

SEVENTH
EDITION

AMERICAN SOCIOLOGICAL ASSOCIATION

style guide



American Sociological Association

style guide

Seventh Edition

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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 10,000 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 13 ASA journals (including four special-interest section journals) and *Contexts* magazine (described below); substantive, academic, teaching, and career publications; and the annual *Guide to Graduate Departments of Sociology*.

The ASA Publications Committee 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 related disciplines that merit the attention of sociologists.

The Association also publishes five 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.

Sociological Methodology (SM), published twice a year, contains articles of interest to a wide variety of researchers.

Socius: Sociological Research for a Dynamic World is the ASA's first open-access journal open to all areas within the discipline. The journal aims to make new research quickly available by providing an online forum for the rapid dissemination of high-quality, peer-reviewed research, produced in time to be relevant to ongoing research and policy debates.

Contexts magazine, published quarterly, aims to share sociological research with a broad public audience.

Currently, four ASA sections (the Community and Urban Sociology Section, the Political Economy of the World-System Section, the Sociology of Mental Health Section, and the Racial and Ethnic Minorities Section) also publish journals—*City & Community*, the online *Journal of World-Systems Research*, *Society and Mental Health*, and *Sociology of Race and Ethnicity*, respectively.

The Rose Series in Sociology, published in partnership with the Russell Sage Foundation, 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 online member magazine, which showcases sociologists' perspectives on relevant

and topical themes, and includes information related to ASA and the discipline of sociology.

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Preface

This edition of the *ASA Style Guide* is the seventh in a series that was launched more than 25 years ago. As with the previous editions, which were based on versions of *The Chicago Manual of Style* (*CMOS*), this *Guide* reflects the most recent edition of *CMOS*. It is important to note, however, that while the *ASA Style Guide* is based on *CMOS*, the guidelines contain elements unique to ASA style. The structure and overall content is consistent with prior editions, but the seventh edition also updates ASA guidelines on gender and ethnicity and includes new examples addressing information sharing in a digital age.

Issues concerning ASA style and format have been under consideration at ASA since at least the early 1980s. In 1981, an ASA subcommittee produced internal guidelines and style sheets for citing sources and preparing mathematical material, tables, and figures for publication. The 1981 *Publications Manual* was produced in collaboration with editors from the American Psychological Association and the American Statistical Association and cites the 12th edition of *CMOS* (1969) for additional information and guidance. In October 1991, ASA managing editors agreed that they should provide concrete guidance to authors and editors, specifying the writing style and manuscript organization that ASA journals expect, and the first *American Sociological Association Style Guide* was ultimately published in 1996.

Scientific publishing has vastly changed since 1996 when that first edition was produced. Subsequent editions of the *Style Guide* (the second in 1997, the third in 2007, the fourth in 2010, the fifth in 2014, and the sixth in 2019) addressed changes largely shaped by emerging technologies and the growth of online resources. They also

provided guidance to researchers and editors on how to navigate some of these challenges in preparing and submitting manuscripts to ASA journals. The seventh edition follows this approach by focusing on recent trends in conducting research and publishing such as providing examples for citing virtual presentations.

The *ASA Style Guide* is intended primarily as a reference for authors who are submitting articles to ASA journals. However, it has been adapted for a range of other purposes, including as a teaching tool. 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. The material in this guide can be applied easily across multiple contexts.

This edition of the *ASA Style Guide* incorporated feedback from editors, managing editors, copy editors, authors, and other scholars regarding what they observed to be challenges in manuscripts they have received or submitted to ASA publications. We greatly appreciate their contributions to this edition.

A Word about the Seventh Edition of the *ASA Style Guide*

The *ASA Style Guide* highlights and features guidelines for the most common situations experienced by authors and editors in the ASA journal publication process. It is designed to serve as the authoritative reference for writing, submitting, editing, and copyediting 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 seventh edition of the *ASA Style Guide* occasionally refers to other style guides and dictionaries, the 17th edition of *The Chicago Manual of Style* (*CMOS*) 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 website (<http://www.chicagomanualofstyle.org/home.html>):

- “Chicago-Style Citation Quick Guide” (www.chicagomanualofstyle.org/tools_citationguide.html)
- Various other tools (www.chicagomanualofstyle.org/help-tools.html)
- See also: “Manuscript Preparation Guidelines” (<https://press.uchicago.edu/resource/emsguide.html>)

Note that the *ASA Style Guide* includes some guidelines that have been adapted specifically for ASA and therefore depart from *CMOS* specifications.

New in the Seventh Edition

The basic structure of the *ASA Style Guide* is consistent with past editions, but some changes have been made to the content. All links and reference sources have been verified for accuracy and functionality.

Chapter 1

1. Use of the singular “they” as a generic pronoun to refer to a person of unspecified gender (1.2.4): ASA follows the American Psychological Association’s guidance on the use of the singular *they*, which states:

The singular *they* is a generic third-person singular pronoun in English. Use of the singular *they* is endorsed as part of ASA style because it is inclusive of all people and helps writers avoid making assumptions about gender. Although usage of

the singular *they* was once discouraged in academic writing, many advocacy groups and publishers have accepted and endorsed it, including *Merriam-Webster's Dictionary*.

Always use a person's self-identified pronoun, including when a person uses the singular *they* as their pronoun. Also use *they* as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage. Do not use "he" or "she" alone as generic third-person singular pronouns. Use combination forms such as "he or she" and "she or he" only if you know that these pronouns match the people being described. Do not use combination forms such as "(s)he" and "s/he." If you do not know the pronouns of the person being described, reword the sentence to avoid a pronoun or use the pronoun *they*.

In some cases, there may be rationale for approaching language in a paper or manuscript differently. If an author chooses not to follow the guidelines here, a footnote should be added that explains the rationale; that footnote will be included with the paper or manuscript if published in an ASA publication.

2. Changes related to race/ethnicity (1.2.4): The classification and terminology of race and ethnicity are complex social constructions and have changed over time. "Race" is a socially constructed phenomenon. Scholars should challenge popular notions of "race" as a fixed trait (that is often perceived as biologically and/or genetically based). Do not use race interchangeably with biological populations; racial categories (or terms) are not a proxy for genetic variation. Researchers should explicitly define and operationalize race and ethnicity. Do not use race, ethnicity, culture, and nationality interchangeably without justifying why. Do not stereotype racial and ethnic groups.

We recommend that authors use the following:

- African American (no hyphen) (*CMOS* 2017:451, 476)

- Afro-Latinx, Afro-Latina, Afro-Latino, Black Latinx, Brown Latinx, etc.
- American Indian, Native American (no hyphen) or Indigenous
- Asian or Asian American (no hyphen)
- Black
- Chicana, Chicano, Chicanx, Hispanic, Latina, Latino, Latinx (Note that Chicanx and Latinx disrupt the gender binary and are more inclusive of transgender, nonbinary, and gender-nonconforming individuals.)
- White

While we recommend capitalizing terms for racial and ethnic categories, we acknowledge that some scholars prefer not to capitalize the word “white” in order to challenge white supremacy.

We recommend that authors not use the following terms, unless historically or culturally relevant or appearing in a direct quotation:

- Afro-American
- Negro (this refers to the English word, not *negro/negra* in Spanish)
- Oriental

We encourage authors to think reflexively about uses of language in a paper or manuscript. In some cases, there may be rationale for approaching language in a paper or manuscript differently. If an author chooses not to follow the guidelines here, beyond the exceptions noted, a footnote should be added that explains the rationale; that footnote will be included with the paper or manuscript if published in an ASA publication.

1 ASA Editorial Style

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 copy editors to implement uniform standards across all ASA journals in their final published forms.
- To provide an authoritative reference guide on style issues for authors who are writing manuscripts for ASA journals. *The ASA Style Guide* is primarily based on *The Chicago Manual of Style* (*CMOS*) but departs from *CMOS* on certain points. The guidelines presented here provide acceptable stylistic forms (e.g., how to cite book chapters 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, conventional usage and spelling of words, correct use of punctuation) are summarized in a portable format for reference 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).

1.1 ASA Style

1.1.1 Some Basics

The *Merriam-Webster's Collegiate Dictionary* (2018) defines *style* as "a distinctive manner of expression ... a particular manner or technique by which something is done, created, or performed." Style

also encompasses organizational constraints, professional requirements, and writers' inclinations and preferences.

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 enhance writing style, but it is important to note that effective communication of research begins with a well-executed research design, including sound conceptualization and planning, rigorous analysis, and a logical and coherent presentation of findings.

Guidelines for reporting on empirical social science, such as the "Standards for Reporting on Empirical Social Science Research in AERA Publications," highlight some basic issues pertaining to the design and analyses phases of a writing effort (AERA 2006). A volume by Gastel and Day (2016) titled *How to Write and Publish a Scientific Paper* provides valuable insights and guidance on the basic elements of organizing, writing, and publishing scientific papers. Other scholars have addressed issues such as effective presentation of quantitative information (Miller 2015) and communication of research to broad audiences (Stein and Daniels 2017). The references in this edition, as well as the bibliography in *CMOS*, provide other useful sources and information for guidance in writing and editing manuscripts.

The *ASA Style Guide* emphasizes formal, objective, orderly, and grammatically sound expression. For example, writers should generally avoid injecting opinion, overstating claims, and overwriting. Authors 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 intellectual and stylistic rigor.

1.1.2 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 13 on plagiarism:

Sociologists do not present others' work as their own, whether it is published, unpublished, or electronically available.

a) In, presentations, teaching, practice, and service, sociologists explicitly identify, credit, and reference the publications author(s) when they take data or material verbatim from their own or 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 their own and others' work, even if the work is paraphrased and not quoted verbatim.

c) Sociologists utilize and build on the concepts, theories, and paradigms of others, but they may not claim credit for creating such ideas and must cite the creator of such ideas where appropriate. Citation is not necessary in the case of established concepts such as social class, role, etc.

d) In collaborative research projects, especially those with students and junior colleagues, the work of all collaborators must be identified and acknowledged appropriately.

e) Sociologists may have occasion to use portions of their own earlier published works. If so, they should clearly acknowledge those portions, avoiding the appearance that they are new. This includes works translated into another language.

Other sections of the *ASA Code of Ethics* define authors' ethical responsibilities in other areas, such as authorship credit, the publication process, and responsibilities of reviewers. (See the *ASA Code of Ethics*, available at <https://www.asanet.org/about/governance-and-leadership/ethics>.)

1.1.3 Clarity

The essential element of good style and effective writing is clarity of expression, with respect to both ideas and structure. Several publications by Joseph M. Williams, including his recent volume *Style: Lessons in Clarity and Grace* (2017), coauthored with Joseph Bizup, 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 that are key to effective presentation (e.g., consistency of verb tenses, accuracy in spelling, correct word usage, and correct punctuation).

1.1.4 Bias

Gender

In keeping with ASA's firm commitment to promote 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 *CMOS* (2017:358–62), the sixth edition of the *Publication Manual of the American Psychological Association* (APA) (2010:70–77), and APA's

online supplemental material

(<http://apastyle.org/manual/supplement/index.aspx>).

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 gendered 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*).

Singular "They"

ASA follows the American Psychological Association's guidance on the use of the singular *they*, which states:

The singular *they* is a generic third-person singular pronoun in English. Use of the singular *they* is endorsed as part of ASA style because it is inclusive of all people and helps writers avoid making assumptions about gender. Although usage of the singular *they* was once discouraged in academic writing, many advocacy groups and publishers have accepted and endorsed it, including *Merriam-Webster's Dictionary*.

Always use a person's self-identified pronoun, including when a person uses the singular *they* as their pronoun. Also use

they as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage. Do not use “he” or “she” alone as generic third-person singular pronouns. Use combination forms such as “he or she” and “she or he” only if you know that these pronouns match the people being described. Do not use combination forms such as “(s)he” and “s/he.” If you do not know the pronouns of the person being described, reword the sentence to avoid a pronoun or use the pronoun *they*.

In some cases, there may be rationale for approaching language in a paper or manuscript differently. If an author chooses not to follow the guidelines here, a footnote should be added that explains the rationale; that footnote will be included with the paper or manuscript if published in an ASA publication.

Race and Ethnicity

The classification and terminology of race and ethnicity are complex social constructions and have changed over time. “Race” is a socially constructed phenomenon. Scholars should challenge popular notions of “race” as a fixed trait (that is often perceived as biologically and/or genetically based). Do not use race interchangeably with biological populations; racial categories (or terms) are not a proxy for genetic variation. Researchers should explicitly define and operationalize race and ethnicity. Do not use race, ethnicity, culture, and nationality interchangeably without justifying why. Do not stereotype racial and ethnic groups.

We recommend that authors use the following:

- African American (no hyphen) (*CMOS* 2017:451, 476)
- Afro-Latinx, Afro-Latina, Afro-Latino, Black Latinx, Brown Latinx, etc.
- American Indian, Native American (no hyphen) or Indigenous
- Asian or Asian American (no hyphen)

- Black
- Chicana, Chicano, Chicanx, Hispanic, Latina, Latino, Latinx (Note that Chicanx and Latinx disrupt the gender binary and are more inclusive of transgender, nonbinary, and gender-nonconforming individuals.)
- White

While we recommend capitalizing terms for racial and ethnic categories, we acknowledge that some scholars prefer not to capitalize the word “white” in order to challenge white supremacy.

We recommend that authors not use the following terms, unless historically or culturally relevant or appearing in a direct quotation:

- Afro-American
- Negro (this refers to the English word, not *negro/negra* in Spanish)
- Oriental

We encourage authors to think reflexively about uses of language in a paper or manuscript. In some cases, there may be rationale for approaching language in a paper or manuscript differently. If an author chooses not to follow the guidelines here, beyond the exceptions noted, a footnote should be added that explains the rationale; that footnote will be included with the paper or manuscript if published in an ASA publication.

1.1.5 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 *CMOS* (2017:223–362).

Active Voice

Voice indicates whether the subject acts (active voice) or is acted on (passive voice) (*CMOS* 2017:264). ASA style recommends use of the active voice over the passive. For example:

Passive voice: Three hundred and 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.

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 spring 1992.

In the results section use either past or present tense:

The results support our hypothesis.

The results supported our hypothesis.

See Gastel and Day (2016:200–201) for use of tense in scientific writing.

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. CMOS (2017:343) suggests that if the word is followed by a singular noun, treat it as singular; if followed by a plural noun, treat it as plural:

None of the report was printed.

None of the students were in attendance.

1.1.6 Wordy Phrases

Simplify and enhance writing by using “plain” language. The following list, adapted from Appendix 2 of Gastel and Day (2016:285–92), presents common wordy phrases and suggests alternative expressions.

