, Illinois, on February 11, 1861, is as follows:

My friends, no one, not in my situation, can appreciate my feeling of sadness at this parting. To this place, and the kindness of these people, I owe everything. Here I have lived a quarter of a century, and have passed from a young to an old man. Here my children have been born, and one is buried. I now leave, not knowing when, or whether ever, I may return, with a task before me greater than that which rested upon Washington. Without the assistance of the Divine Being who ever attended him, I cannot succeed. With that assistance I can-
not fail. Trusting in Him who can go with me, and remain with you, and be everywhere for good, let us confidently hope that all will yet be well. To His care commending you, as I hope in your prayers you will commend me, I bid you an affectionate farewell.

The following sentences are shortened from the preceding text as follows:

My friends, no one, not in my situation, can appreciate my feeling of sadness at this parting. . . . Here I have lived a quarter of a century . . . [and] [h]ere my children have been born, and one is buried. . . .

- **Represent missing information at the beginning or end of quotations** (*CMOS* 2003:463). Use three ellipsis points for a quote that begins with a capitalized word (such as a proper name) that was not at the beginning of a sentence in the original:

  . . . President Carter announced to his cabinet that he would find out what went wrong; in the meantime, the Commission continued its investigation.

If the final words of the quoted sentence are omitted, place 4 periods (all spaced, including the first) after the quoted material:

  These findings are part of a larger mosaic of knowledge about the impact of immigration on children . . . .

### 2.2 Spelling

ASA uses the 11th edition of *Merriam-Webster’s Collegiate Dictionary* (2005) to determine correct spelling and usage. In general, writers are encouraged to use a standard dictionary when writing or preparing papers or presentations. (ASA editors may inquire about which dictionary an author
used in preparation of a manuscript submitted to them.)

If the dictionary lists two or more spellings for a word, use the first spelling (benefited rather than benefitted, focused rather than focussed, toward rather than towards).

Spell out words such as percent, versus, and chi-square in running text.

See Section 2.9 for foreign word usages.

See Section 5.1 for preferred spelling for electronic resources.

2.3 Capitalization

Use the following guidelines for capitalization:

- In the titles of books and articles, capitalize the first word in the title or subtitle and all words except prepositions regardless of length (of, onto, between, through), articles (a, an, the), and coordinating conjunctions (and, but, or).

  “Provisional Distribution of the Population of the United States into Psychological Classes”
  “Provisional Distribution of the Population of the United States: Psychological Classifications”

- Capitalize the names of racial and ethnic groups that represent geographical locations or linguistic populations (Hispanic, Asian, African American, Appalachian). (See CMOS 2003:325–26 for additional examples.)

- Do not capitalize black and white when designating racial groups.

- Capitalize references to regions of the United States, such as the South, the North, the Midwest, when referring to places. Capitalize Southerners and Northerners only when referring to the Civil War; lowercase groups
such as northerners, southerners, and midwesterners. Do not capitalize north, south, east, and west when referring to directions. The adjectival forms of words (midwestern states, southern industry) are not capitalized.

• In titles of works, capitalize only the first element of a hyphenated word, unless the second element is a proper noun or adjective (The Dynamic Self-concept: A Social Psychological Perspective but Post-Vietnam War Reconstruction: Challenges for South-East Asia). (Note: This is a new rule in the 15th edition of the CMOS 2003:368.)

• Capitalize words associated with proper nouns:

  Council also appointed a Subcommittee on ASA Policymaking and Resolutions, chaired by Patricia Roos. . . . In January 2000, Council asked the Subcommittee to continue its work for another year.

• Do not capitalize the word the in running text for institutional titles such as the University of Chicago, the University of Texas System, the University of Wisconsin-Madison (CMOS 2003:338). When the campus location is hyphenated, use the following form: University of Illinois at Urbana-Champaign.

  Note: Institutional names are spelled out in full.

2.4 Italic:

Use italics for emphasis (but be careful to use them sparingly) and to highlight terms in specific contexts, to identify certain foreign words, and for titles of books, periodicals, movies, radio and TV show names, and other formally published material.
Questions frequently arise regarding conventions for spelling out numbers versus using numerals. Following are the general rules for use of numbers in text:

- Spell out numbers one through nine.
- Use numerals for numbers 10 or greater.
- Follow the same pattern for ordinal numbers. (Spell out numbers less than 10: first, second, ninth; but 10th, 44th.)
- Always spell out numbers at the beginning of a sentence. (If possible, however, do not begin a sentence with a number.)
- Use numerals for references to tables, figures, hypotheses, and so on (Figure 1, Table 3).
- Spell out common fractions (two-thirds majority; reduced by one half).

Note: The forms 2nd and 3rd are now generally recommended over 2d and 3d except in legal citation (CMOS 2003:381, 665).

Examples:

One hundred twenty-four suspects avoided capture by the 14 officers.

They completed nine interviews during the first morning.

Table 3 presents a summary of results.

the 95th percentile

In text citations and reference lists, indicate inclusive page numbers with an en dash (see 2.1.5). Most page references

Some exceptions to the number rule:

• **Be consistent in the presentation when numbers are part of a pair or series of comparable quantities**—either spell them all or write them all as numerals. Usually, numerals are more understandable. For example:

  There were 3 children in the car and 10 in the van.

  8 of 50 responses

• **Always use numerals with percent:**

  Of the 23,823 students registered for the first semester, only 3 percent were black.

  *Note:* ASA style uses the word *percent* (rather than the sign) in text, including in parentheses:

  In addition, black and Hispanic drivers were more likely to report being subjected to a physical search of the driver or having their vehicles searched (black, 7.1 percent; Hispanic, 10.1 percent; and white, 2.9 percent).

• **Express numbers less than 1 million in numerals; for numbers greater than 1 million,** write a numeral followed by the word *million, billion,* and so on.

  We counted 10,500 birds.

  The population increased by 4.2 million in 1982.

• **Express numbers that represent exact time, sample sizes, and sums of money as numerals:**

  The program will run from 9:00 a.m. to 3:30 p.m.
2.6 Dates

The following examples illustrate dates correctly presented in text:

- nineteenth century
- twentieth-century poets [include a hyphen when used as an adjective]
- 1930s; mid-1980s
- January 19, 1968
  On January 19, 1968, the council met for the first time.
- April 1989 [no comma between month and year]
- 1928 to 1931 [in text, use to instead of an en dash between years]

Spell out the months in entries in a reference list and in text citations of newspaper and magazine articles (January 19, 1968). (See CMOS 2003:388–91.)

2.7 Abbreviations and Acronyms

Do not use abbreviations such as etc., e.g., and i.e., in running text. Instead, use phrases such as and so on, for example, or in other words. However, use the abbreviations in parenthetical statements.

In other words, some terms used in specific areas of sociology (e.g., cultural capital, Blau space) are not readily understood by the general sociologist.

Use U.S. as an adjective, United States as a noun:

U.S. currency is the medium of exchange in the United States.
Acronyms

Acronyms are terms based on the initial letters of their various elements and read as single words (*NATO, AIDS*) (*CMOS* 2003:558).

When using acronyms, spell out the complete term the first time it is used and present the acronym in parentheses.

*First use:* The Current Population Survey (CPS) includes . . .

*Later:* CPS data show that . . .

For examples of acronyms of terminology relating to electronic resources and publishing, see Section 5.1.

2.8 Academic Degrees

Use the following abbreviations for academic degrees (and note the capitalization of PhD and EdD):

- BA (or AB) Bachelor of Arts
- BS (or SB) Bachelor of Science
- EdD Doctor of Education
- JD Doctor of Law
- LLB Bachelor of Laws
- LLD Doctor of Laws
- MA (or AM) Master of Arts
- MBA Master of Business Administration
- MD Doctor of Medicine
- MS Master of Science
- MSW Master of Social Welfare
- PhD Doctor of Philosophy
- Dphil Doctor of Philosophy
  (European form)

Plurals are formed by adding an *s* (MAs and PhDs).

As a general rule, ASA recommends omitting all periods in abbreviations of academic degrees, unless they are required for tradition or consistency. See *The Chicago Manual of Style*
(2003:563–64) for a more extensive discussion and list of abbreviations for academic degrees.

When referring to a general degree, use master’s, bachelor’s, or doctoral degree.

2.9 Foreign Words and Language Usage

In general, foreign words in text should be italicized. Commonly used foreign words or terms, however, should appear in roman type (CMOS 2003:291–92):

per se, ad hoc, et al., a priori

In references, follow the same rules for titles of foreign-language publications as for English-language publications (i.e., use the headline style as described in CMOS 2003:367). Alterations to capitalization, however, should be done with expert help if writers and editors do not have firsthand knowledge of a foreign language.

Example of references:


If translations are used, place them within parentheses immediately following the words to be translated or in brackets following a block quote (CMOS 2003:469–70):


Because many manuscripts are now being prepared with word processing systems that contain software with special characters (including diacritical marks and alphabetical characters that do not normally occur in English), use these characters when keyboarding foreign words. Try to maintain consistency throughout the manuscript: If special characters are used for some words, they should be used for
all words that conventionally would be accented (Québec, Montréal, Palais des Congrès de Montréal, l'Hôtel-Dieu).

