

ASA
Style Guide

Second edition

**American
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Association**
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Some Matters of Style

Clarity

Communicating your thinking clearly demands that you write clearly. Approach your subject in an orderly way. Define your terminology clearly at the outset. Then use it consistently to keep your readers on track. For example, if your research focuses on “fear,” do not mix in the words “anxiety,” “stress,” and so on, to add variety—you only add confusion.

The following excerpt from Joseph M. Williams’s *Style: Ten Lessons in Clarity and Grace* (1989) uses the writing of the well-known sociologist Talcott Parsons to illustrate how an author’s ideas can be obscured by an opaque writing style. What do you think?

It is true that every profession—any group, professional or not—demands of its members a tone of voice and vocabulary that testify a writer has accepted the implicit values that define the group. A physicist, or engineer, or psychologist must learn not only to think like a professional, but also to sound like one as well. To be sure, even if scholars always wrote clearly, we still would find much of their writing difficult. To understand advanced work in any field requires that we possess the knowledge known only to its inhabitants, that we control their technical vocabulary and understand the nuances of their particular forms of argument.

But when an unfriendly prose style conspires with problems of substantive complexity, it becomes difficult, if not impossible, for the educated lay-person to appreciate even the outlines of issues that may have significant consequences for society in general. Some claim that high-level scholarship cannot be made clear to the lay-reader. Sometimes, perhaps, but less often than a lot of scholars might think. Here, for example, is an excerpt from an article by Talcott Parsons, a social scientist who was as influential in shaping the way sociologists think about society as he was notorious for his opaque style.

Apart from theoretical conceptualization there would appear to be no method of selecting among the indefinite number of varying kinds of factual observations which can be made about a concrete phenomenon or field so that the various descriptive statements about it articulate into a coherent whole, which constitutes an “adequate,” a “determinate” description. Adequacy in description is secured in so far as determinate and verifiable answers can be given to all the scientifically important questions involved. What questions are important is largely determined

by the logical structure of the generalized conceptual scheme which, implicitly or explicitly, is employed.

If we revise this passage . . . , we can make it accessible to a moderately well-educated audience:

If scientists have no theory, they have no way to select from among everything they could say about something only that which would fit into a coherent whole, a whole that would be “adequate” or “determinate.” Scientists describe something “adequately” only when they can verify answers to questions that they think are important. They decide what questions are important on the basis of the theories that they implicitly or explicitly use.

And even that could be made more direct:

To describe something so that you can fit it into a whole, you need a theory. When you ask a question you need a theory to verify your answer. Your theory even determines your question.

The simplest version may omit some of the nuances. But Parsons’s excruciating style must numb all but his most masochistically dedicated readers. (Williams 1989:29–31)

Bias-Free and Gender-Neutral Writing

Avoid gender bias and ethnic stereotyping in your writing. Use words such as “person,” “people,” or “humankind” rather than “man,” “men,” or “mankind.”

When you must refer to both sexes in a sentence, use “he or she,” “her or him,” “his or hers” instead of “he/she,” “him/her,” “his/hers.” Vary the gender order on occasion. Also, of course, you can change your subject to plural; “they” is “genderless.”

Refer to the fourth edition of the *Publication Manual of the American Psychological Association* (1995:50–51, 54–56) for additional ideas on how to approach gender-neutral and bias-free writing. The *American Heritage Dictionary of the English Language* (1992:831) also provides excellent suggestions for gender-neutral language in a usage note that follows the entry for “he.”

Verbs

Voice

Use the active voice whenever possible. The active voice is more precise and less wordy, and it makes more interesting reading. The subject of an active sentence tells the reader “who did it,” and the active verb says what happened. A passive sentence tells the reader what happened, but attributes the action to no one. The resulting prose is often colorless and boring. For example:

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

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

Using the first person (“I” or “we”) in your text can help you avoid the passive voice. Do not be modest. It is all right to toot your own horn. After all, you did the work. If you are uncomfortable using the first person, you can avoid the passive voice by saying “The authors found . . .” rather than “It was found. . .”

Passive voice: “All 350 interview transcripts were analyzed.”

Active voice: “With help from two graduate students, we analyzed all 350 interview transcripts.”

Tense—Past or Present?

Most problems with verb tenses result from inconsistency. Different sections of your paper can use different verb tenses, but within each section decide on the tense you prefer and stick with it.

Generally, the past tense works best for literature reviews. You are discussing past research, so why not use the tense that best communicates that the research has already been completed:

In their study on education and income, Smith and Jones (1964) found that the college graduates in their sample earned more over the life course than did high school graduates.

Sometimes mixing past and present tense within a sentence communicates best:

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.

Past tense also works well to describe what you did in your study—your methods:

We completed our interviews in the spring of 1992.

In your results and discussion sections, either past or present tense communicates equally clearly to your reader:

The results support our hypothesis.

The results supported our hypothesis.

