

**SEMINAR IN SOCIAL PSYCHOLOGY:  
AFRICAN AMERICAN PSYCHOLOGY**

Sociology 403

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Office: 301-A King Building  
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Fall Semester 2010  
Meets: W 2:30-4:20 P.M. Rice 100B  
Office hrs: M: 1:30-3 pm, TH: 9:30-  
11am. or by appt

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**COURSE DESCRIPTION:**

The purpose of this course is to examine theoretical and empirical issues relating to the psychology of African-Americans. Specific attention will be given to: (1) traditional and non social psychological approaches (Africentric) to the study of African-American psychology; (2) issues of measurement or assessment of the minority personality (e.g., testing bias, intelligence testing, etc.); (3) individual and developmental issues, such as cognition, self concept, self-esteem and racial identity (4), institutional effects such as the role of family and education in the African-American personality; and (5) mental health concerns in African American psychology.

**COURSE REQUIREMENTS:**

**ATTENDANCE:** This is a seminar class and as such particular emphasis is placed on the participation of the students. Therefore, attendance on a regular basis and participation in class discussions is **ESSENTIAL**. Class participation is worth 20% of your final grade. You are allowed one unexcused absence.

**SEMINAR FORMAT:** For the first twelve weeks of the class, each class session will explore a topic on African American psychology incorporating a discussion of the relevant literature and informed opinions on the topic. Some of the responsibility for the introduction of the topic will be taken by the instructor. However, students are expected to report on and respond to specific readings as they are assigned for class discussion. It is expected that members of the class will address these issues with commentary and/or questions on the topic.

**COURSE MATERIALS AND READINGS:** There will be assigned readings from books listed below and articles on Blackboard. Readings for a specific week are listed in the lecture topic section of the syllabus unless otherwise noted (see pp. 4-9). During the course of the semester additional readings assignments may be given to supplement present assignments.

Required books for the course:

1. Faye Z. Belgrave and Kevin W. Allison, *African American Psychology: From Africa to America*. California: Sage Publications. 2010.
2. Helen Neville, Brendesha Tynes and Shawn Utsey, *Handbook of African American Psychology*. CA: Sage Publications, 2009.

Recommended

3. Beverly Daniel Tatum, *Why are all the Black Kids Sitting Together in the Cafeteria and Other Considerations about Race*. Basic Books, 1997.
4. Richard Allen, *The Concept of Self: A Study of Black Identity and Self Esteem*. Detroit, MI.: Wayne State University Press, 2001.

**WEEKLY WRITTEN ASSIGNMENTS:** For the first eight weeks of the class students are required to submit **8** two to five page essays which addresses a particular question on African American psychology. The paper should incorporate the readings assigned for that week. . These readings should be referenced in the paper (e.g., Guthrie, 1980). Each paper is worth 5%, for a total of 40% of the final course grade. **The paper will be due the day of class for the topic of that week.** The topic questions for the essay of the week can be found in the assignment section of the syllabus or on pages. (There is no essay for week one).

**WRITTEN PROJECT:** Each student will be responsible for completion of an oral and written research project. Students must explore through independent research an issue or topic related to the African American personality and/or psychology. Before you begin this project there are several steps you must follow.

1. First, you are **required** to discuss your research project with me. Make an appointment with me to discuss your project by **WEDNESDAY, OCTOBER 6** to discuss this.
2. Secondly, please submit by **WEDNESDAY, OCTOBER 13**, a one page summary of your research topic and a bibliography with ten sources. Your description should detail the nature of the problem/issue to be explored, and any theoretical and empirical literature on this issue. If you plan to conduct or use empirical data be sure to provide a statement on how that data is to be collected or if already collected where does the data originate from. Also provide a statement of hypotheses if testing a specific construction.
3. Final the **FINAL WRITTEN PART OF THE RESEARCH PROJECT IS DUE SATURDAY, DECEMBER 18**. An outline on how the paper should be organized is given at the end of the syllabus. The research project is worth 40% of your final grade.

**ORAL PRESENTATION:** The last two weeks of class have been set aside for everyone to present their project to the class. Thirty minutes will be set aside for each student to present (20 minutes) their research, followed by a question and answer period (10 minutes). Each

student is expected to prepare an outline on the presentation and distribute in class. Any audio or visual equipment needed for the presentation should be requested through me at least the Monday before your presentation. If you have handouts for the class (including the outline) also turn them in to me if you want them copied. The oral presentation is worth 10% of your final grade.