*The Chicago Manual of Style* (2003) includes guidelines on other aspects of foreign language usage (including use of quotations, pp. 469–71, and abbreviations, pp. 562, 565). Chapter 10 of *CMOS* contains additional information usage on foreign languages, including the special characters that are used in a number of foreign languages.
ASA-Specific Usages and Conventions

The ASA Council and the Executive Office as well as committees, sections, and other entities have adopted conventions and guidelines for preferred word usages and style to be used for Association records, documents, and publications. Increasingly, ASA documents (e.g., the *ASA Code of Ethics*, Council minutes, task force and other reports, communications and public affairs releases, newsletters, research reports, programmatic records) are being widely disseminated, especially through the ASA Web site (http://www.asanet.org). The guidelines presented in this section include some of the more common ASA-specific conventions that have been adopted over the years.

3.1 Hyphenation

Hyphenate the following words when referring to officers of the ASA and when used as a title:

- Secretary-Elect
- Vice President-Elect, but Vice President
- Past-President
- President-Elect

3.2 Capitalization

Capitalize the following:

- *Sociology* only if it is part of a proper name or is used in a special context (e.g., within a title that is set in upper/lower title case)

- *Section* when speaking of a specific ASA section. Do not capitalize *section* when speaking of a section or sections in general: *Of the 49 ASA sections, the Section on Emotions* . . .
• ASA Annual Meeting, but in the aggregate ASA annual meetings
• Annual Business Meeting
• ASA Bylaws, ASA Constitution (or references to these)
• Council (when referring to ASA Council)
• Titles of officers of the Association or official positions (the Vice President of ASA, Council Liaison)
• Title of other organization designations such as membership categories. For example, capitalize the Emeritus Membership Category only when referring to it specifically in this form (as a proper noun); do not capitalize it in the following: Membership in the emeritus category increased slightly.
• Words designating a title such as chair, editor, editor designee, and legal counsel are capitalized only when the title immediately precedes a personal name and is used as part of the name (Chair Patricia Roos).
• Names of ASA offices and committees (Committee on Nominations, Chair of the Membership Committee)
• Names of subcommittees, committees, reports, and programs. Note that later references to a specifically named entity would also be capitalized:
  Council also appointed a Subcommittee on ASA Policymaking and Resolutions, chaired by Patricia Roos. . . . In January 2000, Council asked the Subcommittee to continue its work for another year.

Do not capitalize the following:
• publications program (and other general references to procedures, policies, or programs)
• congressional, administration (CMOS 2003:334)
• annual meeting when referring to a non-ASA event
• section when referring to sections in general
• revised Code of Ethics

3.3 Italics

Italicize titles as follows:
• Section Manual
• Organizers Manual
• Annual Meeting Program

Do not italicize the following:
• Rose Series in Sociology
• Issues Series in Social Research and Social Policy

3.4 Preferred Word Usages

• Use Annual Meeting when referring to ASA’s major meeting held every summer (convention is not acceptable).
• Use official names of committees (e.g., Committee on Publications is correct; Publications Committee or any other variant of the official name is not acceptable).
• Do not use LISTSERV when referring to just any electronic mailing list. LISTSERV is a proprietary term and should be used only when referring to the trademarked name. (See Section 5.1.)

3.5 Some ASA Style Guidelines

Titles: Do not abbreviate academic rank or title (the exception is Dr.).

Right: Assistant Professor, Associate Professor, Professor, Vice President, President-Elect

Wrong: Asst. Prof., Assoc Prof, Prof., VP, Pres. Elect
In addition, do not refer to a person’s title in an article unless there is some content-specific reason for doing so (e.g., a direct quotation). Use only a person’s full name or, in later references, their last name only.

**Institutions:** Do not abbreviate names of institutions; spell out the complete institutional name. When specifying a campus for a university, use a hyphen (Section 2.1.3).

*Right:* University of California-Los Angeles, Rand Corporation, Louisiana State University, University of Illinois at Urbana-Champaign

*Wrong:* UCLA (usually), University of California, Los Angeles, Rand Corp., LA St. U.

**Addresses:** For addresses in Washington, DC, there should be no comma between street and quadrant (*NW, SW, SE, NE*) and no periods in referencing quadrants or in *DC*.

*Right:* 1430 K Street NW, Washington, DC 20005

*Wrong:* 1430 K Street, N.W., Washington, D.C. 20005

**Telephone numbers:** Separate the telephone number from the address by a semicolon. Telephone numbers should always follow the style shown below, with no slash or hyphen between area code and number but always with a space between the closing area code parenthesis and the number.

*Right:* (202) 383-9005

*Wrong:* 202/383-9005 or 202-383-9005

**State Abbreviations:** Abbreviate states to the U.S. Postal Service two-letter abbreviations.

*Right:* Miami, FL; Tupelo, MS; Denver, CO

*Wrong:* Miami, Fla.; Tupelo, Miss.; Denver, Colo.

**Numbers:** When numbering a series of items within a paragraph or article, use the form *(1),* not *1. or 1.*
This section provides ASA style guidelines on key elements relating to organization and presentation of content in a manuscript. Authors preparing manuscripts for publications not requiring ASA journal specifications should also see Section 4.9.

Note: Authors who are submitting a manuscript to an ASA journal should see Section 6.0 for required journal specification formats, in addition to specifications set forth in this section.

4.1 Order and Form of Required Pages

4.1.1 Title Page

A title page is recommended for all articles. This page should include the full title of the article, the name(s) and institution(s) of the author(s) (listed vertically if more than one), a running head, the word count for the manuscript (including footnotes and references), and a title footnote. An asterisk (*) following the title refers to the title footnote at the bottom of the title page. This footnote includes the name and address of the corresponding author, acknowledgments, credits, and grant numbers.

For an example of a title page, see Section 6.1.2.

4.1.2 Abstract

The abstract begins on a separate page following the title page, with the title repeated as a heading. Omit author identification. The abstract should be a brief (no more than 200 words) and descriptive summary of the most important contributions of a paper. Restrict the abstract to one paragraph.
4.1.3 Key Words
Choose three to five key words for indexing purposes.

4.1.4 Text
Begin the text of a manuscript on a new page headed by the manuscript title. Omit author identification throughout the text. Include the footnotes, appendices, tables, and figures in separate sections following the text. Figure captions are left-justified below the figure, while table titles are left-justified above the table.

4.2 Subheadings
Subheadings should clearly indicate the organization of the content of the manuscript. Generally, three heading levels are sufficient for a full-length article. Some general guidelines follow:

THIS IS A FIRST-LEVEL HEAD
First-level heads are in all caps, left-justified. Some ASA journals do not indent the paragraph immediately following a first-level head. The beginning of a manuscript should not have a heading (i.e., do not begin with the heading Introduction).

This Is a Second-Level Head
Second-level heads are in italics and left-justified. Capitalize all words except prepositions (of, into, between, through), articles (a, an, the), and coordinating conjunctions (and, but, or). Some ASA journals do not indent the paragraph immediately following a second-level head.

This is a third-level head.
Third-level heads are run-in heads, in italics, indented at the beginning of the paragraph, and followed by a period. The paragraph continues immediately after the period. Capitalize only the first letter and proper nouns in a third-level head.
4.3 Text Citations, References, and Bibliographies

The *ASA Style Guide* follows the author-date system of citation in *The Chicago Manual of Style* (2003:616–24), which includes a brief text citation (enclosed in parentheses) and a complete list of references cited (included at the end of an article, before any appendices).

Although ASA journals use only the text citations/reference system for cited works in an article, under certain circumstances authors may need to prepare a bibliography (e.g., when preparing a book-length manuscript). Bibliographies are similar (but not identical) to reference lists (in general, in addition to works cited they may also include other relevant sources) (see *CMOS* 2003:612–16).

### 4.3.1 Text Citations

Citations in the text include the last name of the author(s) and year of publication. Include page numbers when quoting directly from a work or referring to specific passages. Identify subsequent citations of the same source in the same way as the first. Examples follow:

- If the **author's name is in the text**, follow it with the publication year in parentheses:
  
  ... in another study by Duncan (1959).

- If the **author's name is not in the text**, enclose the last name and publication year in parentheses:
  
  ... whenever it occurred (Gouldner 1963).

- **Pagination** follows the year of publication after a colon, with no space between the colon and the page number:
  
  ... Kuhn (1970:71).

*Note:* This is the preferred ASA style. Older forms of text citations are not acceptable: (Kuhn 1970, p. 71).
• Give both last names for joint authors:
  . . . (Martin and Bailey 1988).

• If a work has three authors, cite all three last names in the first citation in the text; thereafter, use et al. in the citation. If a work has more than three authors, use et al. in the first citation and in all subsequent citations.