Wordy Phrases

Some commonly used words and expressions can weigh down your writing. You can simplify your text by using “plain” language—short words instead of long words, or one descriptive word instead of a phrase that says little. The following list, compiled from Day (1994, app. 4) and Williams (1989:100–103), presents some common wordy phrases and suggestions for replacements. Simply reading this list may help you discover some unnecessary words you typically use in your writing.

Wordy

a considerable amount of
a considerable number of
a great deal of
a majority of
a number of
absolutely essential
accordingly
accounted for by
add the point that
adjacent to
aggregate
along the lines of
an example of this is the fact that
an order of magnitude faster
analysis
another aspect of the situation

Better

much
many
much
most
a few, several, many, some
essential
so
because, due to, caused by
add that
near
total
like
for example
10 times faster
analysis
as for

Wordy

approximately
 are of the opinion that
 are of the same opinion
 as a consequence of
 as a matter of fact
 as is the case
 as of this date
 as per
 as regards
 as related to
 as to
 assist, assistance
 at a rapid rate
 at an earlier date
 at some future time
 at the conclusion of
 at the present writing [or time]
 at this point in time
 based on the fact that
 by means of
 causal factor
 collect together
 commence
 communicate

 completely full
 concerning, concerning the
 nature of
 consensus of opinion
 consequently
 considerable amount of
 construct
 definitely proved
 demonstrate
 despite the fact that
 due to the fact that
 during the course of
 during the time that
 elucidate
 employ
 enclosed herewith
 end result

Better

about
 think that
 agree
 because
 in fact (or leave out)
 as happens
 today
 (omit)
 about
 for, about
 about (or omit)
 help
 rapidly
 previously
 later
 after
 now
 now
 because
 by, with
 cause
 collect
 begin
 write, telephone
 (i.e., use a specific verb)
 full
 about

 consensus
 so
 much
 build
 proved
 show, prove
 although
 because, since
 during, while
 while
 explain
 use
 enclosed
 result

Wordy

endeavor
 entirely eliminate
 eventuate
 except in a small number of cases
 exhibit a tendency to
 fabricate
 fatal outcome
 few [many] in number
 fewer in number
 finalize
 first of all
 firstly [secondly, etc.]
 following
 for the purpose of
 for the reasons that
 from the point of view of
 future plans
 give an account of
 give rise to
 has been engaged in a study of
 has the capability of
 have an input into
 have in regard to
 have the appearance of
 if at all possible
 impact (verb)
 important essentials
 in a number of cases
 in a position to
 in a satisfactory manner
 in a very real sense
 in almost all instances
 in case, in case of
 in close proximity
 in connection with
 in favor of
 in light of the fact that
 in many cases
 in my opinion it is not an
 unjustifiable assumption that
 in reference [with reference to,
 in regard to]

Better

try
 eliminate
 happen
 usually
 tend to
 make
 death
 few [many]
 fewer
 end
 first
 first [second, etc.]
 after
 for, to
 because, since
 for
 plans
 describe
 cause
 has studied
 can
 contribute to
 about
 look like
 if possible
 affect
 essentials
 some
 can, may
 satisfactorily
 in a sense (or leave out)
 nearly always
 if
 close, near
 about, concerning
 for, to
 because
 often
 I think

 about

Wordy	Better
in order to	to
in rare cases	rarely
in relation to	toward, to
in relation with	with
in respect to	about
in some cases	sometimes
in terms of	about, in, for (or omit)
in the absence of	without
in the case of	(can usually omit)
in the case that	if, when
in the course of	during
in the event that	if
in the first place	first
in the majority of instances	usually
in the matter of	about
in the nature of	like
in the neighborhood of	about
in the normal course of our procedure	normally
in the not-too-distant future	soon
in the opinion of this writer	in my opinion, I believe
in the possession of	has, have, owned by
in the vicinity of	near
in view of the above, in view of the foregoing circumstances, in view of the fact that	therefore, because
inasmuch as	as, since
incline to the view	think
initial	first
initiate	begin, start
inquire	ask
involve the necessity of	require
is defined as	is (will frequently suffice)
it has been reported by Smith	Smith reported
it is apparent that	apparently
it is believed that	I think
it is clear [obvious] that	therefore, clearly [obviously]
it is observed that	(omit)
it is often the case that	often
it is our conclusion in light of the investigation that	we conclude that, our findings indicate that
it should be noted that the X	X

Wordy	Better
it stands to reason	(omit)
it was noted that if	if,
it would not be unreasonable to assume	I [we] assume
leaving out of consideration	disregarding
make an examination of	examine
modification	change
necessitate	require, need
not of a high order of accuracy	inaccurate
notwithstanding the fact that	although
objective	aim, goal
of considerable magnitude	big, large, great
of very minor importance [import]	unimportant
on a few occasions	occasionally
on account of the conditions described	because of the conditions
on account of the fact that	because
on the ground that	because
perform an analysis of	analyze
presently	now
prior to, in advance of	before
proceed to investigate [study, analyze]	(omit "proceed to")
relative to this	about this
resultant effect	effect
subsequent to	after
sufficient	enough
synthesize	unite
taking this factor into consideration, it is apparent that	therefore, therefore it seems
terminate, termination	end
that is, i.e.	(usually can be deleted if phrase or clause to which it refers has been written clearly)
the data show that X	X
the existence of	(usually can be deleted)
the foregoing	the, this, that, these, those
the fullest possible extent	(omit, or use "most," "completely," or "fully")
the only difference being the question as to whether or not	except whether

