

Style and Reference Guide for Undergraduate Essays

Department of Sociology, Queen's University

CONTENTS

- 1. Basic Layout, Cover Pages and Headers**
- 2. In-Text References (Embedded Citations)**
 - Three ways to embed citations
 - Other citation rules including punctuation
- 3. Miscellaneous Style and Grammar Matters**
 - Referencing Problems
 - Evidence versus Example
 - Interviews
 - Avoid Vague, Unfocused Thesis Statements
 - Footnotes
 - Paragraphs
 - Quotations
 - Avoid Wordiness
 - Avoid Sweeping Assumptions
 - Language
 - Using Numbers
 - Active Voice
 - Subject-Verb Agreement
 - Dashes and Hyphens
 - Appositives
 - The Difference between E.g and I.e
- 4. What is a Social Theory? What Is Not?**
- 5. Assignments**
 - Submitting essays
 - Plagiarism
- 6. Appendices**
- 7. References/Works Cited (Bibliography)**
 - Example citations for different sources
- 8. Things to Stop Doing When Writing an Essay**

The following style and reference guide is based on the *American Sociological Association Style Guide* (4th Edition). A copy of the *ASA Style Guide* is available on reserve in the Stauffer Library.

<https://qcat.library.queensu.ca/vwebv/holdingsInfo?bibId=3551711>

While this style and reference guide follows the *ASA Style Guide* on most points, we have introduced some minor but important differences for the purposes of undergraduate essays in the Queen's Department of Sociology. You should read through this guide before you begin to write your essay and refer to it when referencing ideas, paraphrasing, or making direct quotations.

1. Basic Page Layout

- Type your essay in 12-point Times New Roman font
- **Double space the text and use left-aligned style –always!**
- Pages should be numbered consecutively (**not including the title page**) and placed in the top right-hand corner of each page as a number only (not as “page one,” for example). Use the page numbering feature in the word processing program rather than attempting to type the numbers into the document.
- To prevent Word from numbering your title page go to: Insert; page number; top of page (right corner); format page number; start at 0.
- One-inch (2.54 CM) margins top, bottom, and sides; **this is not the default setting so change it!** Write to the page limit specified in the assignment. Word counts were invented before word processors, they measure only large words and you should get about 250 large words per 8.5 x 11 page. Therefore always write to the specified page limit.
- Student papers **do not** need spaces between each paragraph, and paragraphs **should** be indented

Procedure for removing extra spaces between paragraphs in Word:

Locate the “Home” tab then open the “Paragraph” box (click corner arrow) then “Line and Paragraph Spacing” then “Remove Space Before/After Paragraph”

Cover Pages

- Essays are to be stapled in the left-hand corner. NO COVERS, plastic or paper. This does not apply to electronic submissions – of course.
- Title (titles must be real titles, not things such as “Essay #one”) It is placed in the middle of the cover page. It should indicate what the content of the paper is.

In the bottom right hand corner should be:

- Your student number. (You are not required to place your name on assignments, but it helps.) Make sure your student number is correct!
- The professor’s name and TA’s name
- The course (tutorial day and time if applicable)
- The date

Do not repeat any of this information in the body of the essay. *There is no need to repeat the title on the first page of your essay, even though the formal ASA publication guide says you should.*

Headers

First year students are cautioned to avoid using headings because they take up space and make it seem as if you do not have enough to say in your paper. If you are going to use them this is proper formatting in ASA:

THIS IS A LEVEL ONE HEADING

- Left justified, all capitals and no bold or italics

This Is A Level Two Heading

- Left justified, first letter capitals, italics font, no bold

This is a level three heading. A level three heading should appear at the start of sentence and should be indented if at the beginning of a paragraph. The first letter of the first word of a level three heading should be capitalized. The heading should be in italics font with no bold.

IMPORTANT: Headers do not replace the need for transitional statements connecting paragraphs. Also consider introducing your header sections somewhere in your introduction to help your reader better understand how and why you have structured your paper with headers.

2. In-Text References (Embedded Citations)

IMPORTANT: First year university papers have different requirements from high school. At the university level most of the STATEMENTS WITHIN AN ESSAY WILL REQUIRE CITATION. In high school you may have only been required to provide a citation when directly quoting. At university you must cite when not quoting, but using someone else's idea. Failing to properly cite is considered plagiarism at the university level.

Remember: First year university papers are not all about what you think or know; rather the focus is on stating arguments that you can support with good reference sources this is why a large portion of the statements in an essay require citation.