  First citation for a work with three authors: . . . had been lost (Carr, Smith, and Jones 1962).

  Later: . . . (Carr et al. 1962)

• If a work cited was reprinted from a version published earlier, list the earliest publication date in brackets, followed by the publication date of the recent version used:

  . . . Veblen ([1899] 1979) stated that . . .

• Separate a series of references with semicolons. List the series in alphabetical or date order, but be consistent throughout the manuscript.

  . . . (Green 1995; Mundi 1987; Smith and Wallop 1989).

• For unpublished materials, use forthcoming to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date. If no date is available, use N.d. (no date) in place of the date:

  Previous studies by Smith (forthcoming) and Jones (N.d.) concluded . . .

• For National Archives or other archival sources, use abbreviated citations in the text:

  . . . (NA, RG 381, Box 780, April 28, 1965; Meany Archives, LRF, Box 6, March 18, 1970).
• For machine-readable data files, cite authorship and date:
• Text citations for e-resources generally follow the preceding guidelines; for specific information, see Section 5.3.

4.3.2 Reference Lists

A reference list follows the text and footnotes in a separate section headed References. All references cited in the text must be listed in the reference section, and vice versa. It is the author's responsibility to ensure that publication information for each entry is complete and correct. ASA journal editors will check the format of a reference list but will not check the accuracy of titles or the spelling of names. Authors should thus double-check the details.

Like all other parts of a manuscript, the references should be double-spaced.

(Also see the Appendix for examples.)

4.3.2.1 Books, Journal Articles, and Book Chapters

Most sources cited in ASA journals and publications come from books and periodicals, either in a printed format or in the electronic version (or both). The examples that follow demonstrate the most common usages.

Books

Author1 (last name inverted), Author2 (including full surname, last name is not inverted), and Author3. Year of publication. Name of Publication (italicized). Location of publisher, state, or province postal code (or name of country if a foreign publisher): Publisher's Name.
Note: For all types of references, when there are only two authors or editors, there is no comma after the name of the first author or editor.


**Journal Articles**

Author1 (last name inverted), **Author2** (including full surname, last name is not inverted), and **Author3**. Year of publication. “Title of Article.” *Name of Publication* (italicized) Volume Number(Issue Number):page numbers of article.


Moen, Phyllis, Jungmeen E. Kim, and Heather Hofmeister. 2001. “Couples’ Work/Retirement Transi-
Note: The preceding examples include the issue number after the volume number of the journal. The ASA Style Guide now recommends that issue numbers be included as well (this change was introduced in the third edition). If issue numbers are used, they should be used throughout the reference list.

ASA allows editorial discretion in changing & to and in book and journal titles, but recommends retaining & if it is part of a trademarked title (CMOS 2003: 369).

Online Supplemental Materials to Journal Articles
Occasionally, supplemental information is published online in conjunction with a journal article. For ASA journals, these are not documents of record. They should be cited as follows:

Text: (Torfason and Ingram 2010: Online supplement)


Chapters in Books or Other Collected Works

Author1 (last name inverted), Author2 (including full surname, last name is not inverted), and Author3. Year of publication. “Title of article.” Pp. (with page numbers, elided) in Name of Publication (italicized), edited by Editor1, Editor2, and Editor3 (editors’ initials only for first/middle names, names not inverted). Location of publisher, state, or province postal code (or name of country if a foreign publisher): Publisher’s Name.


**Articles from E-Resources**

Articles and books obtained from the Internet follow the same pattern as those cited above, with the exception that page numbers are omitted and the URL and date of access are included.


**Journal articles (e-journals) with Digital Object Identifier (DOI)**

Note: When a DOI is included, it should be cut and pasted from the article.

Section 5 contains more detailed information on the use of e-resources.

See the Appendix for examples of how to cite other types of documents (e.g., unpublished papers, presentations, magazines, newspapers, and archival sources).

Additional Guidelines

- List all references in alphabetical order by first authors' last names.

- Include first names and surnames for all authors. Use first-name initials only if an author used initials in the original publication. In these cases, add a space between the initials, as in R. B. Brown and M. L. B. Smith.

- Do not use the ampersand (&) for and in joining names.

- For multiple authorship, invert only the first author's name (Jones, Arthur B., Colin D. Smith, and James Petersen). List all authors. Using et al. in the reference section is not acceptable unless a work was authored by a committee. Do not place a comma between two names, but place commas between three or more names.

- For repeated authors or editors, give the author's (or editor's) full name in all subsequent references. (Note: This is a change in the fourth edition.) Arrange references for the same single author from the earliest to the latest. All single author references precede references with multiple authors, even though they may have been published earlier. References with multiple
authors are arranged in alphabetical order of author’s last names as in the following examples:


• Distinguish works by the same author(s) in the same year by adding letters (1982a, 1982b, 1982c). List such works in alphabetical order by title. Edited works by the same author are listed with original works.


• If no date is available, use *N.d.* in place of the date. If the cited material is unpublished but has been accepted for publication, use *Forthcoming* in place of the date and give the name of the publisher or journal.

• Include the state abbreviation only if the city of publication is not clear. For example, New York, Chicago,
and Los Angeles do not need a state abbreviation. However, Cambridge should be followed by an appropriate state abbreviation or country name (CMOS 2003:672). Also, when the publisher name includes the location, the state abbreviation is not needed (e.g., Berkeley: University of California Press). (Note: This a change in the fourth edition.)

- The form of citing volume number in collected works changed in the third edition of the ASA Style Guide. (The form is consistent with citing book volumes generally.)


4.3.2.2 Other Types of Reference Material

Guidelines are also included here for referencing other types of sources.

- Major reference books (major dictionaries and encyclopedias) can be cited with a note in text rather than in a reference (CMOS 2003:715-16). However, a reference cited in an encyclopedia as an article should be cited in the same form as a book chapter:


- Dissertations and theses may be retrieved from several subscription database sources, including (1) ProQuest Dissertations & Theses (PQDT) Database, which includes about 2.4 million dissertations; (2) Institutional databases, and (3) personal websites. The ProQuest
PQDT indexing and abstracts system includes the Dissertations Abstracts International (DAI) and Master's Theses International (published by University Microfilm International). American Doctoral Dissertations (ADD) is published annually by the Association of Research Libraries from the ProQuest database as well as information provided by universities (Retrieved June 4, 2010 [http://www.proquest.com/en-US/catalogs/databases/detail/add.shtml]). Use the following forms:

Dissertation or Thesis in print (or microfilm) form


Dissertation or Thesis retrieved from database


• For book reviews and other peer-reviewed material, use the following forms (see CMOS 2003:704):


• **Abstracts** are treated like journals but the word abstract must be added (*CMOS* 2003:718) as in the following example:


• **Unpublished or informally published papers, working and discussion papers** and **presentations** use the following form:

Name of author. Year. Title of Presentation. Location where the article was presented or is available.


• **Poster session**


• **Preprints** (Online articles not formally published). Although definitions of advance online publications vary among journal publishers, they usually refer to peer-reviewed work which may not yet be copy edited or formatted for publication. Use the same format as in the example above for unpublished documents, with information of retrieval date and URL location added in the standard format.
4.4 Legal Citations and Government Documents

This section provides some guidelines for citing the more common sources from executive, legislative, and judicial proceedings. The rules are adapted from *The Chicago Manual of Style* and *The Bluebook: A Uniform System of Citation*, 17th ed. (2000). *The Bluebook* is published by the Harvard Law Review Association and is the most widely used style guide for legal citations.

The guidelines are adapted for nonlegal works. In general, the ASA style recommends that (1) all references, including those from legal periodicals, should be included in a reference list (rather than in footnotes, as is the case in legal periodicals); and (2) consistency should be maintained in citing legal references. Authors may need to use discretion in determining how to create text citations and references for legal citations (e.g., use of abbreviations, when citations should appear in running text, and when references are appropriate). As with other cited source material, references to legal sources should provide complete and accurate information so that a reader can locate the information easily.

The following are some of the more commonly used abbreviations referring to court, public law, and other legal citations (they are not italicized):

- U.S. U.S. Reports
- F. Federal Reporter
- F.2d Federal Reporter, 2nd Series
- H.R. U.S. House of Representatives
- S. U.S. Senate

Terms such as Congress, Session, Congressional Record, Federal Register, and U.S. Statutes-at-Large are not abbreviated.
These guidelines cover only a small number of examples from the large array of law-related sources. Many of the sources referred to below are now available online (both current and historical)—through the THOMAS feature of the Library of Congress (http://thomas.loc.gov) or subscription databases such as LexisNexis.

4.4.1 Legal Citations

In nonlegal works, legal citations are generally entered in running text with additional information (if necessary) in footnotes or endnotes. References to constitutions, executive orders or amicus briefs, for example, would not require a reference:


Executive Order 11246 established the Office for Federal Contract Compliance . . .

Legal citations, however, may also be included in text citations and reference lists, especially for court decisions, statutes, and certain types of legislative materials.