**GRADING:** Your course grade will be determined by your class participation, written assignments, course project, and oral presentation. Below is the distribution of each requirement:

<b>Written Research Project</b>	<b>40%</b>
<b>Written assignments (8)</b>	<b>40%</b>
<b>Presentation</b>	<b>10%</b>
<b>Class Participation</b>	<b>10%</b>
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<b>Total</b>	<b>100%</b>

## TOPICS AND ASSIGNMENTS

(BB) = indicates that the reading is on Blackboard)

### HISTORY, THEORY, METHODS AND AFRICAN AMERICAN PERSONALITY AND PSYCHOLOGY

**WEEK 1:      SEPTEMBER 8      INTRODUCTION: Sociology, Social Psychology, Psychology and the study of the African American Personality. Why examine the African American Personality and Psychology?**

**WEEK 2:      SEPTEMBER 15      HISTORICAL PERSPECTIVES AND FOUNDATIONS FOR THE STUDY OF AFRICAN-AMERICAN PSYCHOLOGY/PERSONALITY:**

**Essay Question 1: What is African American Psychology? Describe briefly the historical development of African American psychology and why it was important to the development of African American personality. How does each of the writings inform us about that history? Include references from each of the required readings.**

Required Readings:

1. Belgrave and Allison, *African American Psychology* (AAP), pp. 1-6.
2. Neville et al., *Handbook of African American Psychology* (HAAP), Chapters 1, 2.
3. Richard Allen, *The Concept of Self*, Chapter 1, pp. 13-43 (BB).
4. Joseph White, "Toward a Black Psychology, in R. Jones, *Black Psychology*, pp 5-12.(BB)
5. Robert Guthrie, "The Psychology of Black Americans: An Historical Perspective." in Reginald Jones, *Black Psychology*. (BB)

Suggested

6. A. Thomas and S. Sillen, *Racism and Psychiatry*, Chapter 1, "Myth from the past", pp. 1-22.(BB)

**WEEK 3: SEPTEMBER 22 THEORETICAL ISSUES:**

**Essay Question 2: What theoretical perspectives have been developed to explain the nature of the African American personality? Identify the perspectives and how each of the readings below contribute or exemplify a particular perspective.**

Required Readings:

1. Belgrave and Allison, AAP, pp. 27-46.
2. Neville et al., HAAP, Chapters 3 and 5.

Suggested:

3. Cheryl Tawede Grills, "African Psychology", in Jones, *Black Psychology (4<sup>th</sup> ed.)*, pp. 171-208, 243-259. **(BB)**
4. A. Thomas and S. Sillen, *Racism and Psychiatry*, chapter 3, "The Mark of Oppression", pp. 45-56.; Chapter 5, "The Deficient 'Deficit' Model", pp. 67-82.**(BB)**
5. Na'im Akbar, "Paradigms in African American Research", in Jones, *Black Psychology*, pp. 709-725.**(BB)**
6. Adelbert H. Jenkins, "A Humanistic Approach to Black Psychology", pp. 79-98, in R. Jones, *Black Psychology*. **(BB)**

**WEEK 4: SEPTEMBER 29 GENERAL RESEARCH & METHODOLOGICAL ISSUES:**

**Essay Question 3: Are the methods and measurements used to investigate and assess the psychological character of the African-American appropriate or inappropriate? Discuss the arguments presented in the articles and provide your individual reactions to this assessment.**

Required Readings:

1. Belgrave and Allison, AAP, pp. 46-60.
2. Neville et al., HAAP, Chapter 6.
3. Reginald Jones, "Introduction and Overview" pp.3-15 in Jones, *Handbook of Tests and Measurements for Black Populations*.**(BB)**

Suggested:

4. Paul E. Bryan, Jr., "Psychological Assessment of Black Americans", pp. 141-154.**(BB)**

**WEEK 5:      OCTOBER: 6              RACISM AND PSYCHOLOGY OF AFRICAN AMERICANS.**

**Essay Question 4: What is Racism and why is it important to the psychological study of African Americans?**

Required Readings:

