

STATISTICAL ANALYSIS FOR THE
SOCIAL SCIENCES
Sociology 315 (3 credits)
California State University, Chico
Fall 2014
MWF 9:00am-9:50am
Butte 102

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11am (or by appointment)

*I think it is much more interesting to live with uncertainty
than to live with answers that might be wrong.*
– Richard Feynman

Course description and objectives

“This course studies descriptive and inferential statistics used for the social sciences. Emphasis is on the integration of statistical research designs and data, appropriate statistical analysis, interpretation of relevant findings, and visual presentation.”

This course provides an overview of statistical applications in sociology and related fields. Competence will be developed in three areas of statistics: descriptive, inferential, and multivariate. In addition students will develop a working familiarity with the operation of SPSS for windows, data base construction and management. Students will develop competence in managing databases and conducting independent research.

Upon completion of the course, students will be able to:

- Understand the overall research process.
- Translate theoretical and applied problems into research questions that can be studied and hopefully answered
- Understand the value and merits of statistical techniques and develop basic skills in using statistical software (SPSS)
- Develop skills such as collecting, analyzing, and presenting research results
- Understand the use of statistical methods for resolving larger research needs.
- Apply descriptive statistics to routine data problems.
- Present data in a variety of graphic formats.
- Test hypotheses on a variety of types of data.
- Use multivariate approaches for evaluating research problems.
- Make informed decisions regarding appropriate application of a statistic.
- Carry out a research project involving the use of descriptive, inferential, and multivariate statistics.
- Understand the operation of SPSS.

Sociology program learning outcomes for this course:

- Demonstrate critical thinking through verbal and written communication. (#1)
- Demonstrate the ability to design, and evaluate quantitative and qualitative research. (#2)
- Demonstrate proficiency in the use of technology. (#10)

Like dreams, statistics are a form of wish fulfillment.
– Jean Baudrillard

Prerequisite

SOCI 310: Social Research Methods.

Required readings

Best, Joel. 2008. *Stat-Spotting: A Field Guide to Identifying Dubious Data*. Berkeley, CA: University of California Press. ISBN-13: 978-0520257467.

Szafran, Robert. 2012. *Answering Questions With Statistics*. Thousand Oaks, CA: Sage. ISBN-13: 978-1412991322.

Suggested texts

Vogt, W. Paul & R. Burke Johnson. 2011. *Dictionary of Statistics and Methodology: A Nontechnical Guide for the Social Sciences, Fourth Edition*. Thousand Oaks, CA: Sage. ISBN-13: 978-1412971096.

There are three kinds of lies: lies, damned lies, and statistics.
– Benjamin Disraeli

Work

This is a three credit hour class. Since you should expect to spend two hours outside of class for every hour in class on reading, assignments, and studying, this means you should plan on devoting six hours of outside time per week to this course. While the instructor is available (see office hours above) for additional, out-of-class help, remember that if you need assistance in the form of tutoring, you may go to the Student Learning Center in SSC 340. There is no charge for tutoring. Tutoring appointments must be made in person. Please see <http://www.csuchico.edu/slc/> for more information.

Attendance

Attendance in Sociology courses is mandatory. It is also to your academic advantage to attend class on a regular basis. *Students who attend class regularly, keep up with the readings, and ask questions to clarify the material have been consistently and*

statistically shown to perform better on exams and in the class overall. Only documented emergencies will constitute excused absences. Documentation will only be accepted within one week of your return to class. Please do not contact me about non-emergency absences. Any conflicts with assignments or attendance in the course because of religious holidays should be discussed with the instructor the first week of class. Unless you have a documented emergency there will be no substitutions for quizzes or make-up exams. A missed assignment will result in zero points. Incompletes are rare and will be given at the discretion of the instructor.

Please be in class on time. Late arrivals are disruptive for both the instructor and the class. Tardiness will be counted as an absence if habitual, or if the student has missed the majority of a class. Please turn off all electronic devices (e.g. phones, tablets, laptops).