- **Reference to constitutions, laws, ordinances:**

  **U.S. Constitution:** U.S. Constitution, Article 1, Section 4.

  **State constitutions:** Arkansas Constitution, Article 7, Section 5.


  **State Law:** Ohio Revised Code Annotated, Section 3566 (West 2000).
• **Reference to court decisions:** If cases are retrieved from an online database (e.g., LexisNexis or HeinOnline), access information should be included. *Note:* Case names (including “v.”) are italicized:


  **Lower federal courts:** *Black Firefighters Association of Dallas v. City of Dallas*, 19 F.3d 992 (1994).


  **State courts:** *Williams v. Davis*, 27 Cal. 2d 746 (1946).

  **State courts:** *Ohio v. Vincer* (Ohio App. Lexis 4356 [1999]).

• **Reference to legal periodicals and treatises:** In general follow the rules for citing books and periodicals specified in Section 4.3:

  *Text:* (Butler 1996)

  *Reference:*


  Note also that the *ASA Style Guide* calls for italicizing cases in titles, even when not italicized in the published article.

  *Text:* (Baldus et al. 1998)

  *Reference:*

4.4.2 Public Documents in General

This section provides guidelines for commonly cited documents and materials issued by government institutions and agencies in the United States.

For text citations: For institutional or government authorship, supply minimum identification from the beginning of the complete citation.

... (U.S. Bureau of the Census 1963:117).

For references:

- **If names of authors, editors, or compilers are provided, use the following method:**


- **If names of author(s), editor(s), or compiler(s) are not provided, include some or all of the following in references to printed public documents:**

  - Country, state, city, or other government agency that issued the document
  - Legislative body, executive department, court bureau, committee, etc.
  - Divisions, regional offices, etc.
  - Date
  - Title of the document
  - Name of series or collection
  - Report number [if included]
  - Publisher
  - Page number(s) [if relevant]

- **Example references from executive department agencies:**

Note: Cite publications of the Bureau of Census either as *U.S. Department of Commerce. Bureau of the Census* or as *U.S. Bureau of the Census*. (See CMOS 2003:742.)

**Example references from congressional sources:**

Some information (e.g., bills, resolutions, committee activity, and the *Congressional Record*) are available online through the THOMAS feature of the Library of Congress (http://thomas.loc.gov). (However, ensure that links to the Web sites work.)

**Debates:**


**Bills:**


**Hearings:**


**Report:**

(See Sections 6 and 12 in the Appendix for additional examples.)

4.5 Footnotes and Endnotes

Footnotes should be indicated in the text by consecutive superscripted Arabic numerals. To refer to a footnote again later in the text, use a parenthetical note, such as (See note 3).

Footnotes or endnotes can (1) explain or amplify text, (2) cite materials of limited availability, or (3) be added to a table to present additional information.

Use footnotes and endnotes only when necessary. Notes (particularly long ones) can be distracting to the reader. As alternatives, consider incorporating information in footnotes into text, stating in the text (for example) that the information is available from the author or adding an appendix.

Type footnotes in numerical order, double-spaced at the bottom of the manuscript page or in a separate section titled Notes or Endnotes. Begin each footnote with the superscript Arabic numeral to which it is keyed in the text.

9After 1981 there was . . .

4.6 Appendices

If only one appendix is included, refer to it as Appendix. For example, the title might read:

Appendix. Variable Names and Definitions

If more than one appendix is included, each should be lettered (to distinguish it from numbered figures and tables in the text). For example, the title might read:

Appendix A. Variable Names and Definitions
Appendix B. Questions Included in the Survey
4.7 Mathematical Symbols and Equations
Important equations discussed in the text should be identified by consecutive Arabic numbers in parentheses at the right-hand margin. Clarify all unusual characters or symbols with notes circled in the margin. Use *italic* type for variables and **bold italic** type for vectors or matrices.

4.8 Tables, Figures, and Graphic Materials

4.8.1 Tables
The following conventions and examples provide general guidelines on presentation of tables:

- **Number** tables consecutively throughout the text, and type or print each table on a separate sheet at the end of the manuscript.

- Include a **descriptive title** for each table. Specify what the table presents (means, coefficients, percentages) and include information about the dataset and time frame. Include who/what, when, and where in table (and figure) titles to provide an accurate and comprehensive description (particularly important if the table is ever viewed independently of the accompanying article).

- Include **headings** for all columns and rows. Avoid abbreviations in columns and row headings. Spell out *percent* in headings. Use subheadings to separate different sections of the tables or to clarify categories of variables.

- Take measurement techniques into consideration when determining the best way to present the data (i.e., how many decimal places make sense). In general, carry out decimal fractions to the thousandths place and omit leading zeros (i.e., .372 instead of 0.372).

Standard errors, *t*-statistics, and so on may appear in parentheses under the coefficients with an explanatory note identifying these statistics for the reader (see example...
below). Alternatively, they may be presented in a separate column.

Gather general notes to a table as Notes or Sources beneath the table. Use a, b, c, and so on to add explanatory footnotes to the table. List full citations of the data sources in the references.

Use asterisks *, **, and *** to indicate statistical significance at the .05, .01, and .001 levels, respectively. Specify one-tailed or two-tailed tests. Generally, results not significant at the $p < .05$ level or better (such as $p < .10$) should not be indicated in tables or discussed in text as significant. Tables that present variables with different metrics are problematic because values may require different numerical formats and interpretations. The following tables provide illustrations:

Table 4. OLS Coefficients from the Multiple Linear Regression of Monthly Earnings on Selected Independent Variables, Urban China, 1996: Three-Worker-Type Analysis

<table>
<thead>
<tr>
<th>Variable</th>
<th>Restrictive Measure</th>
<th>Broad Measure</th>
<th>Comprehensive Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Model 4a</td>
<td>Model 5a</td>
<td>Model 4b</td>
</tr>
<tr>
<td>Education (years of schooling)</td>
<td>.049***</td>
<td>.045***</td>
<td>.053***</td>
</tr>
<tr>
<td></td>
<td>(.009)</td>
<td>(.010)</td>
<td>(.008)</td>
</tr>
<tr>
<td>Experience</td>
<td>.010**</td>
<td>.009*</td>
<td>.010*</td>
</tr>
<tr>
<td></td>
<td>(.005)</td>
<td>(.005)</td>
<td>(.004)</td>
</tr>
<tr>
<td>(Experience)$^2 \times 1000$</td>
<td>-.153*</td>
<td>-.144*</td>
<td>-.160*</td>
</tr>
<tr>
<td></td>
<td>(.074)</td>
<td>(.070)</td>
<td>(.074)</td>
</tr>
<tr>
<td>Party member (yes = 1)</td>
<td>.121**</td>
<td>.126**</td>
<td>.138***</td>
</tr>
<tr>
<td></td>
<td>(.038)</td>
<td>(.037)</td>
<td>(.035)</td>
</tr>
<tr>
<td>Sex (male = 1)</td>
<td>.218***</td>
<td>.213***</td>
<td>.220***</td>
</tr>
<tr>
<td></td>
<td>(.040)</td>
<td>(.040)</td>
<td>(.038)</td>
</tr>
<tr>
<td>Later entrants $^a$</td>
<td>.312*</td>
<td>-.732</td>
<td>.238***</td>
</tr>
<tr>
<td></td>
<td>(.144)</td>
<td>(.370)</td>
<td>(.068)</td>
</tr>
<tr>
<td>Early birds</td>
<td>.553</td>
<td>.130</td>
<td>.184</td>
</tr>
<tr>
<td></td>
<td>(.439)</td>
<td>(.602)</td>
<td>(.230)</td>
</tr>
<tr>
<td>Later entrants $\times$ Education</td>
<td>---</td>
<td>.122*</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(.047)</td>
<td></td>
</tr>
<tr>
<td>Early birds $\times$ Education</td>
<td>---</td>
<td>.051</td>
<td>---</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(.103)</td>
<td></td>
</tr>
<tr>
<td>Constant</td>
<td>5.305***</td>
<td>5.348***</td>
<td>5.238***</td>
</tr>
<tr>
<td></td>
<td>(.156)</td>
<td>(.165)</td>
<td>(.140)</td>
</tr>
</tbody>
</table>

Notes: Numbers in parentheses are standard errors adjusted for clustering on counties. Data are weighted.

$^a$“Stayers” is the reference category; market losers are omitted from the analysis because of the small number of cases (N = 19).