Wordy

there are not very many to be considered
 to be sure
 to summarize the above
 transmit
 under way
 usage
 with reference [regard, respect] to
 with the exception of
 with the result that
 with this in mind, with this in mind it is clear that
 it is clear that
 within the realm of possibility

Better

few
 of course
 in sum, in summary
 send
 begun, started
 use
 (omit, or use "about")
 except
 so that
 therefore
 possible, possibly

Some Mechanics of Style**Punctuation**

Use only one space after all punctuation—periods and colons should not be followed by two spaces.

Commas

Use a comma after introductory phrases when needed for clarity. Be consistent. Technically both of the following examples are understandable and correct:

In 1991, the GNP dropped once again.

In 1991 the GNP dropped once again.

When listing three or more words, phrases, or clauses in series, use a comma before the conjunction joining the last two:

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

Use a comma before a conjunction that joins two independent clauses:

The interviewers introduced themselves, and then they answered the subject's questions.

In general, do not use a comma before a conjunction joining two parts of a complex predicate:

The interviewers introduced themselves and answered the subjects questions.

Note: If the second part of a complex predicate is long, you may insert a comma to avoid ambiguity.

Colons and Semicolons

When a colon follows a complete clause and introduces a complete sentence, begin the sentence after the colon with a capital letter:

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

Semicolons connect two related clauses more powerfully than do conjunctions. Use a semicolon to strengthen the relationship between two statements:

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

Lists of important points are often numbered in the text. Such lists typically begin with a 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 the 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.

Hyphens

Hyphenate compound adjectives (e.g., never-married men, family-based finances, middle-class families).

Use a hyphen in compound nouns and numbers, such as decision-making, thirty-eight, great-granddaughter, unless it otherwise is more readable and understandable as a single word (e.g., policymaker).

Do not hyphenate words beginning with “non,” “pre,” and other such prefixes (e.g., nonfarm, precontrol) unless the prefix precedes a proper noun (e.g., non-Hispanic).

See the *Chicago Manual of Style* (1993:202–204, 219–31) for more information on using hyphens in compound words and with prefixes.

Em Dashes

An em dash is equal in length to the point size of the font you are using; an em dash in 12-point type is 12 points wide. You can indicate an em dash in your manuscript by typing two consecutive hyphens. You can 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.

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

Our conclusion—the students sampled were not concerned about current events in the news.

En Dashes

An en dash is half the width of an em dash. En dashes are used in text or tables as a minus or negative sign and in citations and references to indicate ranges of pages in a book or journal. (If you don't know how to key in an en dash, you can use a hyphen.)

See Johnson (1994:122–35) for additional information.

During the last two years, we have experienced an average annual temperature change of –2 degrees.

In tables, use an en dash to indicate ranges of dates or variables. In your text, however, use “to” or “through” to express ranges of years, values for variables, and so on.

In text: We used the income data from 1952 to (or through) 1960.

In table: Income 1952–1960.

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: Jesus' and Moses'). See the *Chicago Manual of Style* (1993:200–201) 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.

Apostrophes are also used to form contractions—can't, isn't, and so on.

Capitalization

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

“A Provisional Distribution of the Population of the United States into Psychological Classes.”

Capitalize the names of racial and ethnic groups that represent geographical locations or linguistic populations. For example, Hispanic, Asian, African American, Appalachian. See the *Chicago Manual of Style* (1993:246–47) for additional examples.

According to ASA style, black and white should not be capitalized when designating racial groups.

Capitalize references to regions of the United States, such as the South, the North, the Midwest, and so on, when referring to places. Capitalize Southerners and Northerners only when referring to the Civil War; otherwise, when referring to groups, northerners, southerners, and midwesterners should appear in lower-case type. The adjectival forms of these words (e.g., midwestern states, southern industry, etc.) are not capitalized.

Spelling

Webster's Ninth New Collegiate Dictionary (1990) and/or *The American Heritage Dictionary of the English Language* (1992) are frequently used by ASA journals to determine correct spelling and usage. Whatever dictionary you have on hand, use it to maintain consistency in your text. The editor or managing editor of an ASA journal may ask you what dictionary you have used as a reference.

If your dictionary lists two or more spellings for a word, use the first spelling (e.g., “benefited” rather than “benefitted,” “focused” rather than “focussed.”)

Spell out words such as “percent,” “versus,” and “chi-square” in the text of your manuscript.

Dates

Some examples of dates correctly presented in text are:

nineteenth century

twentieth-century poets (include a hyphen when used as an adjective)

1930s; mid-1980s

January 19, 1968

April 1989 (no comma between month and year)

1928 to 1931 (in text use “to” instead of en dash between years)

Spell out the months in entries in your reference list and in text citations of newspaper and magazine articles (e.g., January 19, 1968).