Essays must reference all quoted and paraphrased material within the text as it appears and have a list of references at the end or they will not be marked. The author-date system or parenthetical citation (ASA style) is used for in-text references in Sociology.

There are three acceptable ways to do textual references in ASA style:

1. According to Howell (1993) the divorce rates can be explained by social... (34).
2. The divorce rate can be explained by social...(Howell 1993:34).
3. According to Howell (1993:34) the divorce rates can be explained by social...

DO NOT place citations in the middle of sentences. Arrange your words so that the citations come at the beginning (e.g., Howell (1993) explains the divorce rate...”) or the end of the sentence. *Note that the punctuation always comes after the bracket, but the quotation marks for a quote occur before the bracket, e.g., “Sentence you are quoting” (Smith 1980:24).*

(ASA has given up the long-standing practice of putting commas after the author's name in the in-text citations.) Note there **is no P.** for page in these citations.

The ASA style guide states that page numbers are used only when directly quoting from the work or referring to specific passages. *For first year students, we request that students always include the page numbers for their paraphrased and quoted material,* while upper year students can follow the official ASA guidelines. If in doubt then include the page number when citing material.

If the work you are using is online HTML and has no page numbers, you can go with simple (author date) or (author date: n.p.) n.p. stands for no page. However, most PDF files will have the proper page numbers for online material, especially journal articles.

No pages and online sources – “n.p.” and “para.” and tilde

Some ASA guides recommend using “n.p.” when no page can be given (Parker et al. 1995:n.p.). If you are dealing with a lack of pages numbers with an online source then there are three options:

- Best practice is to locate the actual publication of the online source either in book or journal form or a PDF file of your source that does have page numbers.
- If an alternative publication version is not available for an online source then count the number of paragraphs. If the cited information or quote occurs in paragraph 24 then the citation becomes (Parker et al. 1995:para. 24).
- If the exact paragraph can only be estimated then use (Parker et al. 1995:~para. 24). The “~” tilde sign means “approximately.” For Windows keyboards tilde can be found with Shift + the key below ESC (or beside the 1 key). Tilde may not be available on MAC keyboards, just use (Parker et al. 1995:para. 24).

More Rules

If the **author’s name is in the text**, follow it with the publication year in parentheses: Thomson and Biers (1995) debated the issue... first year students should place page number(s) at the end of a sentence ... (99-100).

If the **author’s name is not in the text**, enclose the last name and year in parentheses: Suburban growth has slowed (Paulan 1989:45-60).

If the **page number** is to be included it follows the year of publication after a colon: Braverman (1992:147) writes that...

If the **information is cited from more than one source by the same author**, enclose the years of publication, separated by a comma, in parentheses: Dingwall (1951, 1958) suggests... First year students: Specific page numbers could be included using this option: Dingwall (1951:21; 1958:34-5).

If the **information is cited from more than one source by the same author published in the same year**, distinguish them by using letters, e.g., (Trigger 1968a:78). (Trigger 1968b:29). In the reference page will be two articles by Trigger published in 1968 thus the **a and b** will also be in the reference page citation.

If a **work cited was reprinted from a version** published earlier, list the earliest publication date in square brackets, followed by the publication date of the recent version used all within round brackets: ...Veblen ([1899] 1979) stated that...

When citing **two different authors with the same last name**, use identifying initials, as in (L. Beard 1988).

When you cite **more than one source**, alphabetize citations by authors’ last names within parentheses and separate with a semi-colon, as follows: ... to parallel the rise and fall of working class militancy (Andersen 1987; Leaky 1977; Vintner and Parks 1991).

COMMON MISTAKE

If you wish to cite a study or quote referred to in the source you are using and you have not read the original yourself, you can note it as follows: (McNeil cited in Hamilton 1996:23). This indicates that you are reading Hamilton and she is citing McNeil on page 23 of her book. This is the most common question first year students ask therefore it is highlighted in RED!

If there are **two authors**, include both names: A contemporary study (Carr and Ventelli 1986)...

In citations with **three authors**, all authors' last names should be listed the first time the reference is cited, but thereafter substitute et al. for the second and third authors' names. *First citation:* (Smith, Garcia and Lee 1954); subsequent citations: (Smith et al. 1954).

In the first in-text citation of sources with **four or more authors**, use the first author's last name and the words et al., as in (Parker et al. 1995). List all names only when et al. would cause confusion.