$^p < .05$ $^"p < .01$ $^"^"p < .001$ (two-tailed tests)
Table 1. Means (or Proportions) and Standard Deviations (in Parentheses) of the Variables Used in the Analysis, by Gender

<table>
<thead>
<tr>
<th>Variable</th>
<th>Males</th>
<th>Females</th>
<th>Mean Difference</th>
<th>p Values</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Aggression</td>
<td>.30 (.45)</td>
<td>.21 (.40)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Role Stress</td>
<td>.54 (1.02)</td>
<td>.72 (1.19)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Adolescent Aggression</td>
<td>.43 (.49)</td>
<td>.24 (.43)</td>
<td>.900</td>
<td></td>
</tr>
<tr>
<td>Depressive Symptoms (Adolescent)</td>
<td>3.01 (2.57)</td>
<td>3.30 (2.50)</td>
<td>.002</td>
<td></td>
</tr>
<tr>
<td>Illicit Drug Use (Adolescent)</td>
<td>.05 (.22)</td>
<td>.04 (.20)</td>
<td>.226</td>
<td></td>
</tr>
<tr>
<td>Delinquent Peers (Adolescent)</td>
<td>.47 (.86)</td>
<td>.46 (.88)</td>
<td>.701</td>
<td></td>
</tr>
<tr>
<td>Deviant Attitudes (Adolescent)</td>
<td>1.79 (1.48)</td>
<td>1.45 (1.38)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Conventional Attachment (Adolescent)</td>
<td>2.77 (1.13)</td>
<td>3.01 (1.16)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Lack of Self-control (Adolescent)</td>
<td>1.72 (1.16)</td>
<td>1.20 (1.02)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Level of Education</td>
<td>7.87 (1.41)</td>
<td>7.93 (1.37)</td>
<td>.257</td>
<td></td>
</tr>
<tr>
<td>Marital Status</td>
<td>.50 (.50)</td>
<td>.62 (.48)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Parental Status</td>
<td>.25 (.43)</td>
<td>.37 (.48)</td>
<td>.000</td>
<td></td>
</tr>
<tr>
<td>Interview Year</td>
<td>3.30 (2.28)</td>
<td>3.24 (2.23)</td>
<td>.465</td>
<td></td>
</tr>
</tbody>
</table>

4.8.2 Figures, Illustrations, and Photographs

Visual art—figures, illustrations, and photographs—are published in ASA journals only when they add unquestionably to a reader’s understanding of the research being presented. In general, before including figures in a manuscript, consider objectively the importance of the visual presentations to be included. The figure shown below provides an illustration:

Figure 2. Percentages of Urban Workers in China’s Market Sector, 1976 to 1996: A Comparison of Three Measures
Number figures, illustrations, or photographs consecutively throughout the manuscript. Each should include a title. Submit high-resolution (at least 300 dpi) figures, illustrations, and photographs electronically, collected into a single file. See Section 6.5 for text and graphic file formats accepted by some ASA journals.

**Important:** All artwork and type must be legible when reduced to fit one or two column widths, 2-9/16 inches wide and 5-5/16 inches wide, respectively.

Author(s) must secure permission to publish any copyrighted figure, illustration, or photograph before it can appear in any ASA journal.

### 4.9 General Manuscript Formats and Style (Non-ASA Journals)

The *ASA Style Guide* is primarily intended to guide authors who are submitting manuscripts to ASA journals. However, because ASA style has been used widely in many other venues (e.g., preparation of sociological theses, dissertations, and oral presentations, and in publishing on topics in other social science fields), this section includes a few basic guidelines on factors authors should consider when preparing manuscripts for publications other than ASA journals.

Users of this *Style Guide* are advised to consult with their departments, agencies, organizations, or publishers on specific requirements for issues such as the following:

- Page format requirements, including keyboarding instructions (e.g., margins, preferred font, indentation of paragraphs, spacing).
- The nature, format, content, and order of required pages (e.g., title pages, acknowledgments, abstracts, references, appendices, tables, figures).
- Mechanics of style (e.g., special rules on punctuation and capitalization).
• Style requirements relating to headings, text citations and references, mathematical expressions, tables and figures, and other supporting materials.
• Requirements and procedures for transmission of manuscripts to departments or publishers (for example), including transmission in electronic formats.

Although the three checklists presented in Section 6.6 are directed specifically to requirements of ASA journals, they offer some ideas for standards relating to mechanics and style that might apply to manuscripts more generally.
Publishing environments have changed dramatically over the past decade, particularly relating to the Internet and to electronic forms of presentation in general. Although source material on the Internet presents new challenges for documentation in writing and research (for example, the meaning, nature, and form of electronic resources are still evolving), some basic guidelines for standards have emerged. The direction provided here is based on The Chicago Manual of Style (2003) for referring to or citing the most common types of e-resources currently used by social scientists in research and writing.

*The Chicago Manual of Style* online (http://www.chicago manualofstyle.org/tools_citationguide.html) also provides a useful quick guide to citations, which includes examples of the most common types of electronic references.

(A review of style guides used by other professional and scientific associations also provided valuable insights in defining issues and setting some ground rules for this *ASA Style Guide*.)

In general, information about three types of e-resources will be covered:

- **Journal articles, periodicals, reports, and books** (or parts of them), which are now widely available through the Internet. Some of these exist only in online forms, but many other online periodicals in fact replicate their printed versions (and they are not likely to change in form). Examples include journal articles available through JSTOR and a report or bulletin in PDF form on the Bureau of Justice Statistics (BJS) Web site.
• **Other sources available on the Internet**, such as Web sites, periodicals, zines, blogs, electronic mailing lists, documents, records, data, codekeys, and Web-based newsletters.

• **Publications, documents, and data available in various formats** such as Machine Readable Data Files (MRDF), CD-ROM, DVD, and other media forms.

### 5.1 Some Key Terms and Definitions for Electronic Resources

The list below includes preferred spelling and definitions for some key terms used for electronic resources. The forms of the acronyms (including capitalization and hyphenation) and definitions are drawn from several sources, including *The Chicago Manual of Style* (2003:211, 823–40), homepages, and Webopedia (http://www.webopedia.com), a free online dictionary for words, phrases, and abbreviations that are related to computer and Internet technology.

In determining when words should be hyphenated (*e-mail, e-commerce*): For compound expressions that include “electronic” (*electronic-commerce, electronic-loan, electronic-mail*), abbreviate “electronic” and hyphenate words according to the form of *e-commerce, e-loan, e-journal, and e-mail*.

In the following list, an asterisk (*) indicates that all three forms are acceptable.

**Avatar**

**Beta testing**
The final checking of a computer application (such as a Web site) before it is released. *(CMOS)*

**Bitmap**
A digital representation of an image consisting of an array of pixels, in rows and columns that can be saved to a file. *(CMOS)*
Blog
(n.) Short for Web log, a blog is a Web page that serves as a publicly accessible personal journal for an individual. Typically updated daily, blogs often reflect the personality of the author. (v.) To author a Web log. Other forms: Blogger (a person who blogs). Retrieved July 7, 2010 (http://www.webopedia.com/TERM/b/blog.html).

Bookmark
To mark a document or a specific place in a document for later retrieval. Nearly all Web browsers support a bookmarking feature that lets you save the address (URL) of a Web page so that you can easily re-visit the page at a later time. Retrieved July 7, 2010 (http://webopedia.com/TERM/b/bookmark.html).

Breadcrumbs
A Web site navigation technique that typically appears horizontally near the top of a Web page, providing links back to each previous page that the user navigates through in order to get to the current page. Basically, breadcrumbs provide a trail for the user to follow back to the starting/entry point of a Web site and may look something like this:

home page > section page > sub section page

This technique also is referred to as a breadcrumb trail. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/b/breadcrumbs.html).

Cookie
A message given to a Web browser by a Web server. The browser stores the message in a text file. The message is then sent back to the server each time the browser requests a page from the server. The main purpose of cookies is to identify users and possibly prepare customized Web pages for them. Retrieved July 7, 2010 (http://webopedia.com/TERM/c/cookie.html).

CSS
Short for Cascading Style Sheets, a new feature being added to HTML that gives both Web site developers and users more con-

DNS
Short for *Domain Name System* (or Service or Server), an Internet service that translates domain names into IP addresses. Every time you use a domain name a DNS service must translate the name into the corresponding IP address. For example, the domain name www.example.com might translate to 198.105.232.4. Retrieved July 7, 2010 (http://webopedia.com/TERM/D/DNS.html).

DOI
*Digital Object Identifier.* A means of identifying a piece of intellectual property on a digital network and associating it with related current data in a structured extensible way. ADOI differs from a URL because it defines an object as a first-entity, not simply the place where the object is located. Retrieved July 9, 2010 (http://www.doi.org/faq.html).

Dpi
*Dots per inch.* A measurement of the resolution of a printed image. The term is also used to describe the maximum resolution of the output device (as in a 1200-dpi printer). *(CMOS)*

DTD
*Document type definition.* In SGML or XML, a set of rules about the structure of a document that dictate the relationship among different tags and allowable text or elements within specified tags. *(CMOS)*

DVD
*Digital versatile (or video) disc.* A type of compact disc that can store up to 17 gigabytes of digital video, audio, or computer data. *(CMOS)*

E-commerce
*Electronic commerce.* Business that is conducted over the Internet using any of the applications that rely on the Internet, such as e-mail, instant messaging, shopping carts, and Web services such as FTP among others. Electronic commerce can be between two
businesses transmitting funds, goods, services and/or data or between a business and a customer. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/e/electronic_commerce.html).