Numbers

In your text, spell out numbers from one through nine. Write numbers 10 and up in numerals. Always spell out numbers at the beginning of a sentence. And, of course, references to tables, hypotheses, and so on, should use numerals.

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

They completed nine interviews during the first morning.

Table 3 presents a summary of results.

Ordinal numbers follow the same rules as above—first, second, ninth, 10th, 44th.

In your text citations and reference list, indicate inclusive page numbers with an en dash (see page 13). Most page references (except for pp. 102–106, pp. 1101–1108, and others like these) should be elided (e.g., pp. 132–48, pp. 1002–11, pp. 1054–82).

Some Exceptions to the Number Rules:

When numbers are part of a pair or series of comparable quantities, be consistent in your presentation—either spell them all out 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.

Always use numerals with percent:

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

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.

When referring to centuries, spell out the ordinal (e.g., the nineteenth century).

In citations or reference lists, express all ordinals as numerals—2d ed., 3d rev., 4th ed., and so on. (For more examples, see the *Chicago Manual of Style* 1993:294–95.)

Some Miscellaneous Style Considerations

In general, use “that” in restrictive (defining) clauses—clauses that define or restrict the meaning of the subject or the main clause. Restrictive clauses are not set off by commas. In general, if you can comfortably use “that” in place of “which,” do so.

The data that came from the university were crucial to our study.

Use “which” for nonrestrictive (nondefining) clauses—clauses that do not change the meaning of the subject or main clause, but simply provide supplementary information. 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.

Foreign words in your text should be italicized or underlined. Commonly-used foreign words or terms, however, should appear in roman type (e.g., *per se*, *ad hoc*, et al.).

If you must use an acronym, spell out the complete term the first time you use it and present the acronym in parentheses. For details on using acronyms and abbreviations in your text, refer to the *Chicago Manual of Style* (1993:459–86).

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

Later: “CPS data show that. . . .”

Do not use abbreviations such as “etc.,” “e.g.,” or “i.e.” in your text. Use phrases such as “and so on,” “for example,” or “in other words.” You may use these abbreviations in parenthetical information, however.

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

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

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

Preparing Your Manuscript for Submission: Details

Many editors will return your manuscript with no more than a brief glance if it does not meet journal specifications. Attention to format requirements can save you and the editor much time and frustration.

Page Format

Print your manuscript in type large enough for easy reading. The margins should allow the editor and copy editor plenty of space to write notes. Your paper may be returned to you if this is not the case. Therefore, please heed the following guidelines:

- (1) All text, including the acknowledgments, abstract, text, footnotes, and references, must be printed **double-spaced** in a clear, easy-to-read typeface on 8-1/2 by 11-inch paper. Ten-pitch type (10 characters per inch) is preferred; this is about the same size as 12-point type. Please avoid dot-matrix type.
- (2) **Margins** must be at least 1-1/4 inches on all four sides to allow ample space for the copy editor's notes.
- (3) Use *italic* type for variables in mathematical equations and text; use **bold italic** type to indicate vectors or matrices in equations and text. (See *Chicago Manual of Style* 1993:443–44.) If you cannot print **bold** or *italic* type, indicate *italic* characters by a straight underline and **bold** characters by a wavy underline.

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 approximate word count for the manuscript (including footnotes and references), and a **title footnote**.

An asterisk (*) following the title refers to the **title footnote** at the bottom of the title page. This footnote includes the name and address of the corresponding author, acknowledgments, credits, and/or grant numbers.

Abstract

The abstract begins on a separate page following the title page, headed by the title. Omit author identification. The abstract should be a *brief* (150 to 200 words) and *descriptive* summary of the most important contributions of your paper. *Restrict the abstract to one paragraph.*

Text

Begin the text of your manuscript on a new page headed by the manuscript title. Omit author identification throughout the text. Print the footnotes, appendices, references, tables, and figures in separate sections following the text.

Subheadings

Subheadings should clearly indicate the organization of the content. Generally, three heading levels are sufficient for a full-length article. Follow the style of the particular ASA journal to which you are submitting your article. Some general guidelines follow:

THIS IS A FIRST-LEVEL HEAD

First-level heads are generally printed in all caps, either centered or left-justified. Some ASA journals do not indent the paragraph immediately following a first-level head. The beginning of your 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 generally printed in italics and are either centered or left-justified. Capitalize all words except prepositions (e.g., of, into, between, through), articles (a, an, the), and coordinating conjunctions (and, but, or). Some ASA journals do not indent the paragraph immediately following a second-level head.

This is a third-level head. It is generally a run-in head, indented at the beginning of the paragraph, printed in italics, 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.

Text Citations

Citations in the text include the last names of the authors and year of publication. Include page numbers when you quote directly from a work or refer to specific passages. Identify subsequent citations of the same source in the same way as the first. Examples follow:

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

... in another study by Duncan (1959).