Jargon	Preferred Usage
a considerable amount of	much
a considerable number of	many
a great deal of	much
a majority of	most
a number of	many, some
absolutely essential	essential
accounted for by the fact	because
adjacent to	near, next to
along the lines of	like
an example of this is the fact that	for example
an order of magnitude faster	10 times as fast
are of the same opinion	agree
as a consequence of	because
as a matter of fact	in fact [or leave out]
as a result of	because
as in the case	as happens
as of this date	today
as to	about [or leave out]
at a rapid rate	rapidly, fast
at an earlier date	previously
at some future time	later, sometime
at the conclusion of	after
at the present time	now
at this point in time	now

Jargon	Preferred Usage
based on the fact that	because
because of the fact that	because
by means of	by, with
causal factor	cause
completely full	full
consensus of opinion	consensus
considerable amount of	much
definitely proved	proved
despite the fact that	although
due to the fact that	because
during the course of	during, while
during the time that	while
enclosed herewith	enclosed
end result	result
endeavor (v)	try
entirely eliminate	eliminate
fatal outcome	death
fewer in number	fewer
finalize	end
first of all	first
following	after
for the purpose of	for
for the reason that	because
from the point of view of	for
future plans	plans
give an account of	describe
give rise to	cause
has been engaged in a study of	has studied
has the capability of	can
have the appearance of	look like, resemble
important essentials	essentials
in a number of cases	sometimes
in a position to	able to
in a satisfactory manner	satisfactorily
in a very real sense	in a sense [or leave out]

Jargon	Preferred Usage
in almost all instances	nearly always
in case	if
in close proximity to	close, near
in connection with	about, concerning
in light of the fact that	because
in many cases	often
in most cases	usually
in order to	to
in relation to	toward, to
in respect to	about
in some cases	sometimes
in terms of	about
in the absence of	without
in the event that	if
in the not-too-distant future	soon
in the possession of	has, have
in view of the fact that	because
inasmuch as	for, as
initiate	begin, start
is defined as	is
it has been reported by Smith	Smith reported
it is apparent that	apparently, clearly
it is believed that	I think [or say who thinks]
it is clear that	clearly
it is generally believed	many think
it is often the case that	often
it should be noted that	note that [or leave out]
majority of	most
many different types	many types
more often than not	usually
on account of	because
on the grounds that	because
on those occasions in which	when
owing to the fact that	because
place a major emphasis on	stress, emphasize

Jargon	Preferred Usage
previous to	before
regardless of the fact that	even though
prior to	before
relative to	about
resultant effect	result
smaller in size	smaller
so as to	to
subsequent to	after
take into consideration	consider
the fact of the matter is that	[leave out]
the great majority of	most, almost all
the question as to whether	whether
the reason is because	because
the vast majority of	most, almost all
there is reason to believe	I think
through the use of	by, with
to the fullest possible extent	fully
until such time	until
utilization	use
we have insufficient knowledge	we do not know
we wish to thank	we thank
whether or not to	whether to
with reference to	about [or leave out]
with regard to	concerning, about [or leave out]
with respect to	about
with the exception of	except
with the result that	so that
within the realm of possibility	possible

1.1.7 Common Misusages

Under the section titled “Glossary of Problematic Words and Phrases,” *The Chicago Manual of Style* (2017:306–58) lists hundreds of words that are commonly misused. The following is an abridged list of examples:

About; approximately

Use *about* instead of *approximately* when idiomatically possible; in the sciences *approximately* is preferred.

Accept; except

To *accept* something is to receive it; to *except* something is to exclude it or leave it out.

Adequate; sufficient; enough

Adequate refers to the suitability of something in a particular circumstance (an adequate explanation); *sufficient* refers to an amount that is enough to meet a particular need (sufficient cause); *enough* means "as much or as many as are needed or wanted."

Adverse; averse

Adverse means "strongly opposed" or "unfavorable" and typically refers to things (not people). *Averse* means "feeling negatively about" or "having a strong dislike or unwillingness" and refers to people.

Affect; effect

Affect in the verb form means "to influence or do something that produces a change; to have an effect on." *Effect*, usually a noun, means "an outcome, result"; it may also be a verb meaning "to make happen, produce."

Afterward; afterword

Afterward means "later"; *afterword* means an epilogue.

Alternate; alternative

Alternate implies (1) a substitute for another or (2) every other or every second (adj.). *Alternative* implies availability as another or usually sounder choice or possibility (adj.). The noun uses are analogous: the awards committee named her as alternate; we have no alternative.

Altogether; all together

Altogether means "wholly" or "entirely"; *all together* refers to the

unity of time or place.

Amount; number

Amount is used with mass nouns (a small amount of water); *number* is used with count nouns (a growing number of dissidents).

And/or

Avoid this usage. It can often be replaced by *and* or *or* with no loss in meaning. Where it seems needed, think of other possibilities (e.g., take a sleeping pill and/or a warm drink; try: take a sleeping pill or a warm drink, or both).

Anyone; any one

Anyone (one word) is a singular indefinite pronoun used in reference to no one in particular. *Any one* (two words) is a more emphatic form of *any*, referring to a single person or thing in a group.

Anyway; anyways

Anyway is standard; *anyways* is considered dialectical and nonstandard.

Assure; ensure; insure

To *assure* is to state confidently; to *ensure* is to make sure or certain that something will (or won't) happen; to *insure* is to protect against financial loss. We ensure occurrences and assure people.

Awhile; a while

Awhile (one word) is adverbial; it means "for a short time." *A while* (two words) is a noun phrase that follows the preposition *for* or *in*.

Basis

Basis most properly means "foundation; the facts, things or ideas from which something can be developed." It often appears in the phrase *on a ... basis* or some similar construction. When possible, substitute adverbs (*personally*, not *on a personal basis*) or simply state the time (*daily*, not *on a daily basis*).

Beside; besides

Beside is a preposition of position, whether literal (beside the road) or figurative (beside the point). *Besides* may be a preposition meaning “other than” or an adverb meaning “also” or “anyway.”

Between; among

As a general guideline, *between* indicates a one-on-one relationship (*between you and me*), whereas *among* indicates undefined or collective relationships (*honor among thieves*). *Between* can also be used for more than two objects of multiple one-to-one relationships (*trade between the United States, Mexico, and Canada*). Avoid *amongst* in American English.

Between you and me

This is the correct phrasing—not between you and I. Both pronouns are objects of the preposition *between*.

Biannual; semiannual; biennial

Biannual and *semiannual* both mean occurring twice a year; *biennial* means taking place once every two years. To avoid confusion, write *semiannual* instead of *biannual*, and consider writing *once every two years* instead of *biennial*.

Billion; trillion

The meanings can vary in different countries. In the United States, a billion is 1,000,000,000. In Great Britain, Canada, and Germany, a billion is traditionally a thousand times more than that (or what Americans call a trillion). American definitions are gaining acceptance; writers should be aware of the historical distinctions (see *CMOS* 2017:547).

Can; may

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

Censor; censure

To *censor* is to review books, films, letters, and the like to remove

objectionable material; to *censure* is to criticize strongly or disapprove.

Climactic; climatic

Climactic is the adjective corresponding to *climax*; *climatic* corresponds to *climate*.

Compliment; complement

A *compliment* is a flattering or praising remark; a *complement* is something that completes or brings to perfection.

Comprise; compose

Comprise is "to consist of, to include" (the whole comprises its parts); *compose* is to "make up, to form the substance of something" (the parts compose the whole).

Congruous; congruent

Both terms mean "in harmony, in agreement." *Congruous* is seen most often in its negative form, meaning "strange, unexpected, or unsuitable in a particular situation." *Congruent* is used in math to describe triangles that are identical in their angles as well as in the length of their sides.

Connote; denote

With reference to language, *to connote* is to convey a meaning beyond the basic one; *to denote* is to specify the literal meaning of something.

Continual; continuous

What is *continual* may go on for a long time, but always there are brief interruptions; what is *continuous* never stops—it remains constant or uninterrupted.

Corollary; correlation

A *corollary* is either (1) a subsidiary proposition that follows from a proven mathematical proposition or (2) a natural or incidental result of some action or occurrence. A *correlation* is a positive connection between things or phenomena.

Data

In formal writing (and always in the sciences), use data as plural. It is now commonly treated as a mass noun coupled with a singular verb.

Decimate

Decimate has come to mean "to inflict heavy damage or destroy a large part of something."

Defamation; libel; slander

Defamation is the communication of a falsehood that damages someone's reputation. If it is recorded, especially in writing, it is *libel*; otherwise, it is *slander*.

Dependant; dependent

In American English, *dependent* is the usual form of both the noun and the adjective. In British English, *dependant* is the noun form; *dependent* is the adjective.

Disk; disc

Disk is the usual spelling (disk drive), but *disc* is preferred in a few specialized applications (compact disc), particularly when the object in question is circular and flat.

Due to; because of

Due to is interchangeable with *attributable to* or *owed to* (CMOS 2017:327); *because of* means by reason of, on account of (Merriam Webster's Collegiate Dictionary 2005:108).

e.g; i.e

E.g. is the abbreviation for *exempli gratia* ("for example"). *I.e.* is the abbreviation for *id est* ("that is"). The English equivalents are preferable in formal prose, though sometimes the compactness of these two-character abbreviations makes them desirable.

Elicit; illicit

To *elicit* (verb) information or a reaction is to get it from someone, especially in challenging circumstances (to elicit responses);

something *illicit* is disallowed by law or rule, and usually also condemned generally by society.

Emigrate; immigrate

To *emigrate* is to leave one's country to live in another one; to *immigrate* is to enter a country to live permanently, leaving a past home.

Emoji; emoticon

An *emoji* (from the Japanese) is a pictorial representation or an ideogram that consists of a face, a hand gesture, or an object or symbol intended to express or suggest an emotion or attitude—or any number of ideas or things. An *emoticon* is a representation of a smiley face or other expressive gesture rendered as a combination of common keyboard characters—e.g., ;-).

Enumerable; innumerable

What is *enumerable* is countable and listable; what is *innumerable* cannot be practically counted (innumerable stars).

Et al.

This is the abbreviated form of *et alii* (and others)—others being people not things. (Note that a period is required after *al.*)

Etc.

This is the abbreviated form of *et cetera* (and other things). It should never be used in reference to people.

Farther; further

The traditional distinction is to use *farther* for physical distance and *further* for figurative distance.

Foreword; preface

A book's *foreword* is an introductory essay written by someone other than the book's author. An introductory essay written by the book's author is called a *preface*.

Fulsome

This word does not mean "very full" but "too much, excessive to the

point of being repulsive.”

If; whether

If is conditional; *whether* introduces an alternative, often in the context of an indirect question. Use *whether* in two circumstances: (1) to introduce a noun clause and (2) when using *if* introduces ambiguity.

Impact; impactful

Resist using *impact* as a verb. Try *affect* or *influence* instead. Avoid *impactful*, which is jargon.

Include; comprise

Include implies nonexclusively; *comprise* implies exclusivity (e.g., the collection *comprises* 126 silver spoons [suggesting that nothing else is part of the collection]).

Its; it's

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

Last; lastly

As with first, second, etc., do not use the -ly form (i.e., use *first*, *second*, *last*; not firstly, secondly, lastly). Use *last* when introducing a final point of discussion—or (of course) *finally*.

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*. It is an intransitive verb (it never takes a direct object).

Less; fewer

Less refers to singular mass nouns or amounts (less salt); *fewer* is used to compare numbers or countable nouns (fewer people, fewer suggestions).

Literally

Literally means “actually; without exaggeration” and should not be

used in a figurative sense (as in *they were literally glued to their seats* [unless glue had in fact been applied]).

Lose; loose

To *lose* something is to be deprived of it; to *loose* something is to release it from fastening or restraint.

Memoranda; memorandums

Both plural forms are correct, but *memoranda* has predominated since the early nineteenth century.

Onto; on to; on

Onto implies movement. When *on* is part of the verb phrase, it is an adverb, and *to* is the preposition (the gymnast held on to the bars). Alone, *on* does not imply movement. *CMOS* suggests one trick is to mentally say “up” before *on*: if the sentence still makes sense, then *onto* is probably the right choice (she leaped onto the capstone).

On; upon

Prefer *on* to *upon* unless introducing an event or condition.

Parameters

Avoid using this word in nontechnical contexts (use *boundaries*, *limits*, or some other word).

Precede; proceed

To *precede* is to happen before or to go before in some sequence; to *proceed* is to go on, whether beginning, continuing, or resuming.

Quote; quotation Traditionally a verb, *quote* is often used as an equivalent of *quotation* in speech and informal writing.

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 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*).

Toward; towards

The preferred form in American English (since about 1900) is *toward*. This is true of other directional words: *upward, downward, forward, backward, and afterward*. In British English *towards* predominates.

While; although; whereas

While may substitute for *although* or *whereas*, especially in a conversational tone. *While* can denote either time or contrast and therefore may be ambiguous. When real ambiguity exists, *although* or *whereas* is the better choice.

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?*).

2 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 *The Chicago Manual of Style* (2017: Chapters 5, 6, and 7), Strunk and White (2000), and Williams and Bizup (2017). Writers should:

- Check that pronouns agree with antecedents.
- Pay attention to grammar (e.g., *between you and me* is correct).
- Avoid ending sentences with prepositions.
- Check that verbs agree with subjects (e.g., 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 (*CMOS* 2017:66).
- All punctuation marks should be in the same font (roman or italic) as the preceding text, and not in that of the matter they enclose (e.g., The conductor announced, "*All aboard!*") (see *CMOS* 2017:364–66).

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. See *CMOS* (2017:371) on the serial or Oxford comma.

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.

- For nonrestrictive appositives. Appositives are nouns or noun phrases that immediately follow a second noun or noun phrase (*CMOS* 2017:232, 377).

Use a comma with nonrestrictive appositives:

His first book, *A Realist Theory of Science*, is where he describes his approach as "transcendental realism."

The sentence expresses the same meaning when the title of the book is eliminated.

However, when the information is essential to the sentence, commas should not be used. This is a restrictive appositive:

This point was addressed with data from UNICEF (United Nations Children's Fund) in the report *Uprooted: The Growing Crises for Refugee and Migrant Children* (2016).

- After certain abbreviations (i.e., e.g.):

She attended several Africa-themed sessions (i.e., those highlighting the work of sociologists studying 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:

April 14, 2018

April 14, 2018, was the correct date.

But:

We collected data during April 2018.

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 to amplify 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: (England 2016:4–6)

Reference:

England, Paula. 2016. "Sometimes the Social Becomes Personal: Gender, Class, and Sexualities." *American Sociological Review* 81(1):4–28.

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 text: *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 are more readable and understandable as a single word (policymaker).
- Electronic resources following the abbreviation **e** for **electronic** (*e-commerce*). Note: Email is not hyphenated. This is a departure from previous editions of the *Style Guide* (CMOS 2017:452).
- To separate a campus name from an institution:

University of Wisconsin-Madison

University of Illinois-Chicago

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).
- Compound proper names designating ethnicity: African American, French Canadians (CMOS 2017:451, 476).
- Adverbs that end in -ly with an adjective: fully formed idea (CMOS 2017:444, 449).

See *CMOS* (2017:443–57) for additional examples and more information on using hyphens in compound words and with prefixes.

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

2.1.4 Em Dashes

An em dash is roughly equivalent to the width of the letter 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* 2017:399–402).

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

2.1.5 En Dashes

An en dash is roughly equivalent to the width of the letter n (and is approximately half the width of an em dash). (Check your word processing software documentation for instructions on how to key an 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 past 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 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's* and *Moses's*). See *CMOS* (2017:422–27) 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 (e.g., *can't*, *isn't*). 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* 2017:421).

How many *x*'s are there in Exxon?

How many *A*s did the student receive?