Canceled classes

If classes are canceled (other than pre-scheduled “no class days” for holidays) for any reason, class will resume during the next regularly scheduled class period (unless stated otherwise by instructor). Information about the cancellation will be posted on BlackBoard.

Academic Integrity

According to CSU Chico’s “Policy on Academic Integrity” (the full policy is available at: <http://www.csuchico.edu/prs/EMs/2004/04-036.shtml>): “Students share with faculty and administrators and staff members the responsibility for academic integrity. The following recommendations are made for students to achieve a campus culture of academic integrity at CSU, Chico. (1) Know and understand the university’s policies on cheating and plagiarism. (2) Understand the definitions of cheating, plagiarism, and misuse of sources. (3) Acknowledge University Catalog statements regarding academic honesty at the time of registration and follow the guidelines of your academic departments and instructors. (4) Bear full responsibility for the content and integrity of all academic work submitted. (5) Understand individual instructors’ expectations regarding group work, collaboration, and use of materials prepared for more than one class. Students who are unclear about a specific situation should ask their instructors. (6) Uphold the academic standards of the University. Ignorance of a rule does not constitute a basis for waiving the rule or for avoiding the consequences of breaking that rule. (7) Report suspected instances of cheating to the instructor or department office.”

Full information on academic integrity at California State University Chico is available at: <http://www.csuchico.edu/sjd/integrity.shtml>.

Plagiarism

Plagiarism is the use of others’ wording, ideas, or information without acknowledging the origins of the work. When you use someone’s exact wording, you must use quotation marks to denote it. However, even if you simply paraphrase or changing a few words, it

is still necessary to cite the original source(s). Please see me if you need clarification on this policy. (Definition borrowed from another syllabus: C. André Christi-Mizell).

Plagiarism, although seemingly an unimportant thing—especially in an era of the Internet, photocopiers, mp3’s, wikis, open source, etc.—is actually *a very serious thing*. If you are caught plagiarizing work from others or cheating, it is grounds for academic dismissal. This could mean you being kicked out of California State University! (Incidentally, plagiarism is also defined as a federal offense.) At a minimum, plagiarism will result in an automatic failed grade (“F”) for the assignment. This is a very undesirable thing to happen to you (from everyone’s perspective), so every effort should be made to avoid getting into such situations. There is really nothing good that will come of copying something you did not write and cite. At the end of this syllabus is a “Quick Style Guide for Students Writing Sociology Papers”. Please read this before writing your first assignment in this course. If you have any questions about plagiarism or how to properly quote or cite a source, please ask the instructor.

Students with disabilities or special needs

If you have a documented disability that may require reasonable accommodations, please contact the Accessibility Resource Center (ARC) for coordination of your academic accommodations. ARC is located in the Student Services Center 170. The ARC phone number is 530-898-5959 V/TTY or FAX 530-898-4411. Visit the ARC website at <http://www.csuchico.edu/dss/>.

Communication

Chico State email is the appropriate written channel for official class communication. All students need to use their @mail.csuchico.edu email accounts whenever emailing the instructor. No emails sent from any other email provider will be responded to by the instructor—no exceptions, ever. The list of unacceptable email addresses includes (but is not limited to): @hotmail.com, @yahoo.com, @gmail.com, @aol.com, etc. In emails, be sure to use all proper formalities. This includes signing your name at the end of the email. I would also appreciate you including what class you are in and inquiring about within the email’s subject. Note: BlackBoard’s internal email system will not be used or responded to. Also, when using a keyboard-less device to send email, please remember to use proper grammar, complete sentences, and appropriate decorum.

The most violent element in society is ignorance.
– Emma Goldman

Classroom conduct

The classroom environment needs to be supportive of student learning. The classroom must be a space for learning first and foremost, not for other non-academic or non-Sociology purposes. Therefore, the use of various devices during class time is restricted.