1. Belgrave and Allison, AAP, pp. 95-122.
2. Neville et al., HAAP, Chapters 12, 22.
3. Pamela B. Lewis and James Jones, “Racism: Psychological Perspectives”, in Jones, *Black Psychology (4<sup>th</sup> Ed.)*, pp. 559-588.(**BB**)

**INDIVIDUAL AND DEVELOPMENTAL PROCESSES**

**WEEK 6:      OCTOBER 13:              SELF-CONCEPT, SELF-ESTEEM:**

**Essay Question 5: What is self-concept and self-esteem? Do blacks typically possess low or high levels of self-esteem? How do we explain the level of self-esteem among African Americans? Describe historical arguments and contemporary theories and/or assertions that try to explain levels of self-esteem among African Americans using the readings below.**

Required Readings:

1. Belgrave and Allison, AAP, pp. 61-68.
2. Richard Allen, *The Concept of Self: A Study of Black Identity and Self-Esteem*, Chapters 2-3.(**BB**)

Suggested:

3. Joseph Baldwin et al., "The Black Self-Hatred Paradigm Revisited: An Africentric Analysis", pp. 141-165. in Jones *Black Psychology* (3rd edition) (**BB**)
4. Maxine Clark, “Racial Group Concept and Self-esteem in Black Children” pp. 159-172, in Burlew et al., *African American Psychology* (**BB**)

**WEEK 7:      OCTOBER 20:      RACIAL IDENTITY AND RACIAL  
SOCIALIZATION/ PROJECT SUMMARY DUE**

**Essay Question 6: Briefly describe what is meant by racial identity, identify models of racial identity and correlates of racial identity. How is racial identity different from self-esteem? What measures have been used to assess racial identity and self-esteem? What role does family play in the racial identity of African Americans?**

Required Readings:

1. Belgrave and Allison, AAP, pp. 213-225.
2. Neville et al., HAAP, Chapters 17, 19, 20, 21.
3. Richard Allen, *The Concept of Self: A Study of Black Identity and Self-Esteem*, Chapters 4.
4. Bryant Marks et al., “African American Racial Identity: A Review of Contemporary Models and Measures”, in Jones, *Black Psychology (4<sup>th</sup> ed)*, pp. 383-404.(**BB**)
5. Howard Stevenson and Gwendolyn Davis, “Racial Socialization”, in Jones, *Black Psychology (4<sup>th</sup> ed.)*, pp. 353-381), (**BB**).

Suggested

6. William Cross, Thomas Parham, and Janet Helms, “The Stages of Development: Nigrescence Models”, in Jones, *Black Psychology*, pp. 319-338.(**BB**)

**WEEK 8      OCTOBER 23-31      FALL BREAK**

**WEEK 9: NOVEMBER 3 COGNITIVE ISSUES:** Cognition, Cognitive Style, Intelligence and Strengths

**Essay Question 7: Are blacks inferior to whites in their cognitive abilities? Or do blacks just think differently than whites? Discuss the general arguments associated with this assertion and provide a brief summary on how each of the readings below contribute to our assertions about intelligence and cognitive “differences” between black and whites.**

Required Readings:

1. Belgrave and Allison, AAP, pp. 241-266.
2. Claude Fischer et al., *Inequality by Design: Cracking the Bell Curve Myth*, “A Summary of the Bell Curve” pp.217-224, then Chapters 1-5, 8, **(BB)**
3. Asa Hilliard, “Intelligence: What Good is it and Why Bother to Measure It.? In Jones, *Black Psychology (4<sup>th</sup> ed)*. Pp. 267-294 **(BB)**
4. V. Robert Hayles, “African American Strengths: A Survey of Empirical Findings”, pp. 379-400, in Jones, *Black Psychology (BB)*

Suggested:

5. Barbara J. Shade, "African American Patterns of Cognition", pp. 231-247 in Jones, *Black Psychology*. **(BB)**

## **SOCIAL CONDITIONS AND INSTITUTIONS**

**WEEK 10. NOVEMBER 10: FAMILY, COMMUNITY & AFRICAN AMERICAN PSYCHOLOGY:**

**Essay Question 8: What significant issues have emerged regarding the impact of the African American family on the psychological development of African Americans? In what ways does the community and neighborhood contribute to psychological condition of the African American?**

Required Readings:

1. Belgrave and Allison, AAP, pp. 123-156, 187-210,
2. Neville et al., HAAP, Chapters 8.
3. A. Thomas and S. Sillen, *Racism and Psychiatry*, Chapter 6, "Family and Fantasy", pp. 83-100 **(BB)**

Suggested:

4. Murry and Brody, “Racial Socialization Processes of Single-Mother Families”, pp.97-115 **(BB)**.
5. H. McAdoo, “The Village Talks: Racial Socialization of Our Children”, pp. 47-55 **(BB)**.