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 book chapter in a reference list:

Martinez, Ramiro F., Jr. 1996. "Latinos and Lethal Violence: The Impact of Poverty and Inequality." *Social Problems* 43(2):131–46.
- 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 Chapters 6 and 13 of *The Chicago Manual of Style* (2017:409–11,708–38) for other aspects of quotation mark use and how to cite quoted material.

Note: Generally, punctuation appears inside quotation marks, such as “*this*,” “*that*,” and, “*the other*.” Colons and semicolons go outside the quotation mark (e.g., “... *this*”;

2.1.8 Quoted Material

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

Wright and Jacobs (1994:531) 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.”

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 Wright and Jacobs (1994:531) note:

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.

Or

As a previous study found:

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. (Wright and Jacobs 1994:531)

Note: If the author, date, and/or page number follow the block quotation, they come after the period. If the page number alone follows the block quotation, the "P" for "*page*" is capitalized.

2.1.9 Parentheses and Brackets

Parentheses set off information that is interjected or less closely related to the rest of the sentence; 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

ASA style uses a method of placing ellipses in which one period signifies a true period, and ellipses signify missing text in a quote. Use ellipses, not brackets,

to signify missing text. Use brackets to signify any change (other than missing text) to the original quote (see 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. In the following example, in the shortened text, the period after “at this parting” is the true period; it is followed by ellipses to denote the missing text. The sentence following the first set of ellipses begins with a capital letter, as it did in the original (*CMOS* 2017:729).

Use ellipses to:

- Represent missing information, including whole sentences.

The full 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 cannot 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 2017:729–30). 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 a quoted sentence are omitted, place four 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) and *Merriam-Webster Online* (2018) to determine correct spelling and usage. In general, writers are encouraged to use a standard dictionary when writing or preparing papers or presentations.

If the dictionary lists two or more spellings for a word, use the first spelling (e.g. *benefited* rather than *benefitted*, *focused* rather than *focussed*, *appendixes* rather than *appendices*). The *ASA Style Guide* follows the convention of the *CMOS* in preferring both *appendixes* and *indexes* as primary plural variant spellings. Also, *CMOS* notes that although both plural forms for memorandum (memorandums, memoranda) are correct, memoranda has predominated since the early nineteenth century (CMOS 2017:342).

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

See 2.9 for non-English word usages.

See Chapter 5 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, regardless of length, except prepositions (*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”

- Capitalize the names of racial and ethnic groups that represent geographic locations or linguistic populations (*Hispanic, Asian, African American, Appalachian*). (See *CMOS* [2017:476] for additional examples.)
- ASA recommends capitalizing terms for racial and ethnic categories (e.g., *Black* and *White*). However, ASA acknowledges that some scholars prefer not to capitalize the word “white” in order to challenge white supremacy. This is a change in the 7th edition of the *ASA Style Guide*. 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.
- For hyphenated compound words in titles of works: The second element of a compound word is capitalized unless it is an article, preposition, or coordinating conjunction (*and, but, for, or, nor*); a modifier following musical key symbols; or it follows a prefix (such as *anti, pre-*) that cannot stand by itself (*Anti-minority Attitudes in European Society, Face-to-Face with Self-Serving Co-workers, Post-Vietnam War Reconstruction: Challenges for South-East Asia, The Transition to Adulthood in the Twenty-First Century*) (*CMOS* 2017:527–28).
- Capitalize words associated with proper nouns:

The charge of the Task Force on Contingent Faculty, co-chaired by Dan Clawson and Louis Edgar Esparza, is to explore the dynamics and implications of the recent growth of contingent employment among sociologists in the context of the broader structural transformations now underway in U.S. universities and in comparison to other disciplines. The Task Force is asked to examine ...
- 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* 2017:492).

2.4 Italics

Use italics for emphasis (but use them sparingly) and to highlight terms in specific contexts, to identify certain non-English-language words, and for titles of books, periodicals, movies, radio and TV show names, and other formally published material.

2.5 Numbers

Questions frequently arise regarding conventions for spelling out numbers versus using numerals. The general rules for use of numbers in text are as follows:

- 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 centuries: nineteenth century, twenty-first century.
- Spell out common fractions (two-thirds majority; reduced by one half).

Note: The forms *2nd* and *3rd* are now generally recommended in references over *2d* and *3d*, except in legal citation (*CMOS* 2017:546, 806).

Examples:

One hundred and 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 should be elided using the following rules (see *CMOS* 2017:928–29):

- For page ranges starting on pages numbered less than 100, use all digits (e.g., 42–43).

- For page ranges starting on pages numbered 100 or multiples of 100, use all digits (e.g., 100–108, 1300–1325).
- For page ranges starting on pages numbered 101 through 109 (or 201 through 209, etc.) use the changed part only (e.g., 202–5, 209–10).
- For page ranges starting on pages numbered 110–199 (or 210–299, etc.), use two digits unless more are needed to include all changed parts (e.g., 421–28, 596–628, 1151–59, 1394–414).

Some exceptions to the number rule:

- Be consistent in 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.

a \$5 bill

N = 2,064

(Note: Expression of total number [N] is not italicized in text, although it is italicized in tables, including table titles and notes; see 4.8.)

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 1983 (no comma between month and year)

2001 to 2018 (in text, use *to* instead of an en dash between years)

Spell out month names in reference list entries and in text citations of newspaper and magazine articles (*January 19, 1968*) (see *CMOS* 2017:555–58).

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 forth*, *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 are terms based on the initial letters of their various elements and read as single words (*NATO*, *AIDS*) (*CMOS* 2017:572).

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 5.3.

2.8 Academic Degrees

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

AA	Associate of Arts
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 or Master of Social Work
PhD	Doctor of Philosophy
DPhil	Doctor of Philosophy (European form)

Plurals are formed by adding an *s* (*MA*s and *PhD*s). Do not use an apostrophe.

As a general rule, ASA recommends omitting all periods in abbreviations of academic degrees, unless they are required for tradition or consistency. See *CMOS* (2017:580–81) 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 Non-English-Language Usage

Chapter 11 of *CMOS* (2017:618–64) includes guidelines on usage of materials in languages other than English. If manuscripts include non-English-language references or word usages, authors should review these sections of the *CMOS* carefully and follow the recommendations presented in various sections on

names, titles of articles, punctuation, use of special characters, translation, transliteration, and other applicable guidelines for text and references in languages being cited. The following points highlight some guidelines:

- In general, non-English words in text should be italicized. However, commonly used non-English words or terms (*per se*, *ad hoc*, *et al.*, *a priori*) should appear in roman type (*CMOS* 2017:434–35, 618–21).
- References to quotations, text, citations, bibliographic materials, and so forth in non-English languages in a manuscript should be modified only with the guidance of persons with first-hand knowledge and expertise in the original language and knowledge of the author/date system presented in 4.3.2. In general, the *ASA Style Guide* recommends the guidelines presented in Chapter 4 for in-text citations and references (i.e., headline style for titles of articles and books). However, for capitalization of titles from non-English languages, *CMOS* recommends using the sentence style—that is, capitalize only the words that would be capitalized in normal prose: the first word of the title and subtitle and all proper nouns or terms that would be capitalized under the conventions of the original language (*CMOS* 2017:621).
- *CMOS* notes that in nonspecialized works it is customary to transliterate (i.e., to convert to the Latin alphabet, or Romanize) words or phrases from languages that do not use the Latin alphabet. *CMOS* (2017:647) recommends the Library of Congress publication *ALA-LC Romanization Tables* (bibliog.5) available online as a reference; it explicitly warns not to attempt to transliterate from an unfamiliar language.

Example of references:

Chauí, Marilena. 1980. *O que é ideologia*. São Paulo, Brazil: Brasiliense.

Foucault, Michel. 2009. *Le courage de la vérité*. Paris: Gallimard.

If translations are used, place them within parentheses immediately following the words to be translated or in brackets following a block quote (*CMOS* 2017:620–21, 800–801):

Gogolin, Ingrid, and Dieter Lenzen, eds. 2014. *Qualität im Bildungs und Wissenschaftssystem* (Quality in the Education and Science System) (ZfE Sonderheft 23). Wiesbaden, Germany: VS-Verlag.

Muñoz Labraña, Carlos, and Rosendo Martínez Rodríguez. 2015. "Prácticas pedagógicas y competencias ciudadanas: El caso del

docente de historia en Chile” (Pedagogical Practices and Citizens’ Competences: The Case of the History Teacher in Chile). *Revista Actualidades Investigativas en Educación* 15(3):1–21.

<http://dx.doi.org/10.15517/aie.v15i3.20658>.

Note: 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 non-English words. Try to maintain consistency throughout a 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; Congreso de Investigadores Negros, Comisión, México*)

3 ASA-Specific Usages and Conventions

The ASA Council and the Executive Office, as well as its 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 press releases, newsletters, research reports, programmatic records) are being widely disseminated, especially through the ASA website (<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-Treasurer-Elect
- Vice President-Elect, but Vice President
- Immediate Past-President
- President-Elect

3.2 Capitalization

Capitalize the following:

- Sociology (or other academic disciplines) only if part of a proper name or used in a special context (e.g., within a title that is set in uppercase)

- Section when speaking of a specific ASA section. Do not capitalize section when speaking of a section or sections in general: *Of the 53 ASA sections, the Section on Emotions ...*
- ASA Annual Meeting, but in the aggregate ASA annual meetings
- 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 (e.g., the ASA Vice President, Council Liaison)
- Title of other organization designations such as membership categories. For example, capitalize the *Student 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 student 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 (e.g., Editor Rory McVeigh).
- Names of ASA offices and committees (e.g., Nominating Committee, Chair of the Publications Committee)
- Names of subcommittees, committees, reports, and programs. Note that later references to a named entity would also be capitalized:

The charge of the Task Force on Contingent Faculty, co-chaired by Dan Clawson and Louis Edgar Esparza, is to explore the dynamics and implications of the recent growth of contingent employment among sociologists in the context of the broader structural transformations now underway in

U.S. universities and in comparison, to other disciplines. The Task Force is asked to examine ...

Do not capitalize the following:

- publications program (and other general references to procedures, policies, or programs)
- congressional, administration (*CMOS* 2017:487–89)
- annual meeting when referring to a non-ASA event
- section when referring to sections in general

3.3 Italics

Italicize titles as follows:

- *Section Manual*
- *Guidelines for the Publications Portfolio*

Do not italicize the following:

- Rose Series in Sociology
- Issue 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 (conference and convention are not acceptable).
- Use official names of committees (e.g., Publications Committee is correct; Committee on Publications 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 5.3).

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

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 (see 2.1.3).

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

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

*An abbreviation can be used if specified after the first instance as a subsequent abbreviation.

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 a telephone number from an address with 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; East Providence, RI; Denver, CO

Wrong: Miami, Fla.; East Providence, Rhode Isl.; Denver, Colo.

Numbers: When numbering a series of items within a paragraph or article, use the form (1), not 1. or 1).

4 Guidelines for Organizing and Presenting Content

This section provides ASA style guidelines on key elements related to organization and presentation of content in a manuscript. Authors preparing manuscripts for publications not requiring ASA journal specifications should also see 4.9.

Note: Authors who are submitting a manuscript to an ASA journal should see Chapter 6 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, address, and email of the corresponding author; acknowledgments; credits; grant numbers; and keywords.

For an example of a title page, see 6.4.2.

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 the 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 footnotes, appendixes, tables, and figures in separate sections following the text. Figure captions are left-justified below the figure; table titles are left-justified above the table (see 6.4.2 and 6.6).

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, across*), 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* (2017:891–921), which includes a brief text citation (enclosed in parentheses) and a complete list of references cited (included at the end of the article, before any appendixes).

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, bibliographies may include other relevant sources (*CMOS* 2017:776–91).

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 (i.e., do not use *ibid*). Examples follow:

- If the author's name is in the text, follow it with the publication year in parentheses:

... Giddens (1991) argues that....

- If the author's name is not in the text, enclose the last name and publication year in parentheses:

... for validity and authenticity (Davis 2005).

- Page numbers follow the year of publication after a colon, with no space between the colon and the page number:

... Orol (2010:1).

Note: This is the preferred ASA style. Older forms of text citations are not acceptable: (Orol 2010, p. 1).

- Give both last names for joint authors:

... (Danziger and Ratner 2010).

- 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: ... young people themselves (Shanahan, Porfeli, and Mortimer 2005).

Later: ... (Shanahan et al. 2005)

For four authors or more, see Additional Guidelines in 4.3.2.2.

- Institutional authors. To facilitate shorter in-text citations, an abbreviation followed by the full organization name is acceptable (*CMOS* 2017:909–10).

Text: (ASA 2018)

Reference: ASA (American Sociological Association). 2018....

- 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:

... affected the aged (Omran [1971] 2005).

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

... (Costa 2002; Finch and Crimmins 2004; Fogel 2004, 2005; Fogel and Costa 1997; Manton et al. 1997).

- Archival Sources/Manuscript Collections.

The National Archives provides information for *Citing Records in the National Archives of the United States* in General Information Leaflet 17 (revised in 2010), available from the National Archives and Records Administration. Archived material should generally be considered similar to personal papers and other historical manuscripts. Citations should include as much information as is needed to easily locate those records (title and date of the item, series title [if applicable], name of the collection, and name of the depository). The cited material should be placed in a note or reference list, and whatever sequence is adopted for elements of the citation should be used consistently throughout the manuscript (*CMOS* 2017:854–57).

Text: (Stone to Du Bois 1903)

Reference: Stone, Alfred Holt, 1870–1955. Letter from Alfred Holt Stone to W. E. B. Du Bois, March 2, 1903. W. E. B. Du Bois Papers (MS 312). Special Collections and University Archives, University of Massachusetts-Amherst Libraries,
<https://credo.library.umass.edu/view/full/mums312-b005-i150>.

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

Text: ... (NA, RG 381, Box 780, April 28, 1965; Meany Archives, LRF, Box 6, March 18, 1970).

Reference: NA (National Archives). Record Group 381, Box 780. 1965. George Meany Memorial Archives, Legislature Reference Files, Box 6. March 18, 1970. File: 20. Memo, Conference with Gloster Current, Director of Organization, National Association for the Advancement of Colored People.

- For articles published online before the official publication date, use the posted publication date (*CMOS* 2017:831–32). However, when the official publication date of record is available, use that date.

Text: (Braunstein, Fulton, and Wood 2014)

Reference: Braunstein, Ruth, Brad R. Fulton, and Richard L. Wood. 2014. "The Role of Bridging Cultural Practices in Racially and Socioeconomically Diverse Civic Organizations." *American Sociological Review*, first published on June 12, 2014 as [doi:10.1177/0003122414538966](https://doi.org/10.1177/0003122414538966).

- For machine-readable data files, cite author(s) and date:

Text: ... (Ruggles et al. 2017).

Reference: Ruggles, Steven, Katie Genadek, Ronald Goeken, Josiah Grover, and Matthew Sobek. 2017. *Integrated Public Use Microdata Series: Version 7.0* [dataset]. Minneapolis: University of Minnesota, [doi:10.18128/D010.V7.0](https://doi.org/10.18128/D010.V7.0).

- Text citations for e-resources generally follow the preceding guidelines; for specific information, see 5.2.