For **unpublished materials**, use “forthcoming” to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date: (Smith, forthcoming 2011).

For **institutional authorship**, supply minimum identification from the beginning of the reference item as in:

(Canadian Department of Fisheries and Oceans 1991:98).

(Canada, House of Commons n.d.:2) n.d. means no date available

(Royal Commission of the Status of Women 1970)

Ampersands (&) should not be used as a substitute for "and" in citations and references.

Use of **ibid.**

- The use of (ibid) is encouraged when you are citing the same author many times in the same paragraph. The first time you give the citation in full (Jones 1998:23). The subsequent times you may say (ibid) or if the page number changes (ibid:24). **Ibid. refers to the previous reference, so any time a different author's citation is used you must start the process all over again.**

2. Miscellaneous Style and Grammar Matters

BE AWARE OF DIGITAL DISCONNECT PITFALLS:

In a library you can easily distinguish between a book, journal article, newspaper or magazine. As digital data files within a database these sources look the same, but a journal article is very different from a magazine or newspaper article. Thus, YOU MUST CHECK THE SOURCE TYPE (available in the citation listing details provided for each search result item). Summon searches may not list a source type so compare your reference

items if one looks very different then consult your teaching assistant. Also check the LANGUAGE TYPE for each research result. ONLY SOURCES AVAILABLE IN ENGLISH will be allowed in SOCY122.

Referencing Concerns

Do not cite your professor, teaching assistant, or high school teachers. These are not considered research sources unless you are citing a journal article or published book written by your professor. Furthermore, a research paper requires effort and use of the library. It is NOT acceptable to have only open web based sources in your reference page. Never use Wikipedia, and only use Google Scholar as a last resort. However, online peer reviewed journals found on the library subscription platforms are acceptable “online sources.” *Abstracts do not count* as articles for the purpose of your research essays; you must find the actual article. *Book reviews* are also not appropriate research sources, although you may choose to find the book being reviewed. Be aware book reviews are published within recognized journals and thus, can easily be mistaken for journal articles – You must check the source type on an item’s citation database listing. Using the web to do research can be helpful, but you must take care that the web-based sources you use are legitimate. Use only reputable organizations and take note of the fact that many organizations online will have a very clear political position that they are supporting. While students are encouraged to use sociology *encyclopedias and dictionaries* to help them understand their topics students are encouraged to move away from this type of reference material when citing in their essays. It is important to attempt to define your terms based on the sources you are using rather than a dictionary definition. The Annual Review of Sociology is a helpful journal for picking essay topics but note that these are large overarching literature reviews and you will have to narrow your focus.

Evidence versus Example

All forms of journalism including newspapers, magazines, blogs, investigative TV shows, music, etc. are all useful ways to find examples of the issues you may be discussing in your paper. They do not, however, constitute evidence. *Pop culture is not considered academic evidence; it is only used as example. Be aware examples are not supporting proof for an argument. An example should only illustrate what you are arguing and should not be a substitute for a strong reference to support your argument.*

Interviews

Conducting interviews is not permissible without an ethics review process and this will not be granted to first year students. If you want to incorporate material of this nature it must be stated as personal experience. You may not quote other students and you should not be asking other people questions without going through the ethics review process.

Avoid Vague, Unfocused Thesis Statements

A vague thesis statement often results in a paper that is unfocused and never reaches meaningful conclusions. You should avoid putting issues in the thesis statement that are never followed up on, and avoid putting issues in the paper that are not accounted for in the thesis statement. The thesis statement is the most important and difficult piece of writing. Your thesis paragraph sets up a “contract” between you and your reader and should indicate the specific issues(s) that will be analyzed in the paper (i.e., what is to be argued) and the direction that the essay will take (i.e., how it will be argued). You should endeavour to answer the question “So what?” What is the social significance of the issue at hand? A thesis statement is not the same thing as a topic. A topic is

broad and a thesis is very specific. Please consult the Writing Centre web page under the “Writing Resources” → “Handouts” tabs for more information on proper thesis construction.

Ask yourself these questions:

- Does the thesis indicate a specific problem or question?
- Is the thesis sufficiently developed?
- Does the thesis offer an evaluation?
- Is the thesis arguable? Is it too broad or too narrow?
- Is the thesis too obvious or too obscure?
- Is the thesis clearly expressed?