Of particular note are the restrictions against cellular phones (including iPhones, iPads, BlackBerries, and whatever new toy is helping fuel resource wars in the Congo¹, etc.) and laptop computer usage. More details follow below.

Classroom demeanor and respect

A principle sociological observation is that societies are made up of diverse individuals who serve in varying roles and exist in unequal positions in society. The discipline of Sociology analyzes these various forms of inequalities and seeks to lessen them, through diverse means: socialization to more just and kind norms of interaction, policies of justice and remediation, and structural attack upon hierarchical institutions. To put it succinctly: many groups in society have faced *incredible* levels of inequality in the near and distant past—including racial and ethnic minorities, women and women-identified individuals, non-heterosexuals, religious minorities, working class persons, immigrants, and differently-abled persons—and these differences deserve greater attention in order to empower, protect, and create justice. These patterns and objectives do not merely exist in the “real world”, but they are also mirrored in the classroom.

This general realization about inequality now means the automatic acknowledgment of each individual’s *innate* human rights. Such human rights are not granted by governments, but are the consequences of one’s birth and the social protections that others afford them. Thus, we have the right to be free from harassment, degradation, humiliation, discrimination, prejudice, and so forth. Students who feel threatened and under attack in the classroom will have great difficulties learning and will not wish to continue their educations: this is an unacceptable situation. Name-calling and epithets directed at *any* class participant is completely unacceptable and is grounds for immediate rejection from the classroom. Treat those around you as you would wish to be treated. Participating in class discussion in a respectful fashion will be appreciated by your fellow students and your instructor. If you have any questions about this policy, please discuss with me during office hours.

Tape recording

Taping—whether analog or digital—of lectures or classroom discussions of any kind shall not be done with prior permission of the instructor and the Accessibility Resource Center.

Cell phones, other electronic devices, and Why The World Will Not End With Your Phone Off

Startlingly, human civilization has existed for many millennia (no joke!) prior to the development of cell phones and text-messaging (one could argue humanity was happier during this earlier, less-wired period—and if survey data were available, I would enthusiastically construct a testable hypothesis to that effect!) and will hopefully exist for many more once whatever new technology is created. During this long period of

¹ The so-called “conflict minerals”, a.k.a. the “3T’s”, include tin, tantalum (coltan), and tungsten. Never heard of this? Google it.

humanity, people have survived without having to check messages and texts every five minutes. And since you are paying good money for this class, why would you want to spend it texting? Needless to say, I can easily tell when students are texting during class, so just abstain from using them—do not be rude to your fellow classmates or insult my intelligence by such childishness. Please turn off all cell phones, ringers, alarms, etc. prior to the start of class. **You may not use your cell phone while class is in session, nor are you permitted to text-message.** I realize there may be situations in which you must be able to be contacted (e.g., you have a sick child); if so, please turn off the ringer on your phone and inform me prior to class that you may be called.

If your cell phone or other telecommunications devices are either visible or in your hands at any time during class quizzes or exams (even when you have completed yours, but other students are still working), you will be *assumed* to be cheating and will receive an automatic failed (“F”) grade for that assignment. Again, no exceptions will be given to this policy. To avoid this penalty, turn the device off and place it safely within any bags or purses while class is in session, or do not even bring them to class in the first place.

Laptops, PDAs, iPods, iPads, smartphones, blah blah blah, etc.

The use of these devices tends to be highly disruptive and distracting to other students. Thus, the use of these devices, even for taking notes, is *strictly prohibited*. I do not care if all of my students own them or not. I do not care if “every professor” lets you use them in class—I do not. These technologies—whether “essential”, Rube Goldberg-esque, or mere bread and circuses—will be waiting for their users immediately after class ends. Thanks.