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.

Like all other parts of a manuscript, the references should be double-spaced. See the Appendix for additional examples of references.

4.3.2.1 Books, Book Chapters, and Journal Articles

Most sources cited in ASA journals and publications come from books and periodicals, either in a printed format or an 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, include a comma after the name of the first author or editor.

Edin, Kathryn, and Maria Kefalas. 2005. *Promises I Can Keep: Why Poor Women Put Motherhood Before Marriage*. Berkeley: University of California Press.

Pescosolido, Bernice A., Jack K. Martin, Jane D. McLeod, and Anne Rogers, eds. 2011. *Handbook of the Sociology of Health, Illness, and Healing: Blueprint for the 21st Century*. New York: Springer.

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.

Chang, Virginia W., and Diane S. Lauderdale. 2009. "Fundamental Cause Theory, Technological Innovation, and Health Disparities: The Case of Cholesterol in the Era of Statins." *Journal of Health and Social Behavior* 50(3):245–60.

Chen, Feinian, Yang Yang, and Guangya Liu. 2010. "Social Change and Socioeconomic Disparities in Health over the Life Course in China: A Cohort Analysis." *American Sociological Review* 75(1):126–50.

Colen, Cynthia G. 2011. "Addressing Racial Disparities in Health Using Life Course Perspectives: Toward a Constructive Criticism." *Du Bois Review* 8(1):79–94.

Note: The preceding examples include the issue number after the volume number. The *ASA Style Guide* considers inclusion of issue numbers a matter of editorial discretion but recommends consistency throughout the journal.

However, issue numbers should be used if a cited journal is not continuously paginated within each volume.

ASA allows editorial discretion in changing & to *and* in book and journal titles but recommends retaining & if it is part of a trademarked title or company name (CMOS 2017:529, 582).

For example: *City & Community*, not *City and Community Online Supplemental Materials to Journal Articles*

Occasionally, supplemental information is published online in conjunction with a journal article (CMOS 2017:836– 37). For ASA journals, these are not documents of record. They should be cited as follows:

Text: (England 2016: online supplement)

Reference: England, Paula. 2016. "Sometimes the Social Becomes Personal: Gender, Class, and Sexualities." Online supplement to *American Sociological Review* 81(1):4–28,
<http://journals.sagepub.com/doi/supl/10.1177/0003122415621900>

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.

Montez, Jennifer K., and Mark D. Hayward. 2011. "Early Life Conditions and Later Life Mortality." Pp. 187–206 in *International Handbook of Adult Mortality*, edited by R. G. Rogers and E. Crimmins. New York: Springer Publishers.

Shanahan, Michael J., Erik Porfeli, and Jeylan T. Mortimer. 2005. "Subjective Age Identity and the Transition to Adulthood: When Does One Become an Adult?" Pp. 225–55 in *On the Frontier of Adulthood: Theory, Research, and Public Policy*, edited by R. A. Settersten, F. F. Furstenberg, and R. G. Rumbaut. Chicago: University of Chicago Press.

For *multivolume works* published over more than one year (CMOS 2017:912):

Tillich, Paul. 1951–63. *Systematic Theology*. 3 vols. Chicago: University of Chicago Press.

Articles from E-Resources

Articles and books obtained from the internet follow the same patterns as those cited above, with the exception that page numbers are omitted and the URL and date of access (if necessary) are included. (See 5.2.3.)

Schafer, Daniel W., and Fred L. Ramsey. 2003. "Teaching the Craft of Data Analysis." *Journal of Statistics Education* 11(1).
<http://www.amstat.org/publications/jse/v11n1/schafer.html>.

Dietz, Bernadette E., and Lynn Harper, eds. 2008. *Scaffolding for Student Success in Learning*. Washington, DC: American Sociological Association. Retrieved October 1, 2018.
<http://asa.enoah.com/Bookstore/E-Books/BKctl/ViewDetails/SKU/AS-AOE155S08E>.

Online Journal Articles with Digital Object Identifier (DOI)

Persell, Caroline Hodges, Kathryn M. Pfeiffer, and Ali Syed. 2008. "How Sociological Leaders Teach: Some Key Principles." *Teaching Sociology* 36(2):108–24. [doi:10.1177/0092055X0803600202](https://doi.org/10.1177/0092055X0803600202).

Bandelj, Nina, and Yader R. Lanuza. 2018. "Economic Expectations of Young Adults." *Socius* 4(1). [doi:10.1177/2378023118795953](https://doi.org/10.1177/2378023118795953).

Note: When a DOI is included, it should be copied and pasted from the article directly to avoid entering the DOI incorrectly.

Chapter 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).

4.3.2.2 Other Types of Reference Material

This section includes guidelines for referencing other types of sources.

- Major reference books (major dictionaries and encyclopedias) can be cited with a note in the text rather than in the reference list (*CMOS* 2017:858–59, 892). However, a reference citing an article in an encyclopedia should be cited in the same form as a book chapter:

Levine, Felice J. 2001. "Professionalization of Social and Behavioral Scientists: United States." Pp. 12146– 54 in *The International Encyclopedia of the Social and Behavioral Sciences*, edited by N. J. Smelser and P. B. Baltes. London, England: Elsevier Science Limited.

- Titles of dissertations and theses are placed in quotation marks (not italics). Include the department, the university, and, if consulted online, a URL. For dissertations obtained from a commercial database, include the name of the database and the identification number supplied by the database.

Dissertation or thesis in print (or microfilm) form:

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.

Dissertation or thesis retrieved from database:

Bao, Luoman. 2016. "Intergenerational Support and Well-being of Older Adults in Changing Family Contexts." PhD dissertation, Department of Sociology, University of Maryland-College Park. ProQuest, 1840192880.

- For book reviews and other peer-reviewed material, use the following forms (CMOS 2017:843–44):

Brown-Saracino, Japonica. 2013. Review of *The Philadelphia Barrio: The Arts, Branding, and Neighborhood Transformations* by Frederick F. Wherry. *Contemporary Sociology* 42(5):756–58.

Tough, Paul. 2006. "Supersize Them." Review of *Chutes and Ladders: Navigating the Low-Wage Labor Market* by Katherine S. Newman. Cambridge, MA: Russell Sage Foundation Books at Harvard University Press.

<https://www.nytimes.com/2006/10/22/books/review/Tough.t.html>.

- Abstracts are treated like journals, but the word abstract must be added (CMOS 2017:836):

Rosenfeld, Michael J., and Rueben J. Thomas. 2012. "Searching for a Mate: The Rise of the Internet as a Social Intermediary." Abstract. *American Sociological Review* 77(4):523–47.

- Conference presentations (e.g., lectures, papers, posters), unpublished or informally published papers, and working and discussion papers use the following form:

Name of author. Year. Title of Presentation. Type of presentation and location where the article was presented or is available.

Lectures, papers, and posters should include (after the title) the type of presentation (e.g., paper, slides, poster) and the sponsorship, location, and date of the meeting (*CMOS* 2017:852):

Chenoweth, Erica, and Laura Dugan. 2011. "Exploring Counterterrorism in the Middle East and North Africa: A New Data Set." Paper presented at the annual meeting of the American Political Science Association, Seattle, WA, September 2.

Pren, Karen A. 2018. "Mexican Migration Project." Poster presented at the 113th American Sociological Association Annual Meeting, Philadelphia, PA, August 13.
https://convention2.allacademic.com/one/asa/asa18/index.php?cmd=Online+Program+View+Paper&selected_paper_id=1389623&PHPSESSID=sajqfhpi8jnl8ufoe1vib2q6h2.

Lectures, papers, and posters presented virtually follow a similar format, replacing the date with "virtual."

Ponce, Adriana. 2021. "Classed and Gendered Understandings of Financial Support in Child Custody Arrangements: A Qualitative Study." Paper presented at the 116th American Sociological Association Annual Meeting, virtual, August 7.

- Testimonies in public hearings

Levine, Felice J. 2001. Testimony before the Institute of Medicine (IOM) of the National Academies, Committee Assessing the System for Protecting Human Research Subjects. On behalf of the Consortium of Social Science Associations and the American Sociological Association, January 31.

- Scientific or state administrative databases

At a minimum, include the name of the database, a descriptive phrase or record locator indicating the part of the database being cited or explaining the nature of the reference, an access date, and a URL (*CMOS* 2017:867):

NIH/Genetic Association Database. n.d. Text Format.
<https://geneticassociationdb.nih.gov/>.

United States Department of Labor, Bureau of Labor Statistics. 2020.
"Occupational Employment and Wage Statistics, May 2020 State
Occupational Employment and Wage Estimates, Illinois, 15-0000
Computer and Mathematical Occupations."
https://www.bls.gov/oes/2020/may/oes_il.htm#15-0000.

- Personal communications
Personal communication, whether face-to-face conversation, email, text messages, or messages shared through social media are usually run in text or given in a note. They are rarely entered in a reference (or bibliographic) list (*CMOS* 2017:850–51). In a parenthetical citation, the term *personal communication* (or pers. comm., unpublished data) may be used after the names of persons concerned, followed by a comma (*CMOS* 2017:918).

Personal documents (letters, diaries, memoirs) that have not been published can be treated like other unpublished material (*CMOS* 2017:857).

- Other special references
 - *Working papers* can be treated in the same way as a dissertation (*CMOS* 2017:852–53).
 - *Radio interviews* can usually be treated like an article or other item in a periodical (*CMOS* 2017:850).
 - *Brochures, flyers, and pamphlets* are treated as books (*CMOS* 2017:853).
 - Information about *maps* and *diagrams* can usually be presented in the text (*CMOS* 2017:860–61).

For references to audiovisual material, videos, websites, blogs, and social media sources, see Chapter 5. The Appendix also includes examples of some of these formats.

- Articles posted online ahead of publication:
If an article is posted by a journal electronically ahead of the official publication date, use the posted publication date. However, when the official publication date of record is available, use that date.

- Forthcoming articles:
CMOS draws a distinction between articles that have been accepted for publication but have not yet appeared online and articles published electronically ahead of the publication date. For articles that have been accepted, but have not yet published, use forthcoming in place of the date (*CMOS* 2017:831–32).
- Preprints are treated as unpublished material as they have not been subject to peer review.

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: *R. B. Brown* and *M. L. B. Smith*.
- Do not use an ampersand (&) for *and* in joining names.
- Institutional authors: To facilitate shorter in-text citations, an abbreviation followed by the full organization name is acceptable (*CMOS* 2017:909–10). For example, a text reference might be (ASA 2018) and the reference entry would be ASA (American Sociological Association). 2018...
- For multiple authorship, invert only the first author's name (*Jones, Arthur B., Colin D. Smith, and James Petersen*). Place a comma between two or more names.
- List all authors up to 10. For more than 10 authors, list the first seven, followed by *et al.*
- For repeated authors or editors, give the author's (or editor's) *full name in all subsequent references*. Arrange references for the same 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 authors' last names:

Alba, Richard. 1999. "Immigration and the American Realities of Assimilation and Multiculturalism." *Sociological Forum* 14(1):3–25.

Alba, Richard. 2006. "Mexican Americans and the American Dream." *Perspectives on Politics* 4(2):289–96.

Alba, Richard, and Philip Kasinitz. 2006. "Sophisticated Television, Sophisticated Stereotypes: The Sopranos (HBO) Created by David Chase." *Contexts* 5(4):74–77.

Alba, Richard, John R. Logan, and Brian J. Stults. 2000. "The Changing Neighborhood Contexts of the Immigrant Metropolis." *Social Forces* 79(2):587–621.

Alba, Richard, and Victor Nee. 1997. "Rethinking Assimilation Theory for a New Era of Immigration." *International Migration Review* 31(4):826–74.

- Distinguish works by the same author(s) in the same year by adding letters (*2002a*, *2002b*, *2002c*). List such works in alphabetical order by title. Edited works by the same author are listed with original works.

Horwitz, Allan V. 2002a. *Creating Mental Illness*. Chicago: University of Chicago Press.

Horwitz, Allan V. 2002b. "The Measurement of Mental Health Outcomes: Where Have We Been and Where Are We Going?" *Journal of Health and Social Behavior* 43(2):143–51.

- 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* 2017:813–14). When the publisher name includes the location, the state abbreviation is not needed (e.g., Berkeley: University of California Press). (For Canadian provinces and territories, see *CMOS* 2017:584.)
- Cite volume numbers for collected works in the same style as citations for book volumes generally.

Clausen, John A. 1972. "The Life Course of Individuals." Pp. 457–514 in *Aging and Society*. Vol. 3, *A Sociology of Age Stratification*, edited by M.W. Riley, M. Johnson, and A. Foner. New York: Russell Sage.

4.4 Legal Citations and Government Documents

This section provides guidelines for citing the more common sources from executive, legislative, and judicial proceedings. The rules are adapted from *The Chicago Manual of Style* (2017) and *The Bluebook: A Uniform System of Citation*, 19th ed. (2015). The *Bluebook* is published by the Harvard Law Review Association and is the most widely used style guide for legal citations.

In general, 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, 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.C.	United States Code
U.S.	U.S. Reports
F.	Federal Reporter
F.2d Federal	Reporter, 2nd Series
F. Supp.	Federal Supplement
C.F.R.	Code of Federal Regulations.
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 Library of Congress (<http://Congress.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:

The American Sociological Association filed an amicus brief in *Hollingsworth v. Perry* (570 U.S. [2013]) ...

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

Legal citations may be included in text citations and reference lists, especially for court decisions, statutes, and certain types of legislative materials. (Note that recent U.S. Supreme Court cases may not have assigned page numbers; in those instances, three blank underlines [] will suffice.)

- Reference to constitutions, laws, and ordinances:

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

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

Public law: *Telecommunications Act of 1996*, Public Law 104–104, 110 U.S. Statutes at Large 56 (1996).

U.S. code: *Declaratory Judgment Act*, 28 U.S.C. 2201 (1952).

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. Case names (including “v.”) are italicized:

U.S. Supreme Court: *Brown v. Board of Education*, 347 U.S. 483 (1954).

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

Lower federal courts: *Quirin v. City of Pittsburgh* 1992, 801 F. Supp. 1486 (1992).

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 4.3:

Text: (Butler 1997)

Reference: Butler, Paul. 1997. "Affirmative Action and the Criminal Law." *University of Colorado Law Review* 68(4):841–89.

Italicize case names in titles, even when they are not italicized in the published article:

Text: (Baldus et al. 1998)

Reference: Baldus, David C., George Woodworth, David Zuckerman, Neil Alan Weiner, and Barbara Broffitt. 1998. "Racial Discrimination and the Death Penalty in the Post-*Furman* Era: An Empirical and Legal Overview, with Recent Findings from Philadelphia." *Cornell Law Review* 83(6):1638–770.

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.

... (United States Census Bureau 1963:117).

For references:

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

Bonczar, Thomas P., and Allen J. Beck. 1997. *Lifetime Likelihood of Going to State or Federal Prison*. Bureau of Justice Statistics Special Report. NCJ 160092. Washington, DC: U.S. Department of Justice.