A thesis is:

- NOT a description (This essay will discuss the wage gap and the way it affects Canadian women)
- NOT a statement that is self-evident (Understanding the wage gap is important ...)
- NOT a statement of fact (The wage gap continues to affect women in the Canadian workforce ...)
- NOT a question (Does the wage gap still exist in today’s Canadian workforce?)
- NOT a matter of personal opinion or preference that cannot be argued against (Men have had their share of the pie long enough ...)
- NOT a broad generalization (Men are from Mars; women are from Venus ...)

Footnotes

If you use footnotes, their purpose is to discuss any matter, which cannot appear in the text without constituting a digression. Where the footnote’s purpose is documentation, the reference must be sufficiently full that an interested reader can go with complete certainty to the same place in the same source to check the accuracy and fullness of the reference. A footnote to text material is shown by a superscript number or figure, which should follow a word or sentence to which it pertains. It follows the word without a space, but comes after the punctuation marks. Footnotes are to be numbered consecutively. The separation between the footnote and the body of the text should be marked by a line across the page. Each footnote takes paragraph indentation and should be single-spaced.

Paragraphs

Paragraphs should be at least three lines long and have a beginning, a middle, and an end – with a point clearly made somewhere in them. You need smooth transitions between paragraphs. Paragraph transitions technically occur at the beginning of the new paragraph, not at the end of the old one. Relate paragraphs to each other through introductory and (if needed) concluding sentences. Avoid dealing with too many ideas in one paragraph. Hence, **break up long paragraphs (most paragraphs should be less than half a page in length)**. Do not introduce new ideas or information in your concluding paragraph. Use your conclusion to reiterate your thesis and sum up. You must move beyond the “five paragraph hamburger” essay model that you used in high school. Essays will contain as many points and as many paragraphs as are needed to address an issue.

Quotations

Quotations that would exceed four lines in the regular text should be offset from the rest of the text, single-spaced. **(We realize some style guides say double spaced, but we don’t want you to do that)** with no quotation marks and indented on the left side only. For example, you might write the following:

In his essay on “‘Objectivity’ in Social Science and Social Policy,” Weber (1949:54) argued:

An empirical science cannot tell anyone what he *should* do – but rather what he *can* do – and under certain circumstances – what he wishes to do. It is true that in our sciences, personal value judgments have tended to influence scientific arguments without being explicitly admitted.

Suspending one’s personal value judgments when writing an essay is crucial to the sociological enterprise, and students should avoid the error of letting them slip into their arguments.

NOTE: Some formal guides close offset quotes with a period and then follow that punctuation with the citation (Jones 1983:23). – closing with another period! We see no logic to this format. No sentence should be punctuated with two periods.

Regular quotations are integrated into the sentence and do use quotation marks, as in the following:

Weber (1949:54) argued “in our sciences, personal value-judgments have tended to influence scientific arguments without being explicitly admitted.”

Use single quotation marks only for noting quotations within a quote. For example you might write the following:

Weber (1949:60) also emphasized that the journal “has not been a ‘socialist’ organ hitherto and in the future it shall not be ‘bourgeois’.”

Refrain from using quotations at the end of paragraphs. It is better to sum up your point in your own words. Quotations do not stand alone on merit: you *must* tell the reader what is important about the quotation or sum up the point. Otherwise, the quote just seems dropped in to take up space. If the quotation starts with a capital letter, then a colon is used, e.g., She states: “When...” If the quotation it is not capitalized, then a comma is used, e.g., She states, “when...”

Avoid Wordiness

Keep things simple and to the point, don’t repeat yourself and don’t throw in extra descriptions in front of people’s names like “the renowned writer Weber” – unless it is important to your point. Don’t cite entire book titles in the essay; that is why there is a reference list at the end of your paper.

Avoid Sweeping Assumptions

Refrain from ahistorical or sweeping assumptions that you cannot prove or worse yet can be easily disproved, such as “for all of time,” or “throughout history,” or “since the beginning.” Always use qualifying words to be safe, such as “some,” “many,” “most.” Any student who starts their paper with any of these above dreaded fallacies is going to cause despair in the grader, remember you are not in high school anymore!