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

... whenever it occurred (Gouldner 1963).

- **Pagination** follows year of publication after a colon; omit the space between the colon and the page number:

... Kuhn (1970:71).

- Give both last names for **joint authors**:

... (Martin and Bailey 1988).

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

First citation: ... had been lost (Carr, Smith, and Jones 1962).

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

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

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

Or

One study found that "the variation in men's earnings relative to their peers in the labor force was not a reliable predictor of men's ... flight from feminizing occupations" (Wright and Jacobs 1994:532).

- **Block quotations** are presented in smaller type and are set off in a separate, indented paragraph. Block quotations should not be enclosed in quotation marks:

As stated by Wright and Jacobs (1994):

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

Note: The author, date, and/or page number follows the period in a block quote. In a block quote, the "P" for "page" is capitalized when the page number is cited alone without author and date information, as in the above example.

- In a citation, refer to chapters, tables, appendices, and so on as

... (Smith 1981, chap. 2).

Or

... (Jones 1987, table 3:82).

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

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

- If a work you cite was reprinted from a version published earlier, list the earliest publication date in brackets, followed by the publication date of the recent version you have used:

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

- Separate a series of references with semicolons. You may list the series in alphabetical or date order, but you must be consistent throughout your manuscript.

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

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

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

- For National Archives or other archival sources, use abbreviated citations in the text:
 . . . (NA, RG 381, Box 780, April 28, 1965; Meany Archives, LRF, Box 6, March 18, 1970).
- For machine-readable data files, cite authorship and date:
 . . . (Institute for Survey Research 1976).

Equations

Equations in the text must be typed or printed. Important equations discussed in the text should be identified by consecutive Arabic numbers in parentheses at the right-hand margin. Expressions should be aligned, and compound subscripts and superscripts should be clearly marked. Clarify all unusual characters or symbols with notes circled in the margin. Use *italic* type for variables and ***bold italic*** type for vectors or matrices.

Footnotes

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

Footnotes/Endnotes

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/endnotes only when necessary**. Notes in general and long notes in particular distract the reader and are expensive to publish. As alternatives, consider incorporating the footnoted information into your text, stating in the text that information is available from the author, or adding an appendix.

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

⁹After 1981 there was

Appendices

If only one appendix is included, refer to it as “Appendix.” For example, the title might read “Appendix. Variable Names and Definitions.”

If you include more than one appendix, each should be lettered (to distinguish it from numbered figures and tables in the text). For example, “Appendix A. Variable Names and Definitions,” “Appendix B. Questions Included in the Survey.”

Reference List

The reference list follows the text and footnotes in a separate section headed “References.” (See Appendix A for examples.) All references cited in the text must be listed in the reference section, and vice versa. It is your responsibility to assure that publication information for each entry is complete and correct. *ASA journals will check the format of your reference list, but will not check the accuracy of titles or the spelling of authors' names, so double check the details.*

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

List the references in **alphabetical order** by authors' last names.

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

For **multiple authorship**, only the first author's name is inverted (e.g., Jones, Arthur B., Colin D. Smith, and James Petersen). List all authors; using et al. in the reference section is not acceptable unless a work was authored by a committee.

For **two or more listings under the same author(s)**, list in the order of year of publication, earliest year first. Use six hyphens and a period (-----) in place of the name(s) for repeated authorship. Distinguish works by the same author(s) in the same year by adding letters (e.g., 1992a, 1992b, 1992c). List such works in alphabetical order by title. Edited works by the same author are listed with original works.

If **no date** is available, use “N.d.” in place of the date. If the cited material

is unpublished but has been accepted for publication, use "Forthcoming" in place of the date and give the name of the publisher or journal.

With the exception of New York, include both the city and state for the place of publication. Use the U.S. Postal Code abbreviations for states in your reference list (e.g., WI; NY; Washington, DC). The *Chicago Manual of Style* (1993:465) provides a complete list. For foreign cities, provide the name of the country as well.

For dissertations, unpublished papers, and presented papers cite the date and location where the paper was presented or is available.

Tables

Number tables consecutively throughout the text, and type or print each table on a separate sheet at the end of your manuscript. Insert a note in the text to indicate the approximate placement of each table (e.g., "TABLE 2 ABOUT HERE").

Each table must include a descriptive title. Specify what the table presents (means, coefficients, percentages) and include information about the data set and time frame.

All columns and rows should have headings. Avoid abbreviations in column and row headings. Spell out "percent" in headings. You can use subheadings to separate different sections of your tables or to clarify categories of variables.

Your measurement techniques should determine how you present your data (i.e., how many decimal places make sense). In general, carry out decimal fractions to the thousandths place and omit leading zeros (i.e., .372 instead of 0.372).

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

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

Use asterisks *, **, and/or *** to indicate statistical significance at the .05, .01, and .001 levels, respectively. Specify one-tailed or two-tailed tests. Generally, results not significant at the $p < .05$ level or better (such as $p < .10$) should not be indicated in tables or discussed in text as significant.