The people who cast the votes decide nothing. The people who count the votes decide everything.
 – Joseph Stalin

Schedule

Below is an outline of weekly topics and readings. We will generally be covering one Szafran chapter each week, although some chapters will warrant greater attention and time. Also, the chapters will not be covered in a totally linear fashion. Any modifications to the course schedule will be announced well in advance. You are responsible for any changes in the syllabus that are announced in class. Having missed class that day is no excuse for not complying with the change.

Class Days	Topic	Readings
Aug 25-29	Introduction to Statistics	Szafran, Ch. 1
Sep 3-5	Working with data & SPSS	Szafran, Ch. 2; Best A
Sep 8-12	Tables & charts	Szafran, Ch. 3; Best B

Sep 15-19	Descriptives	Szafran, Ch. 4; Best C
Sep 22-26	Data management	Szafran, Ch. 5; Best D
Sep 29-Oct 3	Comparing means	Szafran, Ch. 6; Best E
Oct 6-10	Contingency tables & analysis	Szafran, Ch. 7 & 15; Best F
Oct 13-17	Nominal and ordinal association	Szafran, Ch. 8; Best G.1-G.5
Oct 20-24	Distributions	Szafran, Ch. 11; Best G.6-G.10
Oct 27-31	t-tests	Szafran, Ch. 12; Best H
Nov 3-7	t-tests (again)	Szafran, Ch. 13; Best I
Nov 10-14	ANOVA	Szafran, Ch. 14; Best J-K
Nov 17-21	Bivariate association	Szafran, Ch. 9; Best L-M
Nov 24-28	THANKSGIVING	
Dec 1-5	Multiple regression	Szafran, Ch. 10
Dec 8-12	Multiple regression	Szafran, Ch. 16

Reports that say that something hasn't happened are always interesting to me, because as we know, there are known knowns; there are things we know we know. We also know there are known unknowns; that is to say we know there are some things we do not know. But there are also unknown unknowns—the ones we don't know we don't know.

– Donald Rumsfeld

Grade Composition and Grading Scale

Lab assignments	20%	A	> 93%	C+	77-80%	D-	60-63%
BlackBoard discussions and “criticisms”	25%	A-	90-93%	C	73-77%	F	< 60%
Exams x2 (15% each)	30%	B+	87-90%	C-	70-73%		
Research project	25%	B	83-87%	D+	67-70%		
		B-	80-83%	D	63-67%		

Requirements

This course is reading intensive and will require a dedication to completing weekly reading assignments (as listed above). The complexity of course material will compound with time—each new topic builds upon previous topics. Consequently, it is *crucial and imperative* that students stay current with reading assignments, as will be very difficult to catch-up.

As the semester progresses, students need to be sure that they understand the required material. As this subject matter is crucial to the discipline of Sociology (and other social sciences, which are also often heavily quantitative), comprehension will be very important for future courses, as well. Thus, if something is unclear, students need to find answers to their questions.²

Lab assignments

Assignments (indeterminate in number) will be handed out during class (typically on Wednesdays) and will be due by the next week's class. Students must complete each assignment collectively, in its entirety. All electronic communication regarding the assignment should be done via BlackBoard, for the dual purpose of (1) allowing the instructor to monitor the fair sharing of work and (2) maintaining accountability amongst group members. If individual students do an official “write-up” for certain parts of an assignment, these should also be shared via BlackBoard. A typed, double-spaced (Times New Roman, 12-point font) report needs to be submitted via BlackBoard. Complete, accurate, and well-articulated answers provided in the reports will be the major criteria graded.

Weekly BlackBoard discussions

Students are required to post two different sets of discussions weekly during the semester, based on readings. (1) Questions pertaining directly to *the week's required readings* must be submitted by Monday at classtime (i.e., 9am). (2) Two separate responses to questions, comments, or answers based upon other students' questions that must be completed by 9am on Thursday of the same week. Posts that are time-stamped later than the time due will have points deducted.