- If names of authors, editors, or compilers are not provided, include some or all of the following information:
 - Country, state, city, or other government agency that issued the document (e.g., legislative body, executive department, court bureau, committee)
 - Divisions, regional offices, etc.
 - Date
 - Title of the document
 - Name of series or collection

- Report number
- Publisher
- Page numbers
- Examples of references from executive department agencies:
 - U.S. Department of Justice. Bureau of Justice Statistics. 1984. *Criminal Victimization in the U.S., 1983*. Washington, DC: U.S. Government Printing Office.
 - U.S. Census Bureau. 1960. *Characteristics of Population*. Vol. 1. Washington, DC: U.S. Government Printing Office.
 - U.S. Bureau of Labor Statistics. 2011. *Labor Force Characteristics by Race and Ethnicity, 2010*. Report 1032.
<http://www.bls.gov/cps/cpsrace2010.pdf>.
- Examples of references from congressional sources:
 - Some information (e.g., bills, resolutions, committee activity, the *Congressional Record*) is available online through <https://Congress.gov>.
 - Debates:*
 - U.S. Congress. House of Representatives. 1995. *Violent Criminal Incarceration Act of 1995*. H.R. 667, 104th Congress, 1st Session. Congressional Record 141 (February 9, 1995):H147
<https://www.congress.gov/congressional-record/1995/02/08/house-section/article/H1434-3>.
 - Bills:*
 - U.S. Congress. House of Representatives. 2007. *Fair Minimum Wage Act of 2007*. H.R. 2. 110th Congress, 1st Session.
<https://www.congress.gov/bill/110th-congress/house-bill/2>.
 - Hearings:*
 - U.S. Congress. Senate. 1992. *Hate Crimes Statistics Act: Hearing before the Subcommittee on the Constitution of the Committee on the Judiciary*. 102nd Congress, 2nd Session, August 5.
<https://www.justice.gov/sites/default/files/jmd/legacy/2014/04/19/hear-j-102-79-1992.pdf>.
 - Report:*

U.S. Congress. Senate. Committee on Energy and Natural Resources.
2017. *Frank and Jeanne Moore Wild Steelhead Special
Management Area Designation Act*. Committee Report. 115th
Congress, 1st Session.
<https://www.congress.gov/115/crpt/srpt66/CRPT-115srpt66.pdf>.

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 superscript Arabic numerals. To refer to a footnote later in the text, use a parenthetical note: (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 an alternative, consider incorporating information from footnotes into the text, or stating in the text that the information is available from the author. An appendix may also be added for this information. Length of footnotes and endnotes are often at the discretion of the journal or book editor.

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.

⁹ After 1981 there was ...

4.6 Appendixes

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 them 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

CMOS (2017:670–706) provides guidelines on mathematical expressions and recommends clarity, accuracy, and consistency in style and usage. This section includes instructions to authors and editors in some key areas of presentation of mathematical notations and functions in manuscripts.

Authors should identify equations discussed in the text by consecutive Arabic numbers in parentheses at the right-hand margin. Authors should clarify all unusual characters or symbols with notes in the margins and use *italics* for variables and *bold italics* for vectors and matrices.

4.7.1 Statistics

If a research paper includes statistical analyses, complete information must be presented on key elements such as sample sizes, standard deviations, and standard errors, as well as estimates of effect size and confidence intervals beyond what are presented in the paper. Statistics presented in tables or figures do not need to be repeated in the body of the paper; authors may summarize data from a table to emphasize major findings.

For additional information on presenting statistics, see the *Publication Manual of the American Psychological Association* (2010:116–23) and *The Chicago Manual of Style* (2017:696–98).

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. Include 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 viewed independent of the accompanying article).
- Include headings for all columns and rows. Avoid abbreviations in column and row headings. Use either % or *percent* in table headings as

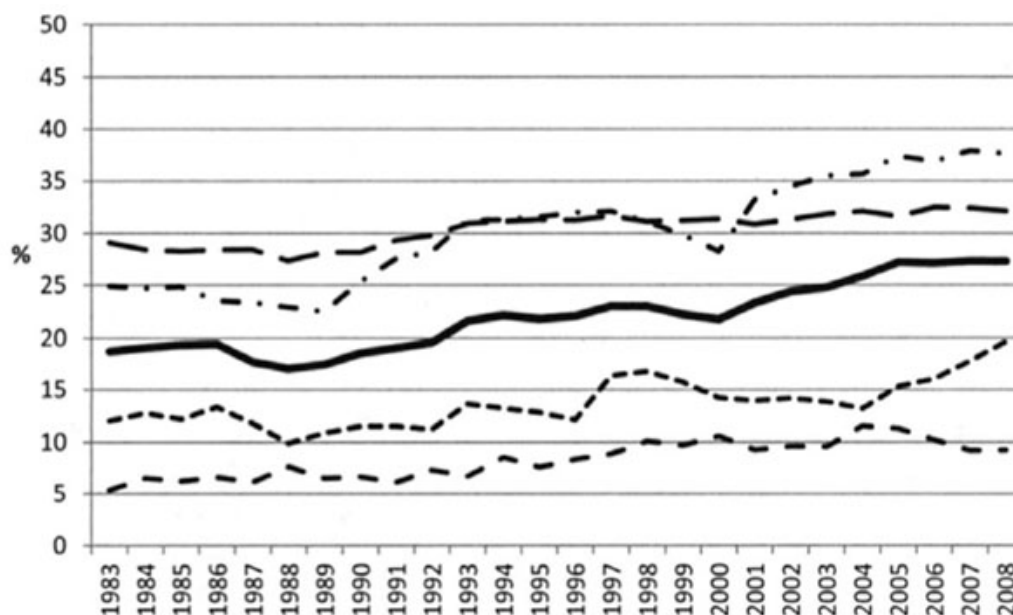
appropriate (i.e., so headings align with other table headings). Use subheadings to separate different sections of the tables or to clarify categories of variables. (This is a modification in the 6th edition.)

- Take measurement techniques into consideration when determining the best way to present 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). *CMOS* (2017:160, 551–52) says that “for quantities less than 1.0, zeros do not need to be added before the decimal in a table unless prescribed by a journal or series style (though they would usually be required in running text).”

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

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

Use asterisks *, **, and *** to indicate statistical significance at the .05, .01, and .001 levels, respectively. Include the chi-square statistic, if and where appropriate, in the table’s notes. Specify one-tailed or two-tailed tests. Tables that present variables with different metrics are problematic because values may require different numerical formats and interpretations. The following table provides illustration.



(O'Brien, Daniel Tumminelli, Robert J. Sampson, and Christopher Winship. 2015. "Econometrics in the Age of Big Data: Measuring and Assessing "Broken Windows" Using Large-Scale Administrative Records." *Sociological Methodology* (45):111.)

In table notes and titles, N , p (probability notes), and other statistical notations are italicized. An italic capital N stands for the total number of a group from which data are drawn; a lowercase italic n might be used when specifying, for example, the number of males in a group (*CMOS* 2017:155, 166–67). In running text, N and n are not italicized when referring to population/sample numbers.

4.8.2 Figures, Illustrations, and Photographs

Visual art—figures, illustrations, and photographs—are published in ASA journals only when they add substantially to 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:

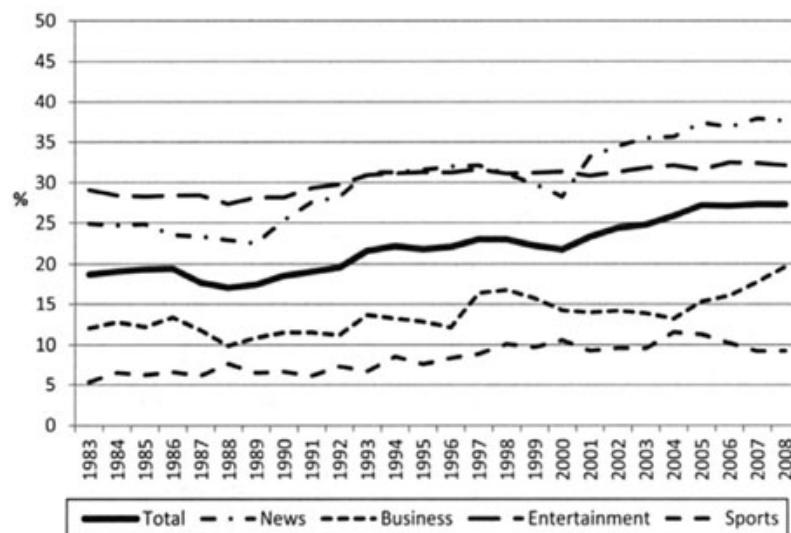


Figure 1. Trends in the Percent of Female Names Appearing in 13 U.S. Newspapers by Section, 1983 to 2008 (Historical Sample)

Shor, Eran, Arnout van de Rijt, Alex Miltsov, Vivek Kulkarni, and Steven Skiena. 2015. "A Paper Ceiling: Explaining the Persistent Underrepresentation of Women in Printed News." *American Sociological Review* 80(5):963.)

Number figures, illustrations, and photographs consecutively throughout the manuscript. Each item should include a title. Submit high-resolution (at least

300 dpi) figures, illustrations, and photographs electronically. See 6.6 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, 2.75 inches wide and 5.5 inches wide, respectively.

Author(s) must secure permission to publish any copyrighted figure, illustration, or photograph before publication 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, ASA style is used in many other venues (e.g., preparation of sociological theses, dissertations, oral presentations, and in publishing on topics in other social science fields).

Users of the *ASA 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, appendixes, 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, including transmission in electronic formats.

Although the three checklists presented in 6.7 relate specifically to requirements of ASA journals, they offer some ideas for standards of mechanics and style that might apply to manuscripts more generally.

5 Guidelines for Using Electronic Resources

This section of the *Style Guide* includes a brief discussion of guidelines for citing online sources, examples of citations drawn from electronic and digital sources commonly used in the social sciences, and a glossary of select terms in the digital and technology environment in research and publishing. Research-related resources (publications, data, instruments, and so forth) are available in many different formats (PDF, e-book, html, apps), which may vary based on what each format supports, and in how publishers support them (*CMOS* 2017:53–58).

The guidelines provided here are based on *The Chicago Manual of Style* (2017). An online version of *CMOS* (http://www.chicagomanualofstyle.org/tools_citationguide.html) provides a useful quick guide to citations, including examples of the most common types of electronic references. Note that the *ASA Style Guide* has modified the guidelines on some of these issues; see 5.2 and 5.3 for acceptable ASA citations.

The 8th edition of the *MLA Handbook* (2016), the 5th and 6th editions of the *Publications Manual of the American Psychological Association* (published in 2008 and 2009, respectively), and the 6th edition of the *APA Style Guide to Electronic References* (2012) provided valuable insights in defining issues and setting some ground rules for the *ASA Style Guide*.

Information is included for five types of resources:

- Books, journal articles, periodicals, and reports: some of these sources exist only in online form, but many are available in

print as well.

- Research-related resources: instruments, datasets, coding keys, and program scripts available in machine-readable form.
- Other sources available on the internet: websites, blogs, electronic mailing lists.
- Social media sources: Facebook, Twitter, and other types of personal communications (text messages, email, or other direct or private messages shared in social media).
- Other documents, data, and communications in various fixed-media and multi-media format: CD-ROM, DVD, podcasts, videos, and recordings in other audiovisual formats.

5.1 General Guidelines for Consulting and Citing Online Sources

Online resources are generally accessed by users through the internet. The following basic rules apply when citing online sources:

- Basic rule: References (whether from print 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 the reader can readily access the material being cited. Most sources consulted online can be cited by adding a URL (or in some cases the bibliographic database) after the full facts of publication (*CMOS* 2017:892–93).
- Digital Object Identifier (DOI) and Handle System; stable (persistent) URLs: Internet sources that have stable or persistent URLs are recommended. Authors should use a DOI or Handle-based system whenever possible (*CMOS* 2017:746, 897–98). DOIs are an implementation of the Handle System: URLs begin with <https://hdl.handle.net/> and function the same way as DOI-based URLs (*CMOS* 2017:746). When a print

version of a source is referenced, a DOI does not need to be included in the citation.

When citing online sources, use forms that will be most widely accessible. It is important to keep in mind that even documents in stable 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 may 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.
- Domain name instead of URL: *CMOS* (2017:827) notes that for formally published resources, it is usually acceptable simply to list the name of the digital library or repository when a URL is not available.

For example:

Dewey, John. 1920. *Reconstruction in Philosophy*. New York: Henry Holt and Company. HathiTrust Digital Library.

- Access dates: *CMOS* (2017:748) considers self-reported dates on which an author consulted a source of limited value. Although access dates may be required for specific purposes (certain journals, student papers), the *ASA Style Guide* requires access dates for sources consulted online only if (1) a date for the source is not available and cannot be determined from the source (*CMOS* 2017:748, 915–16) or (2) when citing certain online references and an access date can help identify which version of the reference the author consulted. In those cases, use n.d. (always lowercase) as the date of publication.

For example:

ISA (International Sociological Association). n.d. "Executive Committee." Accessed October 2, 2018.

<https://www.isa-sociology.org/en/about-isa/executive-committee/executive-committee-2018-2022/>.

AAA (American Anthropological Association). 1998.

"Statement on Race." Arlington, VA.

<http://www.americananthro.org/ConnectWithAAA/Content.aspx?ItemNumber=2583>.

For examples of citing online references, see 5.2

- Citing websites, blogs, and social media: Web-sites, blogs, and social media can usually be entered in text with notes and are not included in reference lists (*CMOS* 2017:915–18). Examples of citations from sources drawn from websites, blog posts, email communications, tweets, and Facebook postings are included in 5.2.3 to 5.2.6. When a citation is included, a good rule is to include any fact relevant to identifying the item in the citation.
- Hyphenation and capitalization of email, internet: Email is not hyphenated and internet is not capitalized. For other compound expressions that include "electronic" (*electronic-commerce, electronic-loan*), abbreviate "electronic" and hyphenate according to the following form: *e-commerce, e-loan, e-journal*.
- Permanent record of material cited from online sources: Authors are strongly encouraged to keep a permanent record of any research that is not formally published—particularly any source that might be difficult to track down later (e.g., a post on a social networking site) (*CMOS* 2017:749).
- Check all links before submitting a manuscript:

- Check spelling of URLs so the source being cited is completely and accurately identified.
- Do not type URL addresses: use the copy and paste functions on a browser to transfer URL addresses to a manuscript.
- Avoid citing documents with URL addresses that no longer exist by testing them before final submission of a manuscript.
- If a URL has expired but the document has been preserved in hard copy or electronic form, cite it as an unpublished paper.

5.2 Forms of Electronic References

5.2.1 E-books

E-books are books requiring a specific application or device to access. Because of the many different electronic formats available (e.g., EPUB, PDF), authors must indicate which format was consulted. The format for citing books accessed electronically is the same as that used for citing print volumes, with the addition of information about the medium consulted. If a book was consulted online, the URL and date of access (if necessary) should be included (*CMOS* 2017:824–28).

E-book

Wimberly, George L. 2015. *LGBTQ Issues in Education: Advancing a Research Agenda*. Washington, DC: American Educational Research Association.
<https://ebooks.aera.net/catalog/book/lgbtq-issues-education-advancing-research-agenda>.