**WEEK 11: NOVEMBER 17: EDUCATION AND THE AFRICAN-AMERICAN PERSONALITY:**

**Essay Question 9: Although there has been significant progress in the educational development of African Americans over the years, why do African American lag behind whites in their overall educational experience? What role does the resegregation of our schools, testing standards and school conditions play in the psychological development and academic performance of African Americans?**

Required Readings:

1. Belgrave and Allison, AAP, pp. 157-186.
2. Neville et al., HAAP, Chapters, 13, 14, 16.

Suggested:

3. Lamonte G. Wyche & Melvin Novich, "Standards for Educational Testing: The Issue from the Perspective of School Psychology and Psychometrics", pp. 229-235, in Burlew et al., *African American Psychology*. **(BB)**
4. Claude Steele and Joshua Aronson, "Stereotype Threat and the Intellectual Test Performance of African Americans", pp. 797-811, in *Journal of Personality and Social Psychology*, 1995, Vol. 69, no. 5. **(BB)**
5. T. Luster and H. McAdoo, "Family and Child Influences on Educational Attainment", pp. 141-174.**(BB)**
6. Douglass Downey, "Black/White Differences in School Performance: The Oppositional Cultural Explanation", pp. 107-126.

<b>WEEK 12</b>	<b>NOVEMBER 24:</b>	<b>PROJECT WORK TIME: NO CLASS</b>
<b>WEEK 13</b>	<b>DECEMBER 1</b>	<b>STUDENT PRESENTATIONS</b>
<b>WEEK 14</b>	<b>DECEMBER 8</b>	<b>STUDENT PRESENTATIONS</b>
<b>WEEK 15</b>	<b>DECEMBER 15-17</b>	<b>READING PERIOD</b>
<b>WEEK 16</b>	<b>DECEMBER 18</b>	<b>WRITTEN PROJECT DUE</b>

## ESSAY QUESTIONS

- Week 2: Essay Question 1: Describe briefly the historical development of African American psychology and why it was important to development of African American Psychology. How do each of the writings inform us about that history? Include references from each of the required readings.**
- Week 3: Essay Question 2: What theoretical perspectives have been developed to explain the nature of the African American personality? Identify the perspectives and how each of the readings below contribute or exemplify a particular perspective.**
- Week 4: Essay Question 3: Are the methods and measurements used to investigate and assess the psychological character of the African-American accurate or appropriate? Discuss the arguments presented in the articles provide your individual reactions to this assessment.**
- Week 5: Essay Question: 4: What is racism and why is it important to the psychology in the study of African Americans?**
- Week 6: Essay Question 5: What is self-concept and self-esteem? Do blacks suffer from low self-esteem? How can we explain the level of self-esteem among African Americans? Describe historical arguments and contemporary theories and/or assertions to explain levels of self-esteem among African Americans using the readings below.**
- Week 7: Essay Question 6: Briefly describe what is meant by racial identity, identify models of racial identity and correlates of racial identity. How is racial identity different from self-esteem. What measures have been used to assess racial identity and self-esteem? What role does family play in the racial identity of African Americans?**
- Week 9: Essay Question 7: Are blacks inferior to whites in their cognitive abilities? Discuss the general arguments associated with this assertion and provide a brief summary on how each of the readings below contribute to our assertions about intelligence and cognitive “differences” between black and whites.**
- Week10: Essay Question 8: What significant issues have emerged regarding the nature of African American family and the psychological development of African Americans? In what ways does the community and neighborhood contribute to psychological condition of the African American?**

**Week 11: Essay Questions 8: Although there has been significant progress in the educational development of African Americans over the years, why do African American lag behind whites in their overall educational experience? What role does the resegregation of our schools, testing standards and school conditions play in the psychological development and academic performance of African Americans?**

## **RESEARCH PROJECT/PAPER GUIDE**

The goal of the project is for you to explore an issue of African American Psychology that is of great interest to you. The topic can be related to any of the issues we have discussed in class or to some others have not been mentioned thus far. The unit of analysis can range from the micro (e.g., racial attitudes) to the macro (e.g., institutional discrimination). Topics can range from issues that we examine (although not a repeat but delving further into something not touched), or that which we have not talked about (e.g., drug use and abuse; prosocial and antisocial behavior; careers, vocations and employment).