Good discussion posts will include relevant information from the readings, including direct quotes if need be, necessary to understand the post. Directly grappling with reading material is required. Possible content for posts may include the description of major, tangible concepts from the reading; real-world connections with the reading; relating the

² Suggestions for answering questions: 1) re-read the book, paying careful attention to all the important and relevant details, including previous material that may inform the current question, 2) ask fellow classmates, and 3) ask the instructor. These suggestions should be tried in this order. Thus, if a student cannot understand what the book means or if the answer cannot be found in the book, ask a classmate (especially one who read the book). If no other classmates understand or know the answer to the question, it may be a systematically difficult matter, so ask your instructor. If the instructor does not know the answer (!!!), he will find the/an answer for you.

reading to personal experiences, current events, or other topics in the course; or questions designed to clarify some confusing aspect of the reading. Students may ask questions in their posts, but questions must be analytical questions (e.g. “Although Szafran separates statistical tests into descriptive and inferential categories, how can it be possible for some tests to combine attributes of both categories?”), i.e. questions *cannot* be of a “true/false” character (e.g. “Does Szafran discuss how to compute means and medians?”). Challenge yourself to go beyond your usual comfort level. You will undoubtedly challenge and impress your fellow classmates and your instructor in the process. Response and counter-response posts must be of an upper-division-level quality (if you are uncertain, ask your peers or instructor for what qualifies as this level of quality). Thus, posts like “yea, I agree” or simple one sentence responses are simply unacceptable and will not count. Instead, should answer questions posed by other students, give additional supporting evidence (or contradicting examples), or simply engage in a conversation with the subject matter. Longer, conversational responses are especially encouraged.

The types of potential questions students may have after doing academic reading for a class include: opinion, quiz, clarification, and synthesis. Each represents a particular quality of comprehension of the question-asker and a general challenge to the question-answerer. Each successive type of question should be understood as an increase in the rigor, difficulty, and intellectualism of the discussion. Thus, quiz questions are (sort of) more higher-order than opinion questions. Clarification questions are more higher-order than quiz questions, and so on (with synthesis questions being the highest-order possible). ***For this class, opinion and quiz style questions are unacceptable***—they do not represent a sufficiently stringent quality of question. Instead, based your questions upon the clarification or synthesis standards.

Type	What	Question	Answer	Improvement
Opinion	Inquiring what others think about something in the reading	States a particular understanding and asks others to interpret	No correct answer; answer is relative and rooted in each person's experience	Request suitable evident to backup opinion Demonstrate how one's opinion is not really an opinion, but more universal
Quiz	Testing others' understanding of certain facts in the reading	Seeks a specific interpretation or response	A correct answer [supposedly] exists	Create an applied scenario Avoid questions that center on mere definitions

Clarification	Asking others to illuminate and expound upon something unclear in the reading	States the present level of understanding, but asks for more	A better answer exists	Discusses what is understood, but raises points of contention Answer should help sort out the issues of disagreement
Synthesis	Requesting that others combine different ideas together from the reading	Identifies two (or more) ideas that have potential overlap	A good answer finds the ways in which the ideas mesh or contradict	Requires two (or more) as of yet unassociated ideas that some potential overlap can be detected Proposing an example or scenario to assist others in identifying areas of overlap/synthesis

The following are guidelines that will help you write better questions and responses.

Read everything: do *not* attempt to write questions or respond to questions if you have not read the assigned readings. It will be very clear to the instructor and your fellow students that you have not done appropriate work ahead of time. By participating without preparing ahead of time is disrespectful to others who have made such efforts, as it lowers the quality of discussion. Also, writing questions based upon only the first page of the reading will make it *very* clear to others that you likely only read that far into the chapter—so, read on and develop a more learned question.

On-topic: questions and responses must be pertinent to the course and the subject matter of the week. If questions and responses pertain to ideas previously covered in the course, a clear connection must be made.