Language

1. Canadian spelling is required, e.g., “colour,” not “color.” Change the spellchecker language in your computer to English (Canada).
2. Use complete clear sentences. Watch verb tense and grammar.
3. Be aware of the difference between “there” and “their,” “to” and “too,” and “then” and “than.” “It’s” is not possessive! It is a contraction that stands for “it is.”
4. 1990s. NOT 1990’s. The apostrophe makes it possessive. Only use it when you mean the date to be possessive.
5. Avoid gender specific language unless you mean to be gender specific.
6. Don’t use big words when small ones will do.
7. Be careful with that thesaurus: make sure the words you choose capture the intended meaning.
8. Colloquial terms are not used in formal writing, e.g., “to hell in a hand basket,” “the rat race.”
9. Keep an academic tone. **Contractions are not used in formal writing.** Avoid writing the way you talk.
10. 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 . . .” then for subsequent sentences you can use the capitalized short form “CPS data show that . . .”
11. **Racial/ethnic names** that represent geographical locations or linguistic groups should be capitalized. For example, Asian, African Canadian, Caucasian, Indo Canadian. The words black and white are not capitalized.
12. Type only one space after punctuation and do not use periods in acronyms like NAFTA (not N.A.F.T.A.)
13. Italics should be used for book titles in the text and in the list of references and for obscure foreign language words. Commonly used foreign words or terms, however, should appear in regular type. Examples are per se, ad hoc, and et al.
14. Do not abbreviate the names of institutions or people’s rank or title unless it is Dr.
15. Proper names versus common names: West Germany is the common name for the proper country name of the Federal Republic of Germany. It is best to use the proper name first and then introduce the common name (if you wish to use it) in your papers. “The Federal Republic of Germany (FRG) or “West Germany” existed from 1949 to 1990.”

Using Numbers

Spell out numbers one through nine. Use numerals for numbers 10 or greater. Always spell out numbers at the beginning of a sentence. Always use numerals for tables and figures. Spell out centuries. Spell out common fractions. Always use numerals with percents. Numerals are always used to represent time and money.

Active Voice

The active voice is more precise and less wordy. The subject of an active sentence tells the reader who did something. For example: A team of 14 trained interviewers queried 350 college graduates. A passive construction would read: Three hundred fifty college graduates were queried. Always try to write in the active voice.

Subject-Verb Agreement and Number Agreement

The subject of a sentence must agree in number with the verb regardless of the words or phrases that come between them. If you use the word “woman” the verb must be singular. It is very common to see

students write “woman are” which makes no sense. The word data is plural and takes a plural verb as in “the data as reported are correct”.

Dashes and Hyphens

Dashes and hyphens look similar, but they’re used in different ways.

A hyphen (-) is used:

1. To connect two or more words

For example: Daniel Day-Lewis, twenty-one, user-friendly

2. To indicate a range of values

For example: At the wedding, family members will be seated in rows 11-15.

3. To continue a word onto the next line when there is a line break

For example: Because the traffic is relatively light today, we certainly have time to stop at the grocery store.

A dash (—) is used:

1. At the beginning and end of a phrase to highlight parenthetical information

For example: An etymological dictionary is one of the few books—no, it’s the only book—you’ll ever need.

2. To introduce new information, as a colon would with a list of items

For example: I opened the door, and there she stood—my long-lost sister.

NOTE: Be careful to use the correct dash. There are two kinds—an en dash and an em dash. The em dash is the one you want to use in most writing and is the one we’ve used in the examples above. To make an em dash on a PC, hold down ctrl + alt + – (hyphen key). To make an em dash on a Mac, hold down option + shift + – (hyphen key). The en dash is used to separate numbers and measures.

Appositives

An appositive is a noun or pronoun — often with modifiers — set beside another noun or pronoun to explain or identify it. Here are some examples of appositives

My brother's car, **a sporty red convertible with bucket seats**, is the envy of my friends.

The chief surgeon, **an expert in organ-transplant procedures**, took her nephew on a hospital tour.

An appositive phrase usually follows the word it explains or identifies, but it may also precede it.

A bold innovator, Wassily Kandinsky is known for his colourful abstract paintings.

A beautiful collie, Skip was my favourite dog.

The Difference Between E.g. and I.e.

E.g. means “for example,” so you use it to introduce an example: I like card games, *e.g.*, bridge and crazy eights. Because I used *e.g.*, you know that I have provided a list of examples of card games that I like. It's not a finite list of all card games I like; it's just a few examples.

On the other hand, *i.e.* means “in other words,” so you use it to introduce a further clarification: I like to play cards, *i.e.*, bridge and crazy eights. Because I used *i.e.*, which introduces a clarification, you know that these are the only card games that I enjoy.