EPUB edition of a book accessed through Adobe Digital Editions (ADE)

Fenichel, Marilyn, and Heidi A. Schweingruber. 2010.
Surrounded by Science: Learning Science in Informal Environments. Board on Science Education, Center for

Education, Division of Behavioral and Social Sciences and Education. Washington, DC: National Academies Press. Adobe Digital Editions EPUB.

Note: Unlike PDF versions of a book, text in an EPUB book will be resized to devices and apps (e.g., Amazon Kindle) and may allow for some interactive functions.

Online book in PDF form accessed from a database

Dewey, John. 1920. *Reconstruction in Philosophy*. New York: Henry Holt and Company.

<https://babel.hathitrust.org/cgi/pt?id=hvd.32044017183484;view=1up;seq=5>.

Book accessed using different applications and devices

Massey, Douglas S., Jorge Durand, and Nolan J. Malone. 2002. *Beyond Smoke and Mirrors: Mexican Immigration in an Era of Economic Integration*. New York: Russell Sage Foundation. Kindle.

For instruction on how to cite different versions of the same book from a variety of sources for different platforms and devices (e.g., iBooks, Kindle, NOOK), see *CMOS* 2017:824–26.

Books

Sources cited from a reference book (dictionary, encyclopedia) are typically cited in text and notes, rather than in reference lists. For continually updated resources, include a posted publication or revision date for the cited entry; if none is available, supply an access date. Time stamps may be included for frequently updated resources (as in the Wikipedia example below). (*CMOS* 2017:858–59).

Merriam-Webster, s.v. “DVD,” accessed May 31, 2018,
<https://www.merriam-webster.com/dictionary/DVD>.

Wikipedia, s.v. "Data Sharing," last edited on May 13, 2018, at 03:05 (UTC), https://en.wikipedia.org/wiki/Data_sharing.

Note: s.v. means "sub verbo," Latin for "under the word."

5.2.2 Periodicals available in online form

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

Scott, Lionel D., Jr., and Laura E. House. 2005. "Relationship of Distress and Perceived Control to Coping with Perceived Racial Discrimination among Black Youth." *Journal of Black Psychology* 31(3):254–72.

Journal article with Digital Object Identifier (DOI) consulted online

Persell, Caroline Hodges, Kathryn M. Pfeiffer, and Ali Syed. 2008. "How Sociological Leaders Teach: Some Key Principles." *Teaching Sociology* 36(2):108–24.
[doi:10.1177/0092055X0803600202](https://doi.org/10.1177/0092055X0803600202).

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

Open-access journals

The following examples from ASA's open-access journal *Socius* illustrate different formats of the same article:

Article in pdf form:

Andersson, Matthew A. 2018. "Against All Odds or by Dint of Privilege? Happiness and Life Satisfaction Returns to College in America." *Socius: Sociological Research for a Dynamic World*.
<http://journals.sagepub.com/doi/pdf/10.1177/2378023118773158>.

Article in html form:

Andersson, Matthew A. 2018. "Against All Odds or by Dint of Privilege? Happiness and Life Satisfaction Returns to College in America." *Socius: Sociological Research for a Dynamic World*. doi:10.1177/2378023118773158.

Magazine articles

Kuttner, Robert. 2016. "The New Inequality Debate." *American Prospect*, January 14.
<https://prospect.org/economy/new-inequality-debate/>.

Newspaper articles

Friedman, Thomas L. 2017. "Climate Shifts Aren't Limited to the Weather." Opinion, *New York Times*, April 2.
<https://www.nytimes.com/2017/08/02/opinion/climate-change-technology-globalization-china.html>.

5.2.3 Websites

Include as much of the following as can be determined from the website: the title or description of the specific page; the title or description of the site as a whole; the owner or sponsor of the site; and a URL. Also include a publication date or date of revision or modification (*CMOS* 2017:845–46).

A general rule may be applied to citing websites: if the website contains data or evidence essential to a point being addressed in the manuscript, it should be formally cited with the URL. *CMOS* (2017:915–16) requires a date of access only if no date of publication or date of revision can be determined from the website. If no date can be determined, use n.d. as the date of publication in the reference list entry and for the in-text citation.

- Example 1: A document retrieved from a website (unknown publication date):

Text: (WERA, n.d.)

Reference: WERA (World Education Research Association).
n.d. "About WERA." Accessed November 15, 2021.
<https://www.weraonline.org/page/AboutWERA>.

- Example 2: A document retrieved from a website (known publication date):

Text: (CEC 2014)

Reference: CEC (Council for Exceptional Children). 2021.
"CEC's Mission Statement."
<https://exceptionalchildren.org/about-us>.

- Example 3: A document retrieved from an institution with a known location:

Text: (ASA 2021)

Reference: ASA (American Sociological Association). 2021.
"Standing Committees." Washington, DC: American
Sociological Association.
<https://www.asanet.org/about/governance-and-leadership/standing-committees>.

- Example 4: A document retrieved from a corporate website (unknown location):

Text: (IBM 2009)

Reference: IBM (International Business Machines). 2009.
"2009 Annual Report."
https://www.ibm.com/annualreport/2009/2009_ibm_annual.pdf.

5.2.4 Blog entries or comments

Blog posts are cited in the same manner as online newspaper articles. Citations include the author of the post, the title of the post

in quotation marks, the title of the blog in italics, the date of the post, and a URL. In the author/date format, it is sufficient to cite blog posts (as with newspapers and magazines) entirely in the text. If references to blogs are needed in a manuscript, they should be cited as follows (*CMOS* 2017:846–47, 916–17):

Ray, Victor. 2018. "The Racial Politics of Citation."
Conditionally Accepted (blog), *Inside Higher Ed*. April
27, 2018.
<https://www.insidehighered.com/advice/2018/04/27/racial-exclusions-scholarly-citations-opinion>.

5.2.5 Email, text messages

Email and text messages (like other personal communications) should be entered as part of the text and referenced in a footnote or endnote. Emails are rarely cited in a reference list (*CMOS* 2017:848–51). However, a frequently cited account or an extensive thread related to a single subject or post may be included in a reference list (*CMOS* 2017:917).

Text: In an email message to the author,⁸ Jones indicated that he was leaving the university.

Footnote: ⁸ John Jones, email message to author, May 23, 1999.

When referring to communication by email or text messages, obtain the permission of the owner before using it. Do not cite the email address.

Content posted to electronic mailing lists or forums can be cited much like other social media: name of correspondent, title of subject or thread (in quotation marks and capitalized as in the original), title of the list or forum (followed by list or forum if it is not part of the title), title of any host site, date of the message or post, and a URL.

Cite posts on private forums or lists in the same manner as personal communications (*CMOS* 2017:849).

5.2.6 Social media sources

As with citations for email, text messages, and other personal communications, citations of social media can often be limited to the text. However, as with other personal communications, a frequently cited account may be included in a reference list. In the reference list, include the real name and a screen name, if both are available. In the text, cite the name under which the entry is listed in the reference list (usually the real name, unless only a screen name is available) (*CMOS* 2017:917).

Twitter

Washington Capitals (@Capitals). 2018. "THE WASHINGTON CAPITALS ARE THE 2018 #STANLEYCUP CHAMPIONS! #ALLCAPS." Twitter, June 7, 8:06 p.m.
<https://twitter.com/Capitals/status/1004922698294652928>.

Facebook

(ASA) American Sociological Association. 2018. "Research from Sociology of Education: Johns Hopkins University sociologist Julia Burdick-Will discovered that the consequences of neighborhood violence reach further than previously known, even spilling over to students who come from safe neighborhoods." Facebook, July 4.
<https://www.facebook.com/AmericanSociologicalAssociation/posts/10160635088755165>.

5.2.7 Online databases

Example 1. Research products (data documentation, data, metadata) from a data repository (deposited by investigators)

Schneider, Barbara, and Linda J. Waite. 1998– 2000. *The 500 Family Study*. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2008-06-03. [doi:10.3886/ICPSR04549.v1](https://doi.org/10.3886/ICPSR04549.v1).

Example 2. Research products from census and survey data

Ruggles, Steven, Katie Genadek, Ronald Goeken, Josiah Grover, and Matthew Sobek. 2017. *Integrated Public Use Microdata Series: Version 7.0* [dataset]. Minneapolis: University of Minnesota. [doi:10.18128/D010.V7.0](https://doi.org/10.18128/D010.V7.0).

Example 3. Administrative dataset

United States Department of Labor, Bureau of Labor Statistics. 2020. "Occupational Employment and Wage Statistics, May 2020 State Occupational Employment and Wage Estimates, Illinois, 15-0000 Computer and Mathematical Occupations."
https://www.bls.gov/oes/2020/may/oes_il.htm#15-0000.

Example 4. Tables in PDF or XLS spreadsheet format

Scientists and Engineers Statistical Data System (SESTAT). 2006. "Table B-1: U.S. Scientists and Engineers, by Detailed Field and Level of Highest Degree Attained: 1999." <https://www.nsf.gov/statistics/us-workforce/1999/tables/TableB1.pdf>.

5.2.8 Data supporting materials: Machine-Readable Data Files (MRDF)

Researchers frequently cite data and related information (coding keys, statistical program information, variable lists) available in Machine-Readable Data Files (MRDF). These sources may come from electronic media (e.g., CD-ROM, DVD) or be downloaded from an

online source. For example, MRDF for the Youth Development Study are available under the “export metadata tab” at the following site:

Mortimer, Jeylan T. 1988–2011. “Youth Development Study.” [St. Paul, Minnesota]. Ann Arbor, MI: Inter-university Consortium for Political and Social Research [distributor], 2015-12-18. [doi:10.3886/ICPSR24881.v3](https://doi.org/10.3886/ICPSR24881.v3).

5.2.9 CD-ROM or DVD-ROM (fixed media formats)

References to materials on CD-ROM are treated similarly to printed works (*CMOS* 2017:828). Place of publication may be omitted unless relevant:

NRC (National Research Council of the National Academies). 2010. *A Data-Based Assessment of Research –Doctorate Programs in the United States: Data Tables* (Prepublication Copy). Washington, DC: National Academy of Sciences. CD-ROM.

5.2.10 Podcast

If no date can be determined from the source, include the date the material was last accessed (*CMOS* 2017:873–74). This applies to videos as well.

Cunningham, Lillian. 2016. “John F. Kennedy: We Are All Mortal.” August 28 in *Presidential*, produced by the *Washington Post*, podcast, 43:15.
<https://www.washingtonpost.com/graphics/business/presidential-podcast/>.

5.2.11 Videos

Edin, Kathryn. 2018. “One Misfortune Away.” Produced by the American Sociological Association. June 27. Video,

5:13. <https://www.youtube.com/watch?v=ExmHMXPZ8Nc>.

5.1.12 Other Audiovisual Materials

Audiovisual recordings and other multimedia can be cited by including the following type of information: name of person primarily responsible for the content, title of the work (in quotation marks or italics as applicable), information about the work (e.g., date and location of recording), information about the publisher (including date of publication), information about the format (LP, DVD, AVI), and any other information that might be relevant to the format (*CMOS* 2017:869). In many cases, however, it may be more appropriate to list such materials in the text (*CMOS* 2017:919–20).

For general guidelines for citations and references for other types of audiovisual media (film, sound recordings, slides, filmstrips, videos), see *CMOS* (2017:869–73).

Eves, Derral. 2014. "How to Properly Upload Videos to YouTube." Posted January 2. Video, 4:22.
<https://www.youtube.com/watch?v=tuH25VRn2k4>.

PBS (Public Broadcasting Corporation). 2008. "Women, Power and Politics." *Now*. Aired September 19.
<http://www.pbs.org/now/shows/437/index.html>.

Additional examples of online resources are included in section 12 of the Appendix.

5.3 Some Key Terms and Definitions for Electronic Resources

The list below includes preferred spellings and definitions for some key terms used in referring to electronic and online resources and systems. The forms of the acronyms (including capitalization and hyphenation) and definitions are drawn largely from *The Chicago*

Manual of Style (2017), *Merriam-Webster Online* (2018), and *Wikipedia* (2018).

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

App

Application. Now commonly used to refer to any computer program, *app* can be used more narrowly to refer to an interactive version of a publication such as a dictionary or other reference work (*CMOS* 2017:975).

Avatar

An electronic image that represents and is manipulated by a computer user in a virtual space (e.g., in a computer game or an online shopping site) and that interacts with other objects in the space. (Accessed May 31, 2018, <https://www.merriam-webster.com/dictionary/avatar>.)

Beta testing

The final check of a computer application (e.g., a website) before it is released (*CMOS* 2017:975).

Big data

Big data refers to datasets so big and complex that traditional data-processing application software is inadequate to deal with them. Big data challenges include: capturing data, data storage, data analysis, search, sharing, transfer, visualization, querying, updating, information privacy, and data source. (Last edited on July 14, 2018, at 20:07 (UTC), https://en.wikipedia.org/wiki/Big_data.)

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* 2017:976).

Blog

Blog, from *Weblog*, is a web-based forum that consists of posted entries organized by date or topic (and often titled or signed) and usually accompanied by readers' comments (*CMOS* 2017:844).

Cookie

A small file or part of a file stored on a World Wide Web user's computer, created and subsequently read by a website server, that contains personal information (e.g., a user identification code, customized preferences, or a record of pages visited). (Accessed May 31, 2018, <https://www.merriam-webster.com/dictionary/cookie.>)

CSS

Cascading Style Sheets. A style sheet language used to define the presentation of a document marked up in HTML or another formal markup language (*CMOS* 2017:978).

Data curation

Data curation is a broad term used to indicate processes and activities related to the organization and integration of data collected from various sources, annotation of the data, and publication and presentation of the data such that the value of the data is maintained over time, and the data remain available for reuse and preservation. (Last edited on May 9, 2018, at 11:20 (UTC), https://en.wikipedia.org/wiki/Data_curation.)

Data sharing

Data sharing is the practice of making data used for scholarly research available to other investigators. (Last edited on May 13, 2018, at 03:05 (UTC), https://en.wikipedia.org/wiki/Data_sharing. [See section 12.5 of the *ASA Code of Ethics*.])

Data mining

The practice of searching through large amounts of computerized data to find useful patterns or trends. (Accessed May 31, 2018, <https://www.merriam-w.com/dictionary/data%20mining.>)

DOI

Digital Object Identifier. A unique alphanumeric string (e.g., 10.1086/597483) assigned to a publication or other unit of intellectual property. As a *digital identifier*, a DOI provides a means of looking up the current location of such an object on the internet (CMOS 2017:978).

DRM

Digital Rights Management. Refers to a system designed to protect copyrighted electronic works from unauthorized use, copying, or distribution (CMOS 2017:978).

DPI

Dots Per Inch (dpi) is a measure of spatial printing or video or image scanner dot density, in particular, the number of individual dots that can be placed in a line within the span of 1 inch (2.54 cm). (Last edited on April 3, 2018, at 14:53 (UTC), https://en.wikipedia.org/wiki/Dots_per_inch.)

DTD

Document Type Definition. In markup language such as 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 2017:979).

DVD

An optical disk using a high-capacity format often containing a video recording (e.g., a movie) or computer data. (Accessed May 31, 2018, <https://www.merriam-webster.com/dictionary/DVD>.)