Tables that present variables with different metrics are problematic because values may require different numerical formats and interpretations. In such tables, values should be reported to at least three significant figures. The following table provides an illustration:

Table-1. Coefficients from Regression of Gross National Product on Four Predictors: United States, 1985

Variable	Coefficient
Population (× 100,000)	.284** (106)
Military government (1 = Yes)	.043*** (.010)
Debt (× \$1,000,000) ^a	.112 (105)
Years since independence	5.13* (2.40)

Source: United Nations (1985).

Note: Numbers in parentheses are standard errors.

^a In 1985 dollars.

* $p < .05$ ** $p < .01$ *** $p < .001$ (two-tailed tests)

Figures, Illustrations, and Photographs

Visual art—figures, illustrations, and photographs—are published in ASA journals only when they add unquestionably to the readers' understanding of the research you present. So before submitting, consider objectively the importance of the visual presentations you have included. Do they clarify, expand, or explain a concept better than you could in your text or in a table?

Number figures, illustrations, or photographs consecutively throughout your manuscript. Each should include a title. Insert a note in the text to indicate approximate placement (e.g., "FIG. 1 ABOUT HERE"). You may submit

photocopies of figures, illustrations, and photographs when you submit your manuscript. If your manuscript is accepted for publication, however, you must submit all photographs and art in camera-ready form. (Some ASA journals will want artwork on a computer diskette if it is available. See Appendix B for text and graphic file formats accepted by some ASA journals.)

Camera-ready figures and illustrations must be executed by computer or by a graphic artist in black ink on white paper with clear lines. All lettering on figures and illustrations must be typeset. **Photographs** must be black and white on glossy paper.

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

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

Submitting Your Manuscript

Many journals, books, and monographs use the ASA style in publication. The editor or editorial office of each should be consulted for specific manuscript submission requirements. ASA journals adhere to the following process.

First and foremost, when your manuscript is ready for submission to an ASA journal, read it one more time! Then package it securely and include the following:

- A cover letter giving the address, phone/fax numbers, and e-mail address of the corresponding author, title of manuscript, and any important information, such as changes of address and your availability.
- Five (5) copies of your manuscript, including title page, abstract, text, footnotes, appendices, references, tables, and figures/illustrations/photographs with titles. Copies must be clear reproductions, not carbon copies.
- A check for the \$15.00 manuscript processing fee, made payable to the American Sociological Association. This fee may be waived for papers authored by ASA student members.
- Processing fees are *not* required for comments or replies. Submit comments on previously published articles directly to the journal.
- Some ASA journals request that you include a stamped, self-addressed postcard for acknowledging receipt of your manuscript.
- *Reminder:* Double-space all text in the abstract, text, references, footnotes, and acknowledgments; block quotes may be single-spaced. Print all pages in a clear, easy-to-read typeface—10-pitch type (10 characters per inch) is preferred. Please avoid dot-matrix type. The editor reserves the right to return any manuscript that will be hard on a reviewer's or copy editor's eyes!

Ethical Guidelines

Submission of a manuscript to more than one professional journal at the same time is regarded as an unethical practice by the American Sociological Association. Significant findings that have already appeared (or will appear)

in other publications must be clearly identified. 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.

Copyright

The American Sociological Association holds the copyright on all material published in ASA journals. Should your manuscript be accepted for publication, you will be required to transfer the copyright to the ASA. Once your article has been published, you may use it without charge in any future book or article you author or edit.

Interpreting Copy Editors' Notations







If your manuscript is accepted for publication, a copy editor will carefully edit it and make suggestions for changes in content and format. The following list of standard proofreaders marks will help you decipher the copy editors marks on your copyedited manuscript.

Changes to Text














- Delete
- ⌋ Close up; delete space
- ⌋ Delete and close up (for letters within a word)
- Ⓢ Let it stand as is
- * Insert space
- ¶ New paragraph
- [¶ Flush paragraph
-] Move to the right; indent
- [Move to the left; to left margin
-] [Center
- ⌈ Move up
- ⌋ Move down
- || Align vertically
- tr Transpose
- Ⓢ Spell out

Type specifications

- ital Italic type
- rom Roman (normal) type

-  Boldface type
-  Lowercase letters
-  Uppercase letters
-  Superscript
-  Subscript
-  Capitalize

Punctuation

-  Insert comma
-  Insert apostrophe or single quotation mark
-  Insert quotation marks
-  Insert period
-  Insert ellipses
-  Insert semicolon
-  Insert colon
-  Insert virgule (slash)
-  Insert hyphen
-  Insert em dash
-  Insert en dash
-  Insert parentheses
-  Insert brackets

Some Reference Sources

Some of the references listed here are cited frequently in the *Style Guide*; these references are indicated with an asterisk (*). Others, while not cited in the *Style Guide*, are considered useful and would be valuable additions to your bookshelf.