4. What is a Social Theory? What is not?

MODEL: A model is a temporarily useful way of seeing. A model is a way of organizing a set of recognizable facts in such a way as to describe social reality at least for a time or for a specific purpose. It treats some “facts” as relevant and others as anomalies or irrelevancies. Models provide an immediate image of something that has been identified from experience. Parson’s model of the structurally isolated nuclear family would be an example. A model is not a theory, although it may be a starting point for the construction of a conceptual framework.

CONCEPTUAL FRAMEWORK: Conceptual frameworks provide key concepts used for analyzing and communicating about the observations represented in a model. It sets out the basic abstract building blocks that might be used in the construction of a theory but in and of itself does not constitute a theory. They can be thought of as theoretical perspectives that suggest the kinds of questions we should ask, direct our attention to certain events, and they help interpret what we observe. For example, an anti-racist conceptual framework would focus on colonialism and imperialism as key concepts for framing analyses around “race.”

THEORY: A theory is a set of systematic abstract statements based upon the subsumption of observable phenomena within a conceptual framework, which attempts to provide an EXPLANATION that includes a description of how social reality works and an understanding of why it works the way it does. The worth of theory lies in its ability to EXPLAIN the facts, not just to describe them. The more facts a theory seems to explain, the greater the GENERALITY of that theory. Other criteria of assessment would include the clarity of the logic of the explanation (parsimony), the specificity of the concepts and propositions (discriminability), and the testability – the extent to which the assertions of the theory can be disconfirmed by evidence.

A theory at a macro level of analysis is a theory that purports to describe and explain the way whole societies function, often in terms of the effect of the economy on all other aspects of the society.

A theory at a micro level of analysis is a theory that purports to describe and explain small-scale interactions amongst two or more persons, such as the internal dynamics of family.

There are a whole range of levels of analysis between macro and micro. R. Merton referred to these as theories of the middle range as they attempt to explain social relations in particular sorts of social institutions such as bureaucracies. Max Weber is a good example of a major sociologist who theorized at this middle range.

Some theories you cannot categorize in this way as they attempt to integrate macro and micro level considerations.

Ideology vs. Theory

An IDEOLOGY is a comprehensive worldview that may or may not be “true” and is not the only way of viewing the world. Ideologies emerge from material realities but also help to construct material realities and

often function as a system of social control. Ideologies will give broad answers to questions of social meaning including What is right / wrong? Who/what is responsible (what is the cause of the problem)? and what can be done about it (what changes are needed)?

Alternatively, a theory aims to explain social relations (What/ How/ Why) based on evidence. Theories must be tested against evidence, whereas ideologies may stand relatively unexamined unconscious and untested. Sociological theory is dependent for its validity upon evidence, which is examined both historically (diachronically) and cross-culturally (synchronically). Theory can be a guide to what is researched. There is a dialectical (dynamic tension) between theory and evidence as they will impact each other and change each other. All theory contains ideological elements; implications about what is right or wrong and about what can be changed. Critical analysts should tease out and address these “hidden” implications of particular theories and show what the consequences may be.

Include Theoretical Depth

It is very important in sociology that you not rely on commonsensical notions, perceptions or opinions. Sociology is not “common sense.” Support your ideas with material from the literature. When doing sociological research, you do not enter the library to attempt to prove a point you have in your head. You enter the library to read some of the scholarship on a topic and then develop your argument from there. Use specific examples to illustrate points and concepts. Demonstrate your assertions. Sociologists analyze and explain, they don’t just describe. It is the social theories that will help you to explain your topic. A *theoretical perspective* is a point of view on an issue, and everyone has one.

Students have a tendency to write about theories in one separate paragraph as if they had nothing to do with the rest of the argument in the paper. Avoid doing this. Sociology students writing argumentative essays write **from** a theoretical position not **about** theoretical positions. Theories do not cause the event you are looking at. Rather, they attempt to explain it. Therefore avoid sentences that say such things as “Due to Social Learning theory, children do better when...” The theory is not the cause of whatever you are discussing. The better your use of theory, the more solid your argument will be, and ultimately the better your paper will be as it will be more coherent.

Methodological Errors

Methodological individualism: Inferring properties of social relations from properties of individual persons. Sometimes theories at the micro level claim to be self-sufficient generalizations about the whole of human nature. For example, socio-biologists explain male-female relations in terms of biological parental investment. Many sociologists criticize this as REDUCTIONIST, because it seems to reduce generalizations about the whole of societies to generalizations about the behaviour of individuals. This form of reasoning is also described as ESSENTIALIST and is said to represent the problem of methodological individualism.