Once you have chosen a general topic or issue, the next step is to decide how you would like to learn more about this: i.e., library research, observation, etc. This can include examining an African American psychology issue in a local community setting (e.g., volunteering in a community agency, surveying individuals, observing racial interaction in for example, schools, public settings) or seeking out an interview with individuals who are involved in the issue you are investigating or merely focusing an in-depth exploration through library research.

Before you begin, however, you should have a sense of what it is you are interested in examining. While at first, you may have a vague notion of questions for which you would like to find answers for, as you get more involved in the project, you should narrow the focus of your search. This is crucial. The most advanced research projects are usually limited to answering one or two questions. If you can whittle the focus of the project down to a single question, then you are on the right track.

The following is a brief description of how you might approach each of the sections of the project. Please remember that this is only meant to serve as a general guide to help you if you have not done something like this before. An alternative strategy is fine, provided that you let me know in advance or outline this method in your project proposal. For a more general and useful guide on conducting social research I would recommend that you review a copy of *The Craft Of Research*(2<sup>nd</sup>) by Wayne Booth et al. (2003) or *A Guide to Writing Sociology Papers* by The Sociology Writers Group (3<sup>rd</sup> edition or later).

### **The Research Project Proposal**

This is simply a summary of what it is you plan to study and how you plan to study it. It should be no more than two pages in length. Introduce the topic that you will be investigating and describe how you expect to approach this inquiry. In this proposal, you should identify a single question that highlights the focus of your investigation. Also specify the general areas of literature you intend to look into as a way to further develop your knowledge of this subject. The proposal might also include a statement as to why this subject is important and worth investigating. **Attach a preliminary bibliography consisting of at least 10 sources.**

## The Research Project Outline

### Part I - Introduction

Here, you simply introduce the topic and explain what it is that you were looking for in your experience. What is the main question you were hoping to answer? What are some of the common conceptions or misconceptions surrounding this issue? Your task here is to basically bring the reader up to speed on the subject, providing any background information you feel is essential to get a solid understanding of the topic.

### Part II - Literature Review

While your conclusions maybe based on your own observations, you will initially want to find out what else has been written on this particular question in order to challenge these ideas or build on them. This means going to the library and finding recent articles or books on the issue you will be considering. You are not expected to engage in a comprehensive search of everything that has been written on the subject, but you should try to find as many current articles that are directly relevant to the issue you have chosen. Ideally, you will want to find authors whose work represents some of the main ideas that are circulating on this subject today. The idea is to get a sense of what the existing positions and debates are on this issue, and to see what may be lacking in contemporary discussions of this topic.

Once you have read these articles, review and develop your own critique of them. Your task here is to first to briefly state the main argument of each author, ultimately describing to the reader the basic positions that are out there on this topic. This does not mean that you are expected to restate every detail in each article. Your task in this regard is instead to simply extract from these writings the primary line of reasoning underlying the work of each individual you have studied. **One way to address discussion it to first develop an annotated bibliography. An annotated bibliography forces you to construct a summary of the article/book and discussion of its relevancy as well as the flaws associated with the work. (Information on formulating an annotated bibliography can be found on black board)** You may find that a few of the articles espouse a similar viewpoint, and you can group them accordingly, or you may find that each has a slightly different take on the issue, and you can convey that in your review as well. Secondly, included in this portion of the project should be your reaction to these articles. Do they capture the aspects of your issue in an insightful way, or are they lacking in some respects? What do you feel can be added to the research that has been done thus far on this topic?