EPS, eps, .eps*
Encapsulated PostScript file. A type of file used to encode graphics so they can be embedded in a larger PostScript file. (CMOS)

Facebook
The name of a social networking site (SNS) that connects people with friends and others who work, study and live around them. People use Facebook to keep in touch with friends, post photos, share links and exchange other information. Retrieved July 7, 2010 (http://webopedia.com/TERM/F/Facebook.html).

Firewall
A system designed to prevent unauthorized access to or from a private network. Firewalls can be implemented in both hardware and software, or a combination of both. Firewalls are frequently used to prevent unauthorized Internet users from accessing private networks connected to the Internet, especially intranets. A firewall is considered a first line of defense in protecting private information. For greater security, data can be encrypted. Retrieved July 7, 2010 (http://webopedia.com/TERM/f/firewall.html).

FTP
File transfer protocol. The protocol, or set of instructions and syntax, for moving files between computers on the Internet. (CMOS)

GIF, gif, .gif*
Pronounced jiff or giff (hard g). Graphics interchange format. A bit-mapped graphics file format used by the World Wide Web, CompuServe, and many Bulletin Board Systems. GIF supports color and various resolutions. It also includes data compression, but because it is limited to 256 colors, it is more effective for scanned images such as illustrations rather than color photos. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/G/GIF.html).
Host
A computer system that is accessed by a user working at a remote location. Typically, the term is used when there are two computer systems connected by modems and telephone lines. The system that contains the data is called the host, while the computer at which the user sits is called the remote terminal. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/h/host.html).

HTML, html, .html*
HyperText Markup Language. A specific set of tags used to describe the structure of hypertext documents that make up most Web pages. Web browsers interpret these tags to display the text and graphics on a Web page. HTML is an application of SGML. (CMOS)

HTTP

Hypertext
The organization of digital information into associations connected by links. In a hypertext environment, objects such as text and images can contain links to other objects in the same file or in external files, which users can choose to follow. (CMOS)

ISP
Short for Internet Service Provider, a company that provides access to the Internet. For a monthly fee, the service provider gives you a software package, username, password and access phone number. Equipped with a modem, you can then log on to the Internet and browse the World Wide Web and USENET, and send and receive e-mail. Retrieved July 7, 2010 (http://webopedia.com/TERM/I/ISP.html).

JavaScript
A scripting language developed by Netscape to enable Web authors to design interactive sites. Although it shares many of the features
and structures of the full Java language, it was developed independently. Javascript can interact with HTML source code, enabling Web authors to spice up their sites with dynamic content. JavaScript is endorsed by a number of software companies and is an open language that anyone can use without purchasing a license. Retrieved July 7, 2010 (http://webopedia.com/TERM/J/JavaScript.html).

JPEG, jpeg, .jpg*
*Joint Photographic Experts Group. Pronounced jay-peg. JPEG is a lossy compression technique for color images. (Lossy compression techniques attempt to eliminate redundant or unnecessary information, resulting in some loss of data.) Although it can reduce files sizes to about 5 percent of their normal size, some detail is lost in the compression. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/J/JPEG.html).

JSTOR
*Journal Storage: The Scholarly Journal Archive. JSTOR is a not-for-profit organization with a dual mission to create and maintain a trusted archive of important scholarly journals and to provide access to these journals as widely as possible. JSTOR offers researchers the ability to retrieve high-resolution, scanned images of journal issues and pages as they were originally designed, printed, and illustrated. The journals archived in JSTOR span many disciplines. Retrieved July 9, 2010 (http://www.jstor.org/about/desc.html; http://www.jstor.org/page/info/about/archives/index.jsp).

LISTSERV
*Trademarked, proprietary name, which has been widely used as a generic term for “electronic mailing list.” LISTSERV should only be used when it is clear that the trademarked version is being referenced. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/L/Listserv.html).

OCR
*Optical character recognition. A technology that converts images of text into character data that can be manipulated like any other digital text. (CMOS)
PDF, pdf, .pdf*
*Portable Document Format.* An Adobe file format to which a PostScript file can be converted without loss of fonts, formatting, or graphics. This format is preferable to PostScript in certain situations because it allows some editing, compresses the amount of memory needed for the graphics, and is more uniform, causing fewer problems at the printer. (CMOS)

**Pixel**
The basic unit that constitutes a digital image. Each pixel contains black and white, grayscale, or color information about the square it represents. (CMOS)

**Protocol**
An agreed-upon format for transmitting data between two devices. The protocol determines the following: the type of error checking to be used; data compression method, if any; how the sending device will indicate that it has finished sending a message; and how the receiving device will indicate that it has received a message. There are a variety of standard protocols from which programmers can choose. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/p/protocol.html).

**Resolution**
The number of pixels per unit of measure used to form an image. In the United States, image resolution is calculated per inch: the more pixels per inch, the higher the quality of the image. (CMOS)

**Search engines**
A program that searches documents for specified keywords and returns a list of the documents where the keywords were found. Although search engine is really a general class of programs, the term is often used to specifically describe systems like Google, Alta Vista, and Excite that enable users to search for documents on the World Wide Web and USENET newsgroups. Retrieved July 7, 2010 (http://www.webopedia.com/TERM/s/search_engine.html).

**SGML**
*Standard Generalized Markup Language.* An international standard
for constructing sets of tags. SGML is not a specific set of tags but a system for defining vocabularies of tags (the names of the tags and what they mean) and using them to encode documents. (CMOS)

Social media
A term used to describe a variety of Web-based platforms, applications and technologies that enable people to socially interact with one another online. Some examples of social media sites and applications include Facebook, YouTube, Del.icio.us, Twitter, Digg, blogs and other sites that have content based on user participation and user-generated content (UGC). Retrieved July 7, 2010 (http://webopedia.com/TERM/S/social_media.html).

SSL
Short for Secure Sockets Layer, a protocol developed by Netscape for transmitting private documents via the Internet. SSL uses a cryptographic system that uses two keys to encrypt data – a public key known to everyone and a private or secret key known only to the recipient of the message. By convention, URLs that require an SSL connection start with https: instead of http:. Another protocol for transmitting data securely over the World Wide Web is Secure HTTP (S-HTTP), which is designed to transmit individual messages securely. Retrieved July 7, 2010 (http://webopedia.com/TERM/S/SSL.html).

Text file
An informal term for a file that contains data encoded using ASCII. (CMOS)

TIFF, tiff, .tif*
Tagged Image File Format. A file format developed by Aldus and Microsoft and used to store bitmapped graphics including scanned line art and color images. (CMOS)

TRAILS
Teaching Resources and Innovations Library for Sociology. TRAILS is an online, modular (by topic and type of teaching tool) and searchable database developed by ASA that reflects a major innovation in the creation and dissemination of peer-reviewed

URL

World Wide Web/Web 2.0
Web 2.0 is the term given to describe a second generation of the World Wide Web that is focused on the ability for people to collaborate and share information online. Web 2.0 basically refers to the transition from static HTML Web pages to a more dynamic Web that is more organized and is based on serving Web applications to users. Blogs, wikis, and Web services are all seen as components of Web 2.0. Retrieved July 7, 2010 (http://webopedia.com/TERM/W/Web_2_point_0.html).

WHOIS
An Internet utility that returns information about a domain name or IP address. For example, if you enter a domain name such as microsoft.com, whois will return the name and address of the domain's owner (in this case, Microsoft Corporation). Retrieved July 7, 2010 (http://webopedia.com/TERM/w/whois.html).

Wiki
Similar to a blog in structure and logic, a wiki allows anyone to edit, delete or modify content that has been placed on the Web site using a browser interface, including the work of previous authors. In contrast, a blog, typically authored by an individual, does not allow visitors to change the original posted material, only add comments to the original content.
The term wiki refers to either the Web site or the software used to create the site. Wiki wiki means “quick” in Hawaiian. Retrieved July 7, 2010 (http://webopedia.com/TERM/w/wiki.html).
5.2 The Internet

The Internet is a vast network of computers linked through interfaces such as the World Wide Web. The Web is the most common method social scientists use to access sources on the Internet, and although many sources (e.g., those in aggregated databases such as JSTOR, PsychInfo, HeinOnline) are the same as print-edition versions; others exist in a great variety of structures and formats. Nevertheless, the following basic rules apply:

- References (whether from print forms or online sources) should provide all basic elements of information about a source (name of author or institution, year of publication, name of article, title of publication, and name and location of publisher) so that the reader can access the material being cited.

- The sources (or versions of them) that are actually used are those that should be cited as references.