Reification: The fallacy of misplaced concreteness: treating that which is abstract (e.g., society) as though it were concrete (e.g., society needs to work harder to fix inequality). Society is a thing, not an agent. Reification means to make concrete that, which is abstract. When you start sentences with phrases such as “society thinks,” “cultures have views,” and “institutions force,” what you are doing is giving those non-human things human qualities. Institutions cannot force: only people force. You need to be specific about who does these things. Medical professionals have opinions, medicine does not. When you reify, you are really making a functionalist statement that implies that everyone in society has the same values, thus denying that people with differing

views are part of society. If society makes women feel fat, where does that leave all the people who would not make women feel fat? The question is: *who* or *what processes* result in women feeling fat? Think carefully about your word choice.

5. Assignments

ANSWER THE QUESTION! Maintain a balance in your essay sections. Each component of the question to be answered should hold equal weight. *Incorporate recent publications into your references. Do not say, "Today we think ..." if your source is not recent!* Qualify your use of old sources. Explain sociological concepts – never assume the marker knows what you are talking about. Follow the instructions exactly.

Submitting Essays

Essays are typically submitted on line through the course web page. However, if you ever miss this opportunity or have to hand something in late, or you are asked to submit a hard copy, you can hand papers through the "essay slot" outside the Sociology main office M-C D431. They will be date stamped and put in the appropriate mailbox. **DO NOT** enter the main office and disturb the administrative staff. You are responsible for providing your own staples and ensuring that all the relevant information is on the front of your paper. Please get your TA's name correct, as assignments cannot be distributed properly without the TA's name. **NEVER** slide essays under any door. If you are not in this sociology class, please ask your instructor where you are to hand in your papers.

Plagiarism

It is assumed that students have read and are familiar with the university's **policy on academic integrity** in the regulations section of the Queen's Faculty of Arts and Science Calendar. The section on plagiarism spells out what constitutes academic dishonesty with reference to essay writing. This includes:

- Submitting as one's own, an essay written in whole or in part by someone else.
- Preparing an essay for another student to submit.
- Using direct quotations or large sections of paraphrased material without acknowledgement.

There are serious penalties for plagiarism. If you have any doubt about what this means, you should talk to the professor or your TA.

It is always better to over cite than under cite. However common knowledge does not have to be cited. Please review the Harvard Guide to Using Sources – "The Exception: Common Knowledge" if you are unsure.

<http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342055>

Note: Please keep copies of all past assignments until you graduate because you may be asked to produce old assignments if we feel that work has been submitted more than once. Always keep a back-up copy of any essay you hand in. Because all written work is now submitted on-line there is a permanent record of your work. It is unwise to risk sharing that work with others.

Be aware of database citation help: Databases and word processing applications such as Microsoft Word may be out of date and do not use the latest edition of the ASA style guide. Not using the latest version of a style guide

could result in a loss of marks. You must check a database citation and convert the citation to the proper ASA format. If in doubt use what the course style guide recommends and consult with your teaching assistant.

STAUFFER LIBRARY'S WRITING CENTRE (now called SASS) Student Academic Success Services

Good sources do not guarantee good written arguments, but bad sources will guarantee low grades. Choose sources wisely and make an appointment at the Writing Centre to have your assignment's grammar and arguments critiqued before you submit an assignment for marking.

6. Appendices

Use appendices only when necessary and make them brief. Appendices allow you to include detailed information in your paper that would be distracting in the main body of the paper. Examples of items you might have in an appendix include mathematical proofs, the questionnaire used in the research, a detailed description of an apparatus used in the research, etc.

Format of appendices

Your paper may have more than one appendix. Usually, each distinct item has its own appendix. If your paper only has one appendix, label it "Appendix" (without quotes.) If there is more than one appendix, label them "Appendix A," "Appendix B," etc. (without quotes) in the order that each item appears in the paper. Start each appendix on a new page. Continue numbering your pages as in the main body of the research paper.

In the main text parenthetical citation refer to the Appendices by their labels.

(see Appendix. Age and Gender of Participants)

(see Appendix A. Age and Gender of Participants)

In the Reference section:

If you created the images/charts yourself, you do not need to reference them in your References section, but if you took them from another source you should. Put a citation underneath the image/chart if the source is not yours.