### Part III - Observations

After you have spent some time gathering information and observations on this subject, your task is then to write these down in a way that hopefully sheds some light on the question you were asking. You may want to begin this section of the project by stating what your initial ideas were and by explaining why you chose to approach the inquiry the way you did. Then simply convey to the reader what it was that you saw or what your responses were if based on interviews. You are not expected in this section to draw any conclusions on this

issue, but only to describe the aspects of your experience that were relevant to your topic.

#### **Part IV - Analysis and Conclusion**

In this section, you can finally explain what you have found in a way that goes beyond merely describing your observations. Here, you want to develop some sort of an assessment of what these observations mean. What insights did you gain from this experience? Did you find that your initial assumptions were validated, or did you encounter some unexpected findings? What conclusions can you draw from this?

## QUICK OUTLINE GUIDELINES FOR WRITTEN REPORT

Following the more detailed descriptive outline, below is a more abbreviated outline of social science research. I ask that you proceed with your project with this outline in mind. You are reminded that the topic of your chosen must be related to the issues on the African American personality or psychology.

### I. TITLE PAGE: WITH TITLE, NAME, DATE, COURSE NAME

### II. STATEMENT OF THE PROBLEM UNDER INVESTIGATION

- A. What is it you intend to examine? (e.g., What factors negatively impact African American racial identity?)
- B. Why is it a problem and hypothesis to be addressed? (Discuss difference between what is and what ought to be). (e.g., We know that there are several factors that have a positive impact on racial identity, but we have little information on those that have negative effect. What are those? The variable we believe tend to negatively impact African American identity are ...)

### III. LITERATURE REVIEW

- A. What have other persons' said about this in the past? What does the literature say? Here you must examine and discuss previous research on the issue/problem raised.
- B. If possible, discuss some of the problems and questions raised by the previous research.
- C. Propose how your research is going to provide some new information or is it going to basically summarize the old.

### IV. THEORETICAL FRAMEWORK (OPTIONAL)

- A. Incorporate a theory that explains your issue or discuss to what extent certain theories or approaches explain (e.g., nigrescence theory vs. symbolic interactionist theory of identity) explain the topic/issue you are examining.
- B. Discuss how the various theories might explain the problem.

### V. METHODS AND ANALYSIS (OPTIONAL)

- A. If engaging in data collection, discuss how one went about investigating the problem (e.g., taking one of the identity scales and measuring racial identity among black students at Oberlin among other variables, like income, age, education, etc.)
- B. How did you collect your data?
- C. How did you analyze it the data? What was your plan of analysis?

### VI. FINDINGS AND CONCLUSIONS

- A. Summary of your findings. Do your findings reflect your objectives or hypotheses?
- B. What do you conclude from this investigation?
- C. What is in store for the future research,? Identify any difficulties with own research and how they might be addressed in the future.

## VII. REFERENCES, WORKS CITED, BIBLIOGRAPHY

- A. Alphabetical order
- B. American Psychological Association (APA) style/formatting.

For further information on writing sociology papers see *A Guide to Writing Sociology Papers* by The Sociology Writing Group, ST: Martin's Press

## Quick Style Guide for Student Writing Sociology Papers

**Quick Style Guide for Students Writing Sociology Papers.** The following is taken from American Sociological Association Style Guide (2nd ed.), 1997. This is intended as a quick reference for students preparing papers.

### References in the main text:

Include the last name of the author and the year of publication. In order to avoid plagiarism (inappropriately using another person's words without proper citation), you must directly quote verbatim, using quotation marks and the name, date, and page number in parentheses or you must paraphrase and mention the source of the idea (name and date only).

### Use page numbers only when you quote an author's words:

- Sociological analysis of cities is “critical to achieving far-reaching social change in this century,” according to Duncan (1959, p. 71)

Otherwise, if the author's name is in the text, follow the name with the year in parentheses. If the author's name is not in the text, enclose both the last name and year in parentheses:

- According to Duncan (1959), sociological analysis of cities is critical to creating positive social change in America.
- Sociological analysis of cities is critical to creating social change (Duncan 1959)

**For joint authors, use both last names:** (Martin and Bailey 1988)

**For institutional authorship, use minimum identification in the text and complete citation under references:** (U.S. Bureau of Census 1963, p. 117)

**Separate a series of references with a semicolon:** (Burgess 1968; Maxwell 1971)

If there is no date for a publication use n.d. in place of the year.

**For unpublished materials,** use “forthcoming” to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date: (Smith, forthcoming).