- Sources on the Internet that are not likely to change (e.g., those in PDF or TIFF form, those that are accessed through JSTOR, or those that are exact replicas of print-edition forms, such as newspapers) should be cited in print-form only instead of in ASCII, HTML, or other Web-based format versions. Even when citing PDF versions, however, use forms of citations that will be most widely accessible. Documents in these “nonchangeable forms” may not be accessible for the following reasons:
  - Some printed documents in electronic formats exist in databases that are subscription based and not widely available.
  - Online newspapers and periodicals generally have a time limit for general access to some articles.
  - Pursuant to court actions and other legal restrictions, some documents do not exist in electronic forms that are generally available.
• In all cases when using sources from the Internet, use names of authors (whenever possible), document titles, date of publication (or date of access or retrieval), and an address (such as a URL locator). The URL locator is critical in locating documents on the Internet. For example the ASA URL is http://www.asanet.org/.

• Because Web sites are modified, redesigned, updated, or deleted on an ongoing basis, it is important to take the following precautions:
  - If a URL is cited, print and/or save in electronic form the data or document(s) obtained from it.
  - Check spellings of URL addresses so that a source being cited is completely and accurately identified.
  - Avoid citing documents in URL addresses that no longer exist by testing them before final submission of a manuscript.
  - Cite documents that have been preserved in hard copy or electronic form from expired URLs as unpublished papers in an archived collection.
  - Do not type URL addresses: Use the copy function on a browser to transfer URL addresses to a manuscript.
5.3 Forms of Electronic References

5.3.1 E-Books

The form for citing e-books is the same as that used for citing print edition volumes, with the addition of information about the medium consulted. If an e-book was consulted online, the URL and date of access should also be cited (CMOS 2003:684–86):

Print edition of a book accessed through an online library (Ebrary)


Online book


If a book is available in more than one format, other formats may be listed as well:

5.3.2 Online Periodicals Available in Print and Online Form

The general form of online periodicals (including online journals, magazines, and newspapers) follows the pattern for all periodicals (see Section 4.3.2).


5.3.3 Online Periodicals Available in Online Form Only

Journal articles (e-journals) with URL


Journal articles (e-journals) with Digital Object Identifier (DOI)


Note: When a DOI is included, it should be cut and pasted from the article.
5.3.4 Web Sites

A general rule may be applied to the citing of Web sites: If the Web site contains data or evidence essential to a point being addressed in the manuscript, it should be formally cited with the URL and date of access.

- **Example 1:** A document retrieved from an institution with a known location:

  Text: (ASA 2006)

  Reference:

- **Example 2:** A report published in 2003 retrieved in July 2010 from a university Web site:

  Text: (Johns Hopkins University 2003)

  Reference:

- **Example 3:** A document retrieved from a corporate Web site (unknown location):

  Text: (IBM 2009)

  Reference:
5.3.5 Web Log Entries or Comments

The ASA Style Guide recommends the formal version of citing Web log (also known as "blogs") entries. If references to Web logs are included in a manuscript, they should be cited as follows:

Text: (Harrington 2010)

Reference:

5.3.6 E-Mail Messages

If e-mails are referred to in a manuscript, they (like other personal communications) should be entered as part of the text and referenced in a footnote or endnote. E-mails are rarely cited in a reference list. When referring to communication by e-mail, obtain the permission of the owner before using it; do not cite the e-mail address.

Text: In an e-mail message to the author, Jones indicated that was leaving the university.

Footnote: 8 John Jones, e-mail message to author, May 23, 1999.

5.3.7 Items in Online Databases

Journal articles published in online databases should be cited as shown in Section 5.3.2.

For references obtained from an online database, include the URL and an access date:

Text: (National Center for Health Statistics 2010)

Reference:
5.3.8 Data and Supporting Materials: Machine Readable Data Files (MRDF)

Researchers frequently cite data and related information (codekeys, statistical program information, variable lists) available in various Machine Readable Data Files (MRDF). These sources may be in either electronic media (CD-ROM, DVD, Magnetic tape) or downloaded from an online source. Examples of how to cite MRDF are included in Sections 11 and 12 (for online sources) of the Appendix.

5.4 Audiovisual Materials

5.4.1 CD-ROM or DVD-ROM

References to materials on CD-ROM are treated similarly to printed works (CMOS 2003:726). Place of publication may be omitted unless relevant.


5.4.2 Podcast


5.4.3 **PowerPoint Presentation**


5.4.4 **Other Audiovisual Materials**

For general guidelines for citations and references for other types of audiovisual media (film, sound recordings, slides, filmstrips, and videos), see *CMOS 2003*: 724–27.


Additional examples of preceding forms of e-resources are included in Sections 11 and 12 of the Appendix.
ASA journals have specific format requirements for manuscripts submitted to them for publication. Authors are advised to follow closely the guidelines listed below, because editors might return manuscripts that do not conform to these specifications. A checklist of elements required for submission is included in Section 6.6.

6.1 Keyboarding Specifications

6.1.1 Page Format

The checklists in Section 6.6 contain detailed specifications for page format requirements for manuscripts submitted to ASA journals in general. Authors are advised, however, to check with specific journals on submission guidelines.

6.1.2 Title Page

The title page should include the full title of the article, the name(s) and institution(s) of the author(s) (listed vertically if more than one), a running head, the word count for the manuscript (including footnotes and references), and a title footnote. An asterisk (*) following the title can be used to refer to the title footnote at the bottom of the page. This footnote includes the name and address of the corresponding author, acknowledgements, credits, and grant numbers.
6.2 Submitting a Manuscript

Read and revise a manuscript multiple times. Before sending it to a journal, read the manuscript one more time. Manuscripts for ASA journals are submitted electronically. Please check with the journal’s editorial office for specific instructions. (Visit http://www.asanet.org/journals/editorial_offices.cfm for editorial office information.)

Note that there is a $25 manuscript processing fee, made payable to the American Sociological Association. No fee is required for papers authored by ASA student members. Processing fees are not required for comments, replies, or revise-resubmits. Submit comments on previously published articles directly to the journal.

- **Reminder:** Double-space all text in the abstract, text, references, footnotes, and acknowledgments; block quotations may be single spaced. All text must be in 12-point Times New Roman type (Times is also acceptable).
6.3 Ethical Guidelines

The American Sociological Association regards the submission of a manuscript to more than one professional journal at the same time as an unethical practice. Manuscripts that have appeared or will appear in whole or part in other publications must be clearly identified as such. All persons who publish in ASA journals are required to abide by the *ASA Code of Ethics* regarding plagiarism, authorship credit, and other ethical issues. See the *ASA Code of Ethics* available online at http://www.asanet.org/about/ethics.cfm.

6.4 Copyright

ASA holds copyright on all materials published in ASA journals, although material published in 1964 or earlier is now in the public domain. Should a manuscript be accepted for publication, an author will be required to transfer the copyright to the ASA. After an article has been published, an author may use it without charge or permission in any future printed book or article of which that author is the sole author or editor.

6.5 Formatting a Manuscript for Publication

If a manuscript is accepted for publication, an author may be asked to provide manuscript materials as electronic computer files. Some generally accepted software program for text and graphics are listed below. Contact the journal office to confirm that a particular software format or computer file is acceptable.

**Text**

For manuscript text (body of manuscript, biography, references, etc.), MS Word is preferred.

**Tables**

Preferred table programs are MS Word (table function) or Excel. Lines (called “rules”) within a table should be at least
1/2 point or thicker. (Do not use hairline rules, which are too fine for print production.) Tables should be embedded within the electronic manuscript file.

Journal Page Size

For most ASA journals, the page of a bound print journal is smaller than a regular piece of letter-size (8.5" by 11") paper. All text, tables, and figures are typeset and sized to fit this journal page dimension. When figures are sized down to fit on the page, any text or type in the actual figure should not be smaller than 8-point Times New Roman font in the final printed journal page. For example, an Excel chart/graph that is to be reduced to 55 percent in the print journal article should use 14.5 Times New Roman font in the original (100 percent size) Excel chart/graph file.

For tables, all the text and/or data should fit on the print journal page (vertically) across two columns. If the table is too wide for the journal page, it will be typeset as a broadside table (oriented 90 degrees from original) on the page. Please refer to a recent issue of the journal to see how tables and figures have been typeset previously.

Figures and Graphics

Send only black-and-white figures; do not send color figures. Some journal offices may prefer Excel (*.xls) computer files for graphs/charts. For other illustrations and images, acceptable programs include Photoshop, PowerPoint, Illustrator, Freehand, or Corel Draw. Preferred formats for illustrations, images, and photos are *.tif files using grayscale (not CMYK) with LZW compression, or *.eps files (not *.ps files). Do not send files from StATA and Paint; these are not suitable for graphics for print. Authors can convert StATA files to Excel and then submit the Excel file. Contact the journal office to confirm that the software or computer file is acceptable.
Provide the original computer file(s) of the figure(s) as created in the original program (e.g., an Excel chart/graph must be sent as an Excel file), not pasted or inserted into a Word document file. Do not send a figure placed in a word-processing document; this is not useful because the word-processing document contains only a low-resolution 72 dpi preview.

Use at least 300 dpi resolution for grayscale (not CMYK); use at least 600 dpi resolution for line art (1200 dpi is preferred). Do not send 72 dpi "screen shots" or Web gifs because while they appear clear on a computer screen, they will reproduce very badly in print form.