- **American Heritage Dictionary of the English Language*. 1992. 3d ed. Boston, MA: Houghton Mifflin.
- *American Psychological Association. 1995. *Publication Manual of the American Psychological Association*. 4th ed. Washington, DC: American Psychological Association.
- Becker, Howard. 1984. *Writing for the Social Sciences*. Chicago, IL: University of Chicago Press.
- **Manual of Style*. 1993. 14th ed. Chicago, IL: University of Chicago Press.
- *Day, Robert A. 1994. *How to Write and Publish a Scientific Article*. 4th ed. Phoenix, AZ: Oryx Press.
- Evans, Bergen and Cornelia Evans. 1957. *A Dictionary of Contemporary American Usage*. New York: Random House.
- Fowler, H. W. 1965. *A Dictionary of Modern English Usage*. 2d ed. New York: Oxford University Press.
- Merriam-Webster Concise Handbook for Writers*. 1991. Springfield, MA: Merriam-Webster.
- Merriam-Webster Dictionary of English Usage*. 1989. Springfield, MA: Merriam-Webster.
- Mullins, Carolyn J. 1977. *A Guide to Writing and Publishing in the Social and Behavioral Sciences*. New York: John Wiley and Sons.
- Skillin, Marjorie E, with Robert M. Gay and others. 1974. *Words into Type*. 3d ed. Englewood Cliffs, NJ: Prentice-Hall.
- Strunk, William F., Jr. and E. B. White. 1979. *The Elements of Style*. 3d ed. New York: Macmillan.

- Swanson, E. 1979. *Mathematics into Type*. Rev. ed. Providence, RI: American Mathematical Society.
- Theodorson, George A. and Achilles G. Theodorson. 1969. *Modern Dictionary of Sociology*. New York: Crowell.
- **Webster's Ninth New Collegiate Dictionary*. 1990. Springfield, MA: Merriam-Webster.
- *Williams, Joseph M. 1989. *Style: Ten Lessons in Clarity and Grace*. Glenview, IL: Scott, Foresman.
- Zinsser, William. 1976. *On Writing Well*. New York: Harper and Row.

Appendix A

Reference List Formats; Some Examples

Books

- Berlin, Gordon and Andrew Sum. 1988. *Toward a More Perfect Union: Basic Skills, Poor Families, and Our Economic Future*. New York: Ford Foundation.
- Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. Research Triangle Park, NC: National Institutes of Health.

Editions of Books

- McCullagh, Peter and John A. Nelder. 1989. *Generalized Linear Models*. 2d ed. London, England: Chapman and Hall.

Some other possible abbreviations for editions: Rev. ed., 2 vols. in 1, 2d ed., 3d ed.

Volumes of Books

- Thirsk, Joan, ed. 1984. *The Agrarian History of England and Wales*. Vol. 5, 1640–1750. Cambridge, England: Cambridge University Press.

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.

Edited Volumes

- Kosher, Rudy, ed. 1990. *Splintered Classes*. 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.
- Goldman, Emma. [1914] 1987. *The Social Significance of the Modern Drama*. Reprint, New York: Applause.

Articles from Collected Works

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.

Sampson, Robert J. 1992. "Family Management and Child Development: Insights from Social Disorganization Theory." Pp. 63–93 in *Advances in Criminology Theory*, vol. 3, *Facts, Frameworks, and Forecasts*, edited by J. McCord. New Brunswick, NJ: Transaction.

Articles from Journals

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

Goodman, Leo A. 1947a. "The Analysis of Systems of Qualitative Variables When Some of the Variables Are Unobservable. Part I—A Modified Latent Structure Approach." *American Journal of Sociology* 79:1179–259.

———. 1947b. "Exploratory Latent Structure Analysis Using Both Identifiable and Unidentifiable Models." *Biometrika* 61:215–31.

Note: In most cases, journal pages are numbered consecutively within a volume year. In these cases, you can omit the issue number. Include the issue number (or month) only when it is needed to distinguish one issue from another within a volume year (i.e., when each issue in a volume begins with page number 1).

Articles Published in More Than One Journal Issue

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 Foreign-Language Journals

Kenney, Martin and Richard Florida. 1989. "Response to the Debate over 'Beyond Madd Production'" (in Japanese). *Mado* 83:120–45.

Wegener, Berndt. 1987. "Vom Nutzen Entfernter Bekannter" (Benefiting from Persons We Barely Know). *Kölner Zeitschrift für Soziologie und Sozialpsychologie* 39:278–301.

Articles from Newspapers and Magazines

Guiles, Melinda and Krystal Miller. 1990. "Mazda and Mitsubishi-Chrysler Venture Cut Output, Following Big Three's Lead." *Wall Street Journal*, January 12, pp. A2, A12.

Archival Sources

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.

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

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

Government Documents

U.S. Congress. 1950. House Subcommittee on the Study of Monopoly Power of the Committee on the Judiciary. *Study of Monopoly Power: Hearing*. 81st Cong., 2d sess., pp. 788–91.

U.S. Bureau of the Census. 1960. *Characteristics of Population*. Vol. 1. Washington, DC: U.S. Government Printing Office.