Open-ended questions: questions should not be written as to require a simple “yes” or “no”. Such questions do not suitably challenge readers and do not encourage critical thinking. Consequently, open-ended questions force others to respond with longer, more deliberately-argued responses.

Include citations: you *must* reference which page your questions and responses pertain to. If you provide information (including answers) that come from outside of the assigned text, you *must* give a complete citation that will assist others in finding this information (as you did).

Criticisms

Popular, mass media reports that include statistical analysis will be criticized by students at the end of each week when the Best text is assigned. For each media report, students must read the articles, taking into consideration one of the key ideas included in that week's Best reading assignment. Hyperlinks to media reports must be posted to

BlackBoard Thursdays by 9am. Students are encouraged to peruse each other's postings prior to Friday's class period. In class on Fridays, students will work in groups and present their media reports to each other. Groups will discuss the significance of each report and how it relates to the Best reading, asking questions of the presenting students. Important factors to include: what information is included, what information needs to be included to more fully evaluate the information, and what questions about the information remains? After the groups complete their discussions, they will present one of their fellow group member's media reports to the entire class. Students should be sure to present important background details and figures that will assist others in comprehension.

Research paper

Students will design, execute, and write a research report based on secondary-data. The research may be based on student interest, but must be of sociological significance. Students must use an established, time-tested dataset, such as the General Social Survey or World Values Survey (if another dataset is of interest, it must be approved by the instructor). The research must involve a theoretically-appropriate research question, well-documented research methodology section, analyses ranging from descriptives to bivariate to multivariate, and a discussion and conclusion. Regular consultation must take place between student and instructor to guarantee appropriate design and analyses. More details will be given in class as the semester progresses.

While the individual man [sic] is an insoluble puzzle, in the aggregate he becomes a mathematical certainty. You can, for example, never foretell what any one man [sic] will be up to, but you can say with precision what an average number will be up to. Individuals vary, but percentages remain constant. So says the statistician.

– Arthur Conan Doyle

Common Grammar Mistakes

- *Always* read your writing out-loud before turning it in and have someone else read it for you. It is unlikely that any professor in the history of academia has ever written anything for official publication that they did not read over and re-write at least twice. Seriously—no one gets it right the first time!
- Do not use contractions. Instead of “don’t” write “do not”. Contractions tend to be a bit too informal for academic writing.
- Unless you are writing a third-wave feminist essay, there is no reason to be writing about “guys and girls”. These terms are very informal and might be interpreted as patronizing. The true binary contrast would be “boys and girls” or “guys and gals”. Use “boys and girls” only when the people are under 18 years old. Otherwise call all adults “men and women”.
- Make sure you are using the proper tense. If you did something in the past write it that way, not as if you are narrating. Thus, write “I said to her...”, instead of “I say to her...”
- Numbers under fourteen (14) or fifteen (15) should be written out as words (“fourteen”), not as numbers using digits (“14”). Some hold this standard even higher, arguing that any amount under a hundred (100) should be spelled out. The exception to this rule is a number that has a fractional part, such as 3.1415 (pi). Moreover, no sentence should ever start with a number, but should be spelled out (or ought to be re-written).
- No paragraph should be as long as a page – break your ideas up into smaller units. The same goes for long sentences, particularly those with many commas.
- Do not write for a formal academic paper in the way that you informally speak. A lot of spoken language is completely unnecessary when writing. For example: “So, I think that those guys could basically have gotten in big trouble with the cops for what they were trying to pull” could be better written as “The men could have been arrested for their actions”. If you type something exactly as you would say it in general, informal conversation, you probably should try re-wording it.
- Make sure you clarify who “they”, “that”, “s/he”, “it” is. Oftentimes the object to which they words refer to is unclear. For example: “The boy played with his dog outside. But he was scared by the unexpected car that drove up.” In this example, who was scared: the boy or the dog? Avoid this confusion by re-stating who is doing the action: “But the boy was scared by the unexpected car that drove up”.
- Be wary of words that are spelled differently and have different meanings, but sound similar: accept/except, our/are, then/than, they’re/there/their, to/too/two, your/you’re, we’re/were/where, etc.
- Every piece of information that is not your own idea or researched fact *must* be cited. An in-text citation must follow any chunk of information in your writing, including the author’s last name and the year it was written in parentheses. All full-text citations must be listed at the end of the paper in a “References” section, additionally including the title, publisher information, and page numbers. Failing to do this constitutes plagiarism.