E-book

An *electronic book* is a book made available in digital form, consisting of text, images, or both, readable on the flat-panel display of computers or other electronic devices. Although sometimes defined as “an electronic version of a printed book,” some e-books exist without a printed equivalent. (Last edited on July 13, 2018, at

18:27 (UTC), <https://en.wikipedia.org/wiki/E-book>. See also *CMOS* 2017:54, 824; EPUB.)

E-commerce

Commerce conducted via the internet. (Accessed May 31, 2018, <https://www.merriam-webster.com/dictionary/e-commerce>.)

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* 2017:979).

EPUB

Electronic Publication. An international standard format for packaging and encoding content for distribution as a single file based on XHTML and CSS together with compatible formats and technologies. EPUB can be used as an open format for electronic books or in conjunction with commercial products that use systems of digital rights management (*CMOS* 2017:979–80).

Facebook

Facebook is a U.S.-based online social media and social networking service company with 2.2 billion monthly active users as of January 2018. (Last edited on July 13, 2018, at 09:29 (UTC), <https://en.wikipedia.org/wiki/Facebook>.)

Firewall

Computer hardware or software that prevents unauthorized access to private data (e.g., on a company's local area network or intranet) by outside computer users. (Accessed June 24, 2018, <https://www.merriam-webster.com/dictionary/firewall>.)

FTP

File Transfer Protocol. The protocol, or set of instructions and syntax, for moving files between computers on the internet (*CMOS* 2017:981).

GIF, gif, .gif*

Graphics Interchange Format. A file format for compressing and storing bitmapped graphics that contain line art or text for viewing on-screen (CMOS 2017:981).

Google Books

Google Books is a service from Google Inc. that searches the full text of books and magazines that Google has scanned, converted to text using optical character recognition (OCR), and stored in its digital database. Books are provided by publishers or authors, through the Google Books Partner Program, or by Google's library partners, through the Library Project. (Last edited on April 23, 2018, at 12:45 (UTC), https://en.wikipedia.org/wiki/Google_Books.)

Handle System

Corporation for National Research Initiatives' (CNRI) proprietary (Handle.Net Registry) system for assigning persistent identifiers or handles to information sources (<http://www.handle.net>).

This system provides URLs that begin with <https://hdl.handle.net/> that function in much the same way as DOI-based URLs. DOIs are an implementation of the Handle system (CMOS 2017:746).

Host

A computer that controls communications in a network or that administers a database. (Accessed June 26, 2018, <https://www.merriam-webster.com/dictionary/host>.)

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 2017:981).

HTTP

Hypertext Transfer Protocol. The protocol, or set of instructions and syntax, for exchanging web pages and related content on the

internet and for enabling links between such content. HTTPS (the s stands for secure) is a version of the protocol that adds support for encryption and related security mechanisms (CMOS 2017:981).

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 2017:981).

ICPSR

Inter-university Consortium for Political and Social Research is an international consortium of more than 750 academic institutions and research organizations that provides leadership and training in data access, curation, and methods of analysis for the social science research community. ICPSR maintains a data archive of more than 250,000 files of research in the social and behavioral sciences. It hosts 21 specialized collections of data in education, aging, criminal justice, substance abuse, terrorism, and other fields. (Accessed July 14, 2018, <https://www.icpsr.umich.edu/icpsr-web/content/about/>.)

Instagram

Instagram is a photo- and video-sharing social networking service owned by Facebook, Inc. (Last edited on July 14, 2018, at 23:28 (UTC), <https://en.wikipedia.org/wiki/Instagram>.)

ISBN

International Standard Book Number. Publishers usually assign an ISBN to each book in each format (e.g., cloth, paperback, e-book) under a system maintained by the International ISBN Agency and administered in the United States by R. R. Bowker. The ISBN uniquely identifies a book, thus facilitating order fulfillment and inventory tracking (CMOS 2017:982).

ISSN

International Standard Serial Number. An ISSN is a unique eight-digit number that identifies a title journal or other periodical through a database of numbers maintained by the ISSN International Centre. Books that are part of a monograph series may be assigned an ISSN in addition to an ISBN (CMOS 2017:982).

Internet

A global, public network of computers and computer networks that communicate using TCP/IP (transmission control protocol/internet protocol) (CMOS 2017:982).

JavaScript

JavaScript is a high-level, interpreted programming language. Alongside HTML and CSS, JavaScript is one of the three core technologies of the World Wide Web. JavaScript enables interactive web pages and thus is an essential part of web applications. The vast majority of websites use it, and all major web browsers have a dedicated JavaScript engine to execute it. (Last edited on July 14, 2018, at 10:17 (UTC), <https://en.wikipedia.org/wiki/JavaScript>.)

JPEG, jpeg, .jpg*

Joint Photographic Experts Group. A file format commonly used to compress and store bitmapped graphics that contain photographic and other continuous-tone images for viewing on-screen (CMOS 2017:982).

JSTOR

JSTOR, short for *Journal Storage*, is a digital library containing digitized issues of academic journals, books, and primary sources. It provides full-text searches of almost 2,000 journals. (Last edited on June 12, 2018, at 07:22 (UTC), <https://en.wikipedia.org/wiki/JSTOR>.) JSTOR provides access to more than 12 million academic journal articles, books, and primary sources in 75 disciplines. (Accessed April 29, 2018, <https://about.jstor.org/>.)

LISTSERV

The term Listserv (written by the registered trademark licensee, L-Soft International, Inc., as LISTSERV) refers to electronic mailing list software applications in general, but it is more properly applied to a few early instances of such software that allow a sender to send one email to a list, which then transparently sends it to the list's subscribers. (Last edited on June 6, 2018, at 18:09 (UTC), <https://en.wikipedia.org/wiki/LISTSERV>.)

Metadata

A form of structured resource description, literally data about data. The metadata for a given publication may include, among other things, copyright information, an ISBN or ISSN, a volume or issue number, the title and creator of the work, and a description. Metadata is typically recorded using a standard syntax based on a markup language such as XML (CMOS 2017:983).

OCR

Optical Character Recognition. A technology that converts images of text (e.g., from a scan of a printed page) into character data that can be manipulated like any other digital text (CMOS 2017:984).

ORCID

The ORCID (*Open Researcher and Contributor ID*) is a nonproprietary alphanumeric code to uniquely identify scientific and other academic authors and contributors. (Last edited on July 7, 2018, at 13:07 (UTC), <https://en.wikipedia.org/wiki/ORCID>.)

Permalinks

(See URL)

PDF, pdf, .pdf*

Portable Document Format. An Adobe file format—and now a formal, open standard (ISO 32000-1)—for stable, device-independent delivery of electronic documents. Preserving such elements as fonts, formatting, and pagination, PDF is used not only as the basis for

many printed publications, but also as a format for electronic publications, including many journal articles and e-books (*CMOS* 2017:984).

PNG

Portable Network Graphic. A file format for compressing and storing bitmapped graphics that contain line art or text for viewing on screen (*CMOS* 2017:984).

Pixel

In digital imaging, a pixel, pel, dots, or picture element is a physical point in a raster image, or the smallest addressable element in an all-points addressable display device; it is the smallest controllable element of a picture represented on the screen. (Last edited on May 28, 2018, at 04:06 (UTC), <https://en.wikipedia.org/wiki/Pixel>.)

Plain-text file

An informal term for a file that contains data encoded using only letters, numerals, punctuation marks, spaces, returns, line breaks, and tabs with no additional formatting or special characters. Plain-text files are often referred to as ASCII files, although newer encoding schemes may be used, and other kinds of data (e.g., XML) can also be stored as plain-text files (*CMOS* 2017:984).

Protocol

A standard set of instructions and syntax that define the rules by which documents are shared between computers over a network (*CMOS* 2017:986).

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* 2017:986).

Running heads

Copy set at the top of a page, often containing the title of the publication or chapter, chapter number, or other information. Such copy is sometimes placed at the bottom of the page, in which case it is referred to as *running feet* (CMOS 2017:987).

Sans serif

Sans serif is a typeface with no serifs (like this). Serif (like this) is a short, light line projecting from the top or bottom of a main stroke of a letter; originally, in handwritten letters, a beginning or finishing stroke of the pen (CMOS 2017:987).

Search engines

A web search engine is a software system that is designed to search for information on the World Wide Web. (Last edited on July 7, 2018, at 17:27 (UTC), https://en.wikipedia.org/wiki/Web_search_engine.)

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 2017:987).

Social media

Social media (or social networking) refers to any internet-based forum for public communication shared by means of a dedicated platform or service. A website can host or consist of a blog or social media content, and blogs overlap with social media, blurring the distinctions between the terms. All three can include multimedia content. Social media can also contain privately shared content, which is normally cited like other forms of personal communication (CMOS 2017:944–45).

Style sheet

A style sheet is a set of programming instructions that, in conjunction with a markup language such as XML or HTML,

determine how a document is presented on a screen, on a printed page, or in another medium such as speech. It is also a record of terms kept by a manuscript editor to document particular usages for a specific manuscript (*CMOS* 2017:988).

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, halftones, and color images (*CMOS* 2017:988).

TRAILS

Teaching Resources and Innovations Library for Sociology. The Teaching Resources and Innovations Library for Sociology (TRAILS) is an online, searchable database that aids in the creation and dissemination of peer-reviewed teaching resources.

<https://trails.asanet.org>.

Twitter

Twitter is an online news and social networking service on which users post and interact with messages known as “tweets.” (Last edited on July 14, 2018, at 07:15 (UTC),

<https://en.wikipedia.org/wiki/Twitter>.)

URL

Uniform Resource Locator. The address used to locate a document on the internet (*CMOS* 2017:989). Some internet resources list another version of the URL, intended for citing or sharing the link. These URLs, often called persistent URLs, stable URLs, or permalinks, are preferred absent a DOI or the like (*CMOS* 2017:747).

Web browser

A computer program designed to access information on the internet or on a local network (*CMOS* 2017:990).

Wiki

A website that allows visitors to edit and contribute content (*CMOS* 2017:990).

World Wide Web

The internet's most widely used information-retrieval service. The World Wide Web uses hypertext transfer protocol (HTTP) to allow users to request and retrieve documents (web pages and multimedia objects) from other computers on the internet (*CMOS* 2017:990).

XHTML

An application of XML for producing HTML that conforms to the rules established for a particular XML-based document (*CMOS* 2017:990).

XML

Extensible Markup Language. A subset of the SGML standard, used for structuring documents and data on the internet (*CMOS* 2017:990).

XSL

Extensible Style Sheet Language. A family of style sheet languages used to define the presentation of XML documents and their conversion, or transformation, into other formats such as HTML (using XSLT, extensible style sheet language transformations) (*CMOS* 2017:990).

6 Preparing and Submitting a Manuscript to an ASA Journal

Journals published by the American Sociological Association (ASA) have specific format requirements for manuscripts submitted for publication. Although most journals now require submissions electronically, authors are advised to follow the guidelines listed below when submitting a manuscript to an ASA journal. A checklist of elements required for submission is included in 6.7.

6.1 Ethical Guidelines

ASA 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 <https://www.asanet.org/about/governance-and-leadership/ethics>.

6.2 Copyright

In general, ASA holds the copyright to content published in its journals. For most ASA journals, if a manuscript is 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 book or article of which that author is the sole author or editor. If an author, either by choice or funder mandate, would like their article to be freely available

upon publication, the author can pay a fee to have their article unlocked on the publisher's website.

Socius: Sociological Research for a Dynamic World, is ASA's general open-access journal. Unlike other ASA journals, the standard *Socius* license is Creative Commons by Attribution Noncommercial (CC BY-NC), which allows authors to retain copyright and others to reuse the work without permission if the work is properly referenced and the use is noncommercial.

6.2.1 Contributors' Rights

In most cases, authors of material published in an ASA journal can share their work under ASA's Green Open-Access policy as explained below. Authors should review the transfer of copyright document they signed for more details and any updated policies.

Each author may:

1. Share the version of the article submitted to the journal (version 1) anywhere at any time.
2. Once the article has been accepted for publication, authors may post their accepted version (version 2) of the article on their own personal website, their department's website, or the repository of their institution without any restrictions.
3. Authors may use the published article (version 3) for their own teaching needs or to supply on an individual basis to research colleagues, provided that such supply is not for commercial purposes.
4. Authors may use the published article (version 3) in a book solely authored or edited by the author at any time after publication in the journal. This does not apply to books where authors are contributing a chapter to a book authored or edited by someone else.
5. Authors may not post the published article (version 3) on a website or in a repository without permission from the ASA or its publisher.

When posting or reusing an article under the above policy, appropriate credit must be given to the journal where the article has been published as the original source of the content as follows: Author(s), "Article Title," *Journal Title* (Volume xx, Issue xx) pp. xx-xx. Copyright © [year] (Copyright Holder). Additionally, provide a link to the appropriate DOI for the published version of the article.

6.3 Contributors' Responsibilities

On occasion, scholars need to include copyrighted material in their manuscript. However, responsibility for obtaining permission for any copyrighted material rests with the author. ASA journal content published prior to 1964 is now in the public domain.

If a manuscript includes material for which the author does not hold the copyright, the author is responsible for submitting written permission from the copyright holder of the material to include and reproduce the material within the manuscript. The permission must cover all media and all languages throughout the world in perpetuity. Contributors are responsible for the payment of such permissions if required.

Note: Whether the material is being used with permission, or on the basis that it falls under fair use, full citation for the copyright holder and the original publication of the material must be included with the manuscript submission.

6.4 Manuscript Specifications

6.4.1 Manuscript Format

Prior to submission, authors are advised to check with specific journal submission guidelines. The checklists in 6.7 contain detailed specifications for page format requirements for manuscripts submitted to ASA journals in general.

6.4.2 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 should include the name, address, and email of the corresponding author, acknowledgments, credits, grant numbers, and key words.

Running Head = SHORTENED TITLE

Full Title of the Article:
Capitalize Subtitle After Colon*

Author Full Name
Institution

Author Full
Name Institution

Word Count = Text, Footnotes, and References

- * Title footnote includes name, address, and e-mail address of the corresponding author, as well as any acknowledgments, credits, grant numbers, and key words

6.5 Submitting a Manuscript

Manuscripts for most ASA journals are submitted electronically. Please check with the journal's website or editorial office for specific instructions. (Visit https://www.asanet.org/publications/submission_information for editorial office and submission site information.)

For most ASA journals, there is a \$25 manuscript processing fee payable online at the time of submission. No fee is required for papers authored by ASA student members. Processing fees are *not* required for comments, replies, or revise-resubmits. For most journals, submit comments on previously published articles through the electronic submission system.

6.5.1 Electronic Submission Requirements

As part of the anonymous peer-review process, authors will often need to upload a anonymized manuscript without a title page, as well as a separate title page with the authors' institutional affiliations, acknowledgments, and contact information for the corresponding author.

Authors may need to upload the following separate files/ items to complete the submission process:

- Cover Letter. Provide complete contact information for the corresponding author (name, address, phone, email), the complete manuscript title, and any other important and relevant information.
- Abstract. Provide 200 words or fewer describing the purpose, methods, and general findings of the study.
- Title Page. See 6.4.2 for title page specifications.
- Anonymized Manuscript. Anonymized manuscripts do not include the title page (or any self-identifying information). There is no need to include the abstract with the manuscript.