Dissertations and Theses

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

Unpublished Papers

Nomiya, Daishiro. 1988. "Urbanization and Income Inequality: A Cross-National Study." Department of Sociology, University of North Carolina, Chapel Hill, NC. Unpublished manuscript.

Working and Discussion Papers

Dickens, William T. and Kevin Lang. 1985. "Testing Dual Labor Market Theory: A Reconsideration of the Evidence." Working Paper No. 1670, National Bureau of Economic Research, Chicago, IL.

Sørensen, Aage B. 1983. "Processes of Allocation to Open and Closed Positions in Social Structure." Discussion Paper No. 722-83, Institute for Research on Poverty, University of Wisconsin, Madison, WI.

Presented Papers

Zerubavel, Eviatar. 1978. "The Benedictine Ethic and the Spirit of Scheduling." Presented at the annual meeting of the International Society for the Comparative Study of Civilizations, April 22, Milwaukee, WI.

Machine-Readable Data Files

American Institute of Public Opinion. 1976. *Gallup Public Opinion Poll #965* [MRDF]. Princeton, NJ: American Institute of Public Opinion [producer]. New Haven, CT: Roper Public Opinion Research Center, Yale University [distributor].

U.S. Bureau of the Census. 1970. *Census of Population and Housing 1970, Summary Statistic File 4H: U.S.* [MRDF]. DUALabs ed. Washington, DC: U.S. Bureau of the Census [producer]. Rosslyn, VA: Data Use and Access Laboratories (DUALabs) [distributor].

Electronic Sources

An action alert posted on the ASA home page:

American Sociological Association. 1997. "Call for Help: Social Science Knowledge on Race, Racism, and Race Relations" (ASA Action Alert, October 15). Washington, DC: American Sociological Association. Retrieved October 15, 1997 (<http://www.asanet.org/racecall.htm>).

An on-line journal article:

Jacobson, John W., Jane A. Mulick, and Anne A. Schwartz. 1995. "A History of Facilitated Communication: Science, Pseudoscience, and Antiscience." *American Psychologist* 50:750-65. Retrieved January 25, 1996 (<http://www.apa.org/journals/jacobson.html>).

A newspaper article:

Goldstein, Amy. 1997. "Dying Patients' Care Varies Widely by Place, Study Says." *Washington Post*, October 15, p. A1. Retrieved October 15, 1997 (<http://www.washingtonpost.com/wp-srv/Wplate/1997-10/15/0661-101597-idx.html>).

An abstract:

Swidler, Ann and Jorge Arditi. 1994. "The New Sociology of Knowledge" (Abstract). *Annual Review of Sociology* 20:305-29. Retrieved October 15, 1997 (<http://www.annurev.org/series/sociology/Vol20/so20abst.htm>).

Appendix B

Computer File Formats for Some ASA Journals

Some ASA journals create camera-ready pages for publication in house. If your manuscript is accepted for publication in one of these journals, you will be asked to supply a copy of your article on computer diskette. Both IBM-compatible and Macintosh disks are acceptable. Some generally accepted software programs for text and graphics are listed below. Contact the journal office to confirm that your software is acceptable. Asterisks (*) indicate preferred formats.

IBM-compatible word processing formats

- Ami Pro (Windows) v. 2 & 3
- ASCII, text (print to disk)
- ClarisWorks (Windows) v. 1, 3, & 4
- DCA-RFT
- MS Word (DOS and Windows) through v. 6*
- MS Works (DOS and Windows) v. 2, 3, & 4
- MultiMate through v. 4.0
- OfficeWriter v. 5 & 6
- WordPerfect (DOS and Windows) v. 4.2, 5, 5.1*, 6*, & 7*
- WordPerfect Works (DOS and Windows) v. 2 & 3
- WordStar v. 3, 4, 5, 6, & 7
- XYWrite III

IBM-compatible spreadsheet and graphics formats

- AutoCad (DXF)
- ClarisWorks SS Win through v. 4.0*
- Excel Windows through v. 7.0*
- Harvard Graphics (CGM)*
- Lotus (PIC)
- Lotus Freelance (CGM)
- PC Paintbrush (PCX)
- Quattro Pro (DOS) v. 4.0
- Quattro Pro (Windows) v. 1, 5, 6, & 7
- Windows Bitmap (BMP)
- Windows Metafile (WMF)

- WordPerfect Graphics (WPG)*
- Any file in CGM format*

Apple Macintosh word processing formats

- ClarisWorks v. 1 & 2
- FrameMaker MIF v. 2 & 3
- MacWrite
- MS Word v. 3, 4, 5, & 6*
- MW Works, v. 2, 3, & 4
- RTF
- Text
- WordPerfect v. 1, 2, & 3*
- WriteNow

Apple Macintosh spreadsheet and graphics formats

- Adobe Illustrator
- Adobe Superpaint
- ClarisWorks SS through v. 4.0*
- Excel Mac through v. 5.0*
- Lotus Mac WK3
- Macromedia Freehand
- Any file in PICT format*