Lines (called "rules") within a figure (chart/graph), at reduction size, must be at least 1/2 point or thicker. (Do not use hairline rules, which are too fine for print production). For example, if the chart/graph will be printed in the journal at 55 percent reduction, the original (100 percent) size of the rule should be at least 1 point to appear in the journal at 1/2 point.

A note about Excel graphs/charts: Excel is the preferred program for figures, graphs, and charts in some journal offices. When creating or generating a chart in Excel, be sure to designate the "chart location" in the Excel file "As new sheet." Name this new sheet Figure 1, etc. All the data for the figure(s) can appear on one worksheet, but do not make the graph/chart an object within that same data worksheet (i.e., do not designate the chart location for the graph/chart "As object in"); locate each figure "As new sheet").

Consistency of Type (Font) Size

To ensure that the type sizes are the same in all the figures in the print journal page, the author or artist needs to compute the inverse of the focus of the reproduction size of the image and size the type (font) in the original accordingly.
6.6 Checklist for Preparing and Submitting a Manuscript to an ASA Journal


Check for items shown on the following pages:

6.6.1 Keyboarding the Manuscript

☐ **Double-space text** (including references, footnotes, and endnotes).
  - Text must be in **12-point Times New Roman** (Times is also acceptable).
  - **Block quotes may be single-spaced.**

☐ **Create margins of 1.25 inches** on all four sides to allow room for the editor’s or copyeditor’s marks.

☐ **Number all pages** sequentially.

☐ **Remove comments** or other hidden text; accept all tracked changes as final (i.e., there should be nothing hidden in the manuscript).

☐ **Avoid using space bars or indents** to achieve tabs, align text, or create hanging indents.

☐ **Avoid using the automatic hyphen feature.**

☐ **Do not right-justify text.**

☐ **Use only “normal” settings.** (Do not assign different styles for headings, block quotations, etc.)
Create block quotations using the word-processing feature for indenting paragraphs. Use one hard return at the end of the quotation block.

Produce special characters using only the word-processing program’s built-in character set (i.e., do not create characters from characters on the keyboard).

Use a hard return after the following:
- Title of the article
- Running heads
- Each paragraph
- Each text heading
- Each page heading (e.g., Abstract, Biography, Table titles)
- Each reference
- Each footnote

Use italic type for variables in mathematical equations and text; use bold italic type to indicate vectors or matrices in equations and text. (See CMOS 2003:526.)

Place footnotes or endnotes as text at the end of the manuscript. Footnotes and endnotes in the text must be indicated by superscripted numbers.

6.6.2 Checking the Manuscript Content

Run spell check and grammar check. (Authors should note that these functions may not always be reliable.)

Check all headings and subheadings for consistency and accuracy. Are headings formatted correctly for all levels? Do titles accurately reflect content and organization of the paper?

Check for subject–verb agreement and parallel grammatical structures.
☐ Cite all **attributions** to other publications and works fully, appropriately, and accurately.

☐ Check accuracy of form and content of **references cited in text**.

☐ Check that all **text citations have references and vice versa** (i.e., drop any references not cited in text).

☐ Check that all **references follow ASA style guidelines**.

☐ Check that references are **alphabetized**.

☐ Proof **accuracy of references** (names, titles of articles, publications, page numbers, etc.).

☐ Be sensitive to “blinding” the manuscript for reviewers by removing all identifying information throughout the manuscript.

☐ Proof **tables and figures for accuracy**.

☐ Cross-check:
  - Illustrations against captions and text references
  - Figures and tables with data references in text and tables against table lists
  - All cross-references
  - All **URLs cited and all electronic links** (be sure they work).
6.6.3 Submitting the Manuscript

When submitting the manuscript to an editorial office, include the following:

☐ A title page, including:
  - Full title of the article
  - Names and institutions for all authors (listed vertically if there is more than one author)
  - Running head (60 characters or less)
  - Approximate word count for the manuscript
  - Title footnote
  - Asterisk (*) by the title refers to the title footnote at the bottom of the title page. The title footnote includes the name and address of the corresponding author, acknowledgments, credits, and grant information.

☐ Abstract, which is
  - On a separate page headed by a title
  - Brief (one paragraph, no more than 200 words) and descriptive (a summary of the most important contributions in a paper)
  - Accessible (jargon-free and clear to the general reader)
  - A good test: Can it serve as a press release about the research?

☐ Three to five key words, which will be used for indexing

☐ A cover letter giving the address, phone and fax numbers, and e-mail address of the corresponding author; the title of the manuscript; and any other important information, such as changes of address and availability.
Appendices:
- Label appendices Appendix A, Appendix B, etc. Appendices appear at the end of an article (after references).
- Cross-check text for accuracy against appendices.

Tables:
- Number tables consecutively throughout the text.
- Include them at the end of the manuscript or as a separate file.
- Place each table on a separate page.
- Include a descriptive title and headings for all columns and rows on each table.

Figures, illustrations, photographs, and other graphic materials:
- Number them consecutively throughout the text.
- Include a title for each figure, illustration, and photograph. Each must be labeled clearly.

Permissions that may be required to reproduce illustrations or previously published materials.

Biography (five or six lines for each author), including:
- Author’s name, title, department, institution
- A brief description of current research interests, publications, or awards

A manuscript processing fee. No fee is required for papers authored by ASA student members.
If a manuscript is accepted for publication, a copyeditor may edit it using the following standard proofreading marks:

### Changes to Text
- **Delete**
- Close up; delete space
- Delete and close up (for letters within a word)
- Let it stand as is
- Insert space
- New paragraph
- Flush paragraph
- Move to the right; indent
- Move to the left; to left margin
- Center
- Move up
- Move down
- Align vertically
- Transpose
- Spell out
Type Specifications

- **Italic type**
- **Roman (not bold or italic) type**
- **Bold type**
- **Lowercase letters**
- **Uppercase letters**
- **Superscript**
- **Subscript**
- **Capitalize**

Punctuation

- **Insert comma**
- **Insert apostrophe or single quotation mark**
- **Insert quotation marks**
- **Insert period**
- **Insert ellipses**
- **Insert semicolon**
- **Insert colon**
- **Insert virgule (slash)**
- **Insert hyphen**
- **Insert em dash**
- **Insert en dash**
- **Insert parentheses**
- **Insert brackets**
8 References and Other Sources

8.1 References


8.2 Other Sources

The references listed below are widely used in the social sciences:


Appendix

Reference List Formats: Some Examples

1. Books

See Section 4.3.2 for explanation and additional examples.


Editions of Books


*Note*: The abbreviation for 2nd is now preferred (*CMOS* 2003:381, 665); some other possible abbreviations for editions: Rev. ed., 2 vols., 3rd ed.

Volumes of Books


Translations


Note: The second example suggests an alternate form for citing translated works.

Compilations


Edited Volumes


Republished Works


2. Chapters from Books, Articles from Collected Works

See Section 4.3.2 for explanation and additional examples.


Note: The form of citing volume number in collected works changed in the third edition of the ASA Style Guide (See Section 4.3.2.1).

Book Chapter with Digital Object Identifier (DOI)


3. Articles from Journals

See Section 4.3.2 for explanation and additional examples.


Articles Published in More than One Journal


Articles from Foreign-Language Journals


Abstracts

Book Reviews in Journals


4. Articles from Newspapers and Magazines


Book Reviews


5. Archival Sources


National Archives, Record Group 174, Box 144. 1964. File: State and Local Promotion, January-February 1964. Letter from the President of the United Association of
Journeymen and Apprentices of the Plumbing and Pipe Fitting Industry to Willard Wirtz.


*Note:* If a manuscript refers to large numbers of archival sources, group them together in a separate section of the references headed “Archival Sources.”

### 6. Government Documents


7. Dissertations and Theses

King, Andrew J. 1976. “Law and Land Use in Chicago: A Pre-History of Modern Zoning.” PhD dissertation, Department of Sociology, University of Wisconsin, Madison, WI.


8. Unpublished Papers


Poster session


9. Working and Discussion Papers


10. Presented Papers


11. Machine-Readable Data Files


12. E-Resources

Books

*Book: Selected chapter(s) (available online)*


*Book: Available online with suggested citation (two tables)*


**Podcast**


**DVD**


**PowerPoint Presentation**


**Journal Articles**

*Journal article that exists only in an e-journal (online access only)*

Journal articles (e-journals) with Digital Object Identifier (DOI)


Note: When a DOI is included, it should be cut and pasted from the article.

Reports, Bulletins, Fact Sheets, and Newsletters

Report: Online version (no author)


Report: Online version (with author or with suggested citations)


Newsletter with author (online access only)


Newsletter with no author (print and online access):


**Newspapers and Magazines**


**Online Databases, Spreadsheets, and Code Books**

**Tables in PDF or XLS Spreadsheet format**


**Survey instrument**


**Web Site (No Author)**


**Web Log (Blog)**

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