**For works with three authors,** list all last names in the first citation in the text; thereafter use “et al.” For more than three authors, use “et al” throughout: (Carr, Smith, and Jones 1962), then (Carr et al. 1962)

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

- As stated by Wright and Jacobs (1994):  
The variation in men's earnings relative to their peers in the labor force was not a reliable predictor of men's attrition. This finding is inconsistent with the prediction that declines in earnings are responsible for male flight from feminizing occupations. (P. 531).

### Footnotes & Endnotes:

Endnotes are used to explain or amplify text, cite materials of limited availability, or append information presented in a table or figure. Number endnotes and list at the end of your paper. Increasingly people use endnotes rather than footnotes and use either one sparingly as they tend to disrupt the flow of the text. Use footnotes and endnotes only when necessary. Footnotes appear at the bottom of the page in which they originate.

**Miscellaneous Style & Grammar Matters:**

- Foreign words in your text should be italicized or underlined. Commonly used foreign words or terms, however, should appear in regular type. Examples are *per se*, *ad hoc*, *et al.*
- When using an acronym, spell out the complete term the first time you use it and present the acronym in parentheses:  
First use: “The Current Population Survey (CPS) includes . . . .”  
Later: “CPS data show that . . . .”
- Equations in the text should be typed or printed. Use consecutive Arabic numerals in parentheses at the right margin to identify important equations. Align all expressions and clearly mark compound subscripts and superscripts.
- Do not use abbreviations such as *etc.*, *e.g.*, or *i.e.* in your text. You may use these abbreviations in parenthetical information, however:  
For example, some terms used in specific areas of sociology are not readily understood by the general sociologist (*e.g.* cultural capital, *etc.*).

**Cited References (reference list):**

A bibliography includes all the works you read or scanned during the writing process. List references in alphabetical order by authors' last names. References without an author name appear at the beginning of the list. For two or more references by the same author, list them in order of the year of publication. Use six hyphens and a period (-----.) in place of the name when the authorship is the same as in the preceding citation. To list two or more works by the same author from the same year, distinguish them by adding letters (a, b, c, *etc.*) to the year and list in alphabetical order by the title.

**Sample formats:*****Books***

- Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. Research Triangle Park, NC: National Institutes of Health.
- U.S. Bureau of the Census. 1960. *Characteristics of Population*. Vol. 1. Washington D.C.: U.S. Government Printing Office.
- Berlin, Gordon and Andrew Sum. 1988. *Toward a More Perfect Union: Basic Skills, Poor Families, and our Economic Future*. New York: Ford Foundation.

***Journal Articles:***

- 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. “Exploratory Latent Structure Analysis using both Identifiable and Unidentifiable Models.” *Biometrika* 61: 215-31.
- , 1947b. “Systems in Qualitative Variables when some of the Variables are Unobservable, Part I – A Modified Latent Structure Approach.” *American Journal of Sociology* 79: 1179-1259.

In most cases, journal pages are numbered consecutively within a volume year. Therefore you can often omit the issue number. Only include the issue number or month only when it is need to distinguish one issue from another within a volume year.

**Articles from Collected Works/Chapters in Books:**

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. Fotner. New York: Russell Sage.

**Unpublished Manuscripts:**

Osterman, Paul. 1990. "Welfare Participation in a Full Employment Economy: The Impact of Family Structure and Neighborhood." Massachusetts Institute of Technology, Cambridge, MA. Unpublished manuscript.

**Mechanics:**

- Page Numbering: Although you count pages from the first page of the text, page numbering starts to appear on the second page (as page 2). Carry the numbers system through endnotes and references.
- Tables: Number consecutively throughout the text. Place tables at the end of the paper, but refer to them in the text by number. Each table includes a descriptive title and headings for both columns and rows.
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**For more information . . . check out these additional references**

Becker, Howard S. 1986. *Writing for the Social Sciences*. Chicago, IL: University of Chicago Press.

The Sociology Writing Group. 1998. *A Guide to Writing Sociology Papers*. 4th ed. New York: St. Martin's Press.

Krenzin, Joan and James Kanan. 1997. *Handbook of the Mechanics of Paper, Thesis, and Dissertation Preparation*. 2nd ed. Washington D.C.: American Sociological Association.