- Biography Page. Please provide a short biography (fewer than 100 words) for each author.

6.6 Formatting a Manuscript for Submission

The guidelines below are based on manuscript requirements for ASA's flagship journal, the *American Sociological Review*. Prior to submission, authors are advised to check with specific journal submission guidelines. Sections in a manuscript may include the following: title page, abstract, text, notes, references, tables, figures, and appendixes.

Title Page

See 6.4.2 for title page specifications.

Abstract

The abstract is a one-paragraph (no more than 200 words) descriptive summary of the most important contributions of the manuscript. Do not include authors' names or other identifying information. See 4.1.2.

Anonymized Manuscript

The manuscript should not include the title page, authors' names or affiliations, or any other identifying information. Delete or rewrite any text that identifies you as the author. For example, when citing your own work, please write "Smith (2016) concluded ...," instead of "I concluded (Smith 2016)"

Text

For readable copy for the purpose of peer review, text should be set in a serif typeface (e.g., Times New Roman). All text must be double-spaced and in 12-point font size. Margins should be at least one inch on all four sides. See 4.1.4.

Notes

Notes should be listed in a separate "ENDNOTES" section. Begin each note with the superscript numeral to which it is keyed in the text (e.g., "1. After 1981, there were"). Notes can (a) explain or amplify text, (b) cite materials of limited availability, or (c) append information presented in a table or figure. Avoid long notes: consider (a) stating in the text that information is available from the author, (b) depositing the information in a national retrieval center and inserting a short footnote or a citation in the text, or (c) adding an appendix. Each note should not exceed 100 words. See 4.5.

References

References should be listed in a separate "REFERENCES" section. All references cited in the text must be listed in the reference section, and vice versa. Publication information for each must be complete and correct. List the references in alphabetical order by authors' last names; include first names and middle initials for all authors when available. See 4.3.2.

Tables

Number tables consecutively in the order in which they appear in the text. Tables will appear in the published article in the order in which they are numbered initially. Each table must include a descriptive title and headings for all columns and rows. See 4.8.1.

Figures (Including Illustrations and Photographs)

Number figures consecutively in the order in which they appear in the text. Figures will appear in the published article in the order in which they are numbered initially. Figures should include a title and may have a caption. Preferred programs and formats for figures include the following: Excel, Word, PowerPoint, .wmf, .emf, and .tif (300 dpi). See 4.8.2.

Appendixes

Appendixes should be lettered to distinguish them from numbered tables and figures. Include a descriptive title for each appendix (e.g., "Appendix A. Variable Names and Definitions"). See 4.6.

6.7 Checklist for Preparing and Submitting a Manuscript to an ASA Journal

For more specific information on any of the following guidelines, review the contents of Chapter 4 and 6.4 to 6.6 of the *ASA Style Guide*. See also *The Chicago Manual of Style* (2017:59, 63–76); "Manuscript Preparation Guidelines for Authors," available at <https://press.uchicago.edu/resource/emsguide.html>.

These checklists are intended as guidelines and are not exhaustive.

6.7.1 Manuscript Specifications

- ☐ Double-space text (including references, footnotes, and endnotes).
 - Text must be in 12-point serif type face (e.g., Times New Roman).
 - Block quotes may be single-spaced.
- ☐ Create margins of at least one inch on all four sides.
- ☐ Number all pages sequentially.

- ☐ Remove comments, annotations, field codes, or other hidden text; accept all tracked changes as final (i.e., there should be nothing hidden in the manuscript).
- ☐ Do not use space bars or indents to achieve tabs, align text, or create hanging indents.
- ☐ Avoid using the automatic hyphen feature. The hyphenation feature on your word processor should be turned off. Do not manually break markedly long words.
- ☐ Do not right-justify text.
- ☐ Use only “normal” format settings. Do not assign different styles for headings, block quotations, and so on.
- ☐ Create block quotations using the word-processing feature for indenting paragraphs, not with tabs. 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
- ☐ Place footnotes or endnotes as text at the end of the manuscript. Use the word-processing software’s built-in note-making feature. This will automatically connect the text of a

specific note with a specific place in the text. Footnotes and endnotes in the text must be indicated by superscript numbers and should be limited to 100 words.

6.7.2 Manuscript Content

- ☐ Run spell check and grammar check. Note that these functions may not always be reliable.
- ☐ Check for subject-verb agreement and parallel grammatical structures.
- ☐ 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?
- ☐ Has permission been obtained to use all copyrighted material included in the manuscript?
- ☐ Cite all attributions to other publications and works fully, appropriately, and accurately.
- ☐ Check accuracy of form and content of references cited in the text.
- ☐ Check that all text citations have references and vice versa (i.e., drop any references not cited in the text).
- ☐ Check that all references follow ASA style guidelines.
- ☐ Check that references are alphabetized.
- ☐ Proof accuracy of references (e.g., author names, titles of articles, journal names, page numbers).
- ☐ Be sensitive to anonymizing the manuscript for reviewers by removing all identifying information throughout the manuscript.

- ☐ Proof tables and figures for accuracy.
- ☐ Cross-check:
 - Figures, illustrations, and photographs against captions and text references
 - Tables with text references and against table lists
 - All cross-references
 - All URLs cited and all electronic links
 - Notes against their text reference
 - Appendixes against their text reference

6.7.3 Submitting the Manuscript

When submitting a manuscript to a journal, include the following:

- ☐ Cover letter with the address, phone number, and email address of the corresponding author; the complete title of the manuscript; and any other important information, such as changes of address and availability.
- ☐ 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)
 - Manuscript word count (including text, notes, and references)
 - Title footnote, including the name, address, and email of the corresponding author, acknowledgements, credits, grant information, and keywords
- ☐ Abstract, which is
 - On a separate page

















- One paragraph, no more than 200 words
 - Descriptive (a summary of the most important contributions in a paper) and accessible (jargon-free and clear to the general reader)
- ❑ Three to five key words, which will be used for indexing.
- ❑ Appendixes:
 - Label appendixes Appendix A, Appendix B, and so on, and include a descriptive title. Appendixes appear at the end of an article (after references)
- ❑ Tables:
 - Number tables consecutively throughout the text
 - Include tables at the end of the manuscript or as a separate file
 - Place each table on a separate page
 - Include a descriptive title and include headings for all columns and rows in each table
- ❑ Figures, illustrations, photographs, and other graphic materials:
 - Number each item consecutively throughout the text
 - Include a title for each figure, illustration, and photograph. Each must be labeled clearly
- ❑ Proof of permissions that may be required to reproduce illustrations or previously published materials.
- ❑ Biography of each author, including:
 - Author's name, title, department, and institution
 - A brief description (fewer than 100 words) of current research interests, publications, or awards for each author

- ☐ A manuscript processing fee. No fee is required for papers authored by ASA student members.

7 Interpreting Copy Editors' Notations









When a manuscript is accepted for publication, a copy editor may mark up your manuscript electronically or by hand. The following are examples of 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 horizontally
-  Align vertically
-  Transpose
-  Spell out

Type Specifications

-  Italic type

-  Roman (not bold or italic) type
-  Bold type
-  Lowercase letters
-  Uppercase letters
-  Small capitals
-  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

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Wikipedia Foundation. 2018. "Wikipedia: The Free Encyclopedia."
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Williams, Joseph M., and Joseph Bizup. 2017. *Style: Lessons in Clarity and Grace*. 12th ed. Boston: Pearson.

8.2 Other Sources

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Mullins, Carolyn J. [1977] 1984. *A Guide to Writing and Publishing in the Social and Behavioral Sciences*. New York: John Wiley and Sons.

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Theodorson, George A., and Achilles G. Theodorson. [1969] 1979. *A Modern Dictionary of Sociology*. 11th ed. New York: Barnes and Noble.

Zinsser, William. 2006. *On Writing Well*. 30th anniversary ed. New York: Harper and Row.

Appendix

Reference List Formats: Some Examples

1. Books

See 4.3.2 for explanations and additional examples. See section 12 in the Appendix for electronic book examples.

Collins, Patricia Hill. 2004. *Black Sexual Politics: African Americans, Gender, and the New Racism*. New York: Routledge.

Edelman, Peter, Harry J. Holzer, and Paul Offner. 2006. *Reconnecting Disadvantaged Young Men*. Washington, DC: Urban Institute Press.

Berlin, Gordon, and Andrew Sum. 1988. *Toward a More Perfect Union: Basic Skills, Poor Families, and Our Economic Future*. New York: Ford Foundation.

Editions of Books

Ingraham, Chrys. 2008. *White Weddings: Romancing Heterosexuality in Popular Culture*. 2nd ed. New York: Routledge.

Greene, William H. 2008. *Econometric Analysis*. 6th ed. Upper Saddle River, NJ: Pearson Prentice Hall.

Note: 2nd is now the preferred abbreviation for second edition (*CMOS* 2017:806); other possible abbreviations for editions include: Rev. ed., 2 vols., 3rd ed.

Volumes of Books

Gurr, Ted Robert, ed. 1989. *Violence in America*. Vol. 1, *History of Crime*. Newbury Park, CA: SAGE Publications.

Cutrona, Carolyn E. 1996. *Social Science Support in Couples: Marriage as a Resource in Times of Stress*. Vol. 13. Thousand Oaks, CA: SAGE Publications.

Translations

Barbagli, Marzio. 1982. *Educating for Unemployment: Politics, Labor Markets, and the School System—Italy, 1959–1973*. Translated by R. H. Ross. New York: Columbia University Press.

Lattimore, Richmond, trans. 1951. *The Iliad of Homer*. Chicago: University of Chicago Press.

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

Compilations

Russell, Katheryn K., Heather L. Pfeifer, and Judith L. Jones, comp. 2000. *Race and Crime: An Annotated Bibliography*. Westport, CT: Greenwood Press.

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Leonard, Kimberly Kempf, Carl E. Pope, and William H. Feyerherm, eds. 1995. *Minorities in Juvenile Justice*. Thousand Oaks, CA: SAGE Publications.

Koshar, Rudy, ed. 1990. *Splintered Classes: Politics and the Lower Middle Classes in Interwar Europe*. New York: Holmes and Meier.

Republished Works

Bernard, Claude. [1865] 1957. *An Introduction to the Study of Experimental Medicine*. Translated by H. C. Greene. Reprint, New York: Dover.

Beccaria, Cesare. [1764] 1983. *On Crimes and Punishment*. Reprint, Boston: Branden Books.

2. Chapters from Books

See 4.3.2.1 for explanation and additional examples.

Palacios, Wilson R., Chinita Heard, and Dorothy L. Taylor. 2003. "At a Crossroad: Affirmative Action and Criminology." Pp. 415–29 in *Crime Control and Social Justice: The Delicate Balance*, edited by D. F. Hawkins, S. L. Myers Jr., and R. N. Stone. Westport, CT: Greenwood Press.

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3. Periodicals: Journal Articles

See 4.3.2.1 for explanation and additional examples.

Krivo, Lauren J., and Ruth D. Peterson. 2000. "The Structural Context of Homicide: Accounting for Racial Differences in Process." *American Sociological Review* 65(4):547–59.

Sampson, Robert J., Jeffrey D. Morenoff, and Felton Earls. 1999. "Beyond Social Capital: Spatial Dynamics of Collective Efficacy

for Children." *American Sociological Review* 64(5):633–60.

Tuchman, Gaye. 1976a. "The News' Manufacture of Sociological Data." *American Sociological Review* 41(6):1065–67.

Tuchman, Gaye. 1976b. Review of Newsmaking by Bernard Roshco. *Contemporary Sociology* 5(4):449–50.

Conger, Rand D. Forthcoming. "The Effects of Positive Feedback on Direction and Amount of Verbalization in a Social Setting." *Sociological Perspectives*.

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Articles in Special Issues

Thoits, Peggy A. 2010. "Stress and Health: Major Findings and Policy Implications." Extra Issue: What Do We Know? Key Findings from 50 Years of Medical Sociology, *Journal of Health and Social Behavior* 51:S41– S53. <https://www.jstor.org/stable/20798315>.

Articles Published in More than One Volume in a Series

Patch, C. Ross. 1985–1986. "The Next to Last Angry Man," parts 1–3. *World's End Review* 8:315–30; 9:27–52, 125–42.

Articles from Non-English Language Journals

Muñoz Labraña, Carlos, and Rosendo Martínez Rodríguez. 2015. "Prácticas pedagógicas y competencias ciudadanas: El caso del docente de historia en Chile" (Pedagogical Practices and Citizens' Competences: The Case of the History Teacher in Chile). *Revista Actualidades Investigativas en Educación* 15(3):1–21. [doi:10.15517/aie.v15i3.20658](https://doi.org/10.15517/aie.v15i3.20658).

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Dugan, Laura, and Erica Chenoweth. 2012. "Moving Beyond Deterrence: The Effectiveness of Raising the Expected Utility of Abstaining from Terrorism in Israel." Abstract. *American Sociological Review* 77(4):597–624.

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Saenz, Rogelio. 1990. Review of *Migracion en el Occidente de Mexico* by Gustavo Lopez Castro. *Contemporary Sociology* 19(3):415.

Brown-Saracino, Japonica. 2013. Review of *The Philadelphia Barrio: The Arts, Branding, and Neighborhood Transformations* by Frederick F. Wherry. *Contemporary Sociology* 42(5):756–58.

Tough, Paul. 2006. "Supersize Them." Review of *Chutes and Ladders: Navigating the Low-Wage Labor Market* by Katherine S. Newman. Cambridge, MA: Russell Sage Foundation Books at Harvard University Press.
<http://www.nytimes.com/2006/10/22/books/review/Tough.t.html>.

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Note: This edition corrects an error in prior *Style Guide* editions: "pp." is not needed (CMOS 2017:915).

Anderson, Elijah. 1994. "The Code of the Streets." *Atlantic Monthly*, May, 81–94.

Duke, Lynne. 1994. "Confronting Violence: African American Conferees Look Inward." *Washington Post*, January 8, A1, A10.

Friedman, Thomas L. 2017. "Climate Shifts Aren't Limited to the Weather." Opinion, *New York Times*, April 2.
<https://www.nytimes.com/2017/08/02/opinion/climate-change-technology-globalization-china.html>.

5. Archival Sources/Manuscript Collections

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.

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

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<http://pi.lib.uchicago.edu/1001/cat/bib/4937707>.

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Sharvit, Keren, Arie W. Kruglanski, Mo Wang, Xiaoyan Chen, Lauren Minacapelli, Boaz Ganor, and Eitan Azani. 2012. "The Effects of Israeli Coercive and Conciliatory Policies on Palestinian Terrorist Activity: 2000–2006." Department of Psychology, University of Haifa, Israel. Unpublished manuscript.

9. Working and Discussion Papers

Cutler, David, Fabian Lange, Ellen Meara, Seth Richards, and Christopher J. Ruhm. 2010. "Explaining the Rise in Educational Gradients in Mortality." National Bureau of Economic Research, Working Paper Series, Working Paper 15678.

Benmelech, Efraim, Claude Berrebi, and Esteban Klor. 2010. "Counter-Suicide Terrorism: Evidence from Home Demolitions." Working Paper No. 16493, National Bureau of Economic Research, Cambridge, MA.

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