Quick Style Guide

This document has been provided to assist students studying Sociology in properly citing and referencing their papers and essays. The information in this document is taken from American Sociological Association Style Guide (3rd ed.), 2007. We highly encourage students who plan to major in Sociology or pursue their masters in Sociology to purchase the complete Style Guide which features sections on: Editorial Styles, Mechanics of Style, Guidelines for Organizing and Presenting Content, and more detailed information on referencing your scholarly sources. The complete ASA Style Guide can be found at www.asanet.org/journals/guides.cfm.

Plagiarism

The ASA has a firm commitment to full and proper attribution and authorship credit, as set forth in the ASA Code of Ethics.

- (a) In publications, presentations, teaching practice, and service, sociologists explicitly identify credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.
- (b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others' work, even if the work is not quoted verbatim or paraphrased, and they do not present others' work as **their own whether it is published, unpublished, or electronically available.**

Text Citations

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

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

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

Pagination follows the year of publication after a colon, with no space between the colon and the page number:
 ...Kuhn (1970:71).
Note: This is the preferred ASA style. Older forms of text citations are not acceptable: (Kuhn 1970, p. 71).

Give both last names for **joint authors**:
 ... (Martin and Bailey 1988).

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

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

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

Text citations continued...

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

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

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

... (Green1995; Mundi 1987; Smith and Wallop 1989).

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 authors responsibility to ensure that publication information for each entry is complete and correct.

- References should be double-spaced.
- List all references in **alphabetical order** by first authors' last names
- Include **first names** and **surnames** for all authors. Use first-name initials only if an author used initials in the original publication. In these cases, add a space between the initials, as in *R. B. Brown* and *M. L. B. Smith*.

(see additional guidelines in the full text of the *American Sociological Association Style Guide* .

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.

Examples:

Bursik, Robert J., Jr. and Harold G. Grasmick. 1993. *Neighborhoods and Crime: The Dimensions of Effective Community Control*. New York: Lexington Books.

Hagen, John and Ruth D. Peterson, eds. 1995. *Crime and Inequality*. Stanford, CA: Stanford University Press.

Jaynes Gerald d. and Robin M. Williams, Jr. 1989. *A Common Destiny: Blacks and American Society*. Washington, DC: National Academy Press.

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.

Examples:

Aseltine, Robert H., Jr. and Ronald C. Kessler. 1993. "Marital Disruption and Depression in a Community Sample." *Journal of Health and Social Behavior* 34(3):237-51.

Kalleberg, Arne L., Barbara F. Reskin, and Ken Hudson. 2000. "Bad Jobs in America: Standard and Nonstandard Employment Relations and Job Quality in the United States." *American Sociological Review* 65(2):256-78.

E-Resources

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

Examples:

Schafer, Daniel W. and Fred L. Ramsey. 2003. "Teaching the Craft of Data Analysis." *Journal of Statistics Education* 11(1). Retrieved December 12, 2006 (<http://www.amstat.org/publications/jse/v11n1/schafer.html>).

Thomas, Jan E., ed. 2005. *Incorporating the Woman Founders into Classical Theory Courses*. Washington DC: American Sociological Association. Retrieved December 12, 2006 (<http://www.enoah.net/ASA/ASAShopOnlineService/ProductDetails.aspx?.productID=ASAOE378T05E>).

Websites

A general rule may be applied to citing of 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 and date of access.

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