Author. Year. Appendix A. Title of work. (Location: Publisher – if this is available)

7. References/Works Cited (Bibliography)

Your final list of sources, titled References, is an alphabetized list of EVERY source referred to or quoted in your paper. References are not numbered. These references allow your reader to identify and retrieve the sources you have cited in your research in order to engage further in the ideas you present in your research. NOTE: A bibliography is not the same thing as a reference page per se. Bibliographies include sources you have found helpful, even if you have not directly quoted from or referred to them in your paper. *For our*

students only materials cited in the text of your essay may go in your reference page at the end of the paper, everything else will be considered padding and marks will be deducted.

Reference List Rules

- Your references list appears on a separate page at the end of your paper. Number this page sequentially with the rest of your paper. REFERENCES is a first level heading and therefore should be left justified, all caps with no bold, italics or underline. All references cited in the text must be listed and vice-versa.
- Officially, references should be double-spaced, but this is very hard to read so check with your TA or instructor for their preference. You will notice that the sample bibliography provided is not double-spaced but a space between each entry is helpful.
- Use hanging indentation. Type the first line of each reference entry flush to the left margin. Indent all subsequent lines at least three spaces.
- List references in alphabetical order by the author's last name. Invert the authors' name. *If there are two or more authors, invert only the first author's name.* When no author is given, list the work alphabetically by title, disregarding "A," "An" or "The." NOTE: The author is not necessarily an individual, but may be an institution or a committee.
- Arrange multiple items by the same author in order by 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 in the same year by adding letters (e.g., 1993a, 1993b, 1993c).
- Use *italics for book and periodical titles* (underline if italics are not available).
- If no date is available, use "n.d." in place of the date.
- Name every author of each reference; "et al." is not acceptable.
- Use authors' first names, not first initials, unless only initials appear in the original source.
- List the publisher's name as concisely as possible without losing clarity. For example: "Riley" for "William Riley and Sons."

Sample Reference List Using American Sociological Association Style

(See *The Sociology Student Writer's Manual Sixth Edition* by Johnson, Rettig, Scott and Garrison for more detailed information and entries)

You need Hanging indentation. Here's how:

1. Select all the text you want indented. (CTRL plus /A will select the entire document.)
2. Right-click in the selection and select Paragraph from the pop-up menu.
3. Set the Special list box to hanging.
4. Click OK

BOOKS

Book with One Author Author's last name, first name. date of publication. *title in italics*. place of publication: publisher.

Prus, Robert C. 1996. *Symbolic Interaction and Ethnographic Research: Intersubjectivity and the Study of Human Lived Experience*. Albany, NY: State University of New York Press.

Book with Two Authors (first author's name is reversed but the second author's name not reversed)

Bryk, Anthony and Stephen Raudenbush. 1992. *Hierarchical Linear Models for Social and Behavioral Research: Applications and Data Analysis Methods*. New York: Sage Publications.

Renzetti, Claire M. and Daniel J. Curran. 1998. *Living Sociology*. Boston, MA: Allyn and Bacon.

Book with Three or More Authors (the use of et al. is not acceptable in references section)

Belsley, David A., Edwin Kuh, and Roy E. Welsch. 1980. *Regression Diagnostics: Identifying Influential Data and Sources of Collinearity*. New York: Wiley.

Books, Electronic

Last Name, First Name. Year. Title. City, Province: Publisher. Date the student retrieved the item (website address).

Torres, Carlos Alberto and Theodore R. Mitchell, eds. 1998. *Sociology of Education: Emerging Perspectives*. Albany, NY: State University of New York Press. Retrieved April 26, 2005 (<http://www.netlibrary.com/>).

Print Edition of a Book Accessed through an Online Library

Daniels, John. 2010. *Apathetic College Students in America*. Middletown, IL: University of Middletown Press. Retrieved April 6, 2011(<http://site.ebrary.com/lib/collegestudies/docDetail.action?docID=10101010>).

Book, Edited

Turner, Stephen P., ed. 1996. *Social Theory and Sociology: The Classics and Beyond*. Cambridge, MA: Blackwell.

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

Book, Translated

Stomper, Jean. 2000. *Grapes and Rain*. Translated by John Picard. New York: Baldock.

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

Updated Sept 2018

Book, Republished

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

Book Translated, Edited and Republished (the original early date is listed first when applicable)

Fichte, J. G. [1797] 2000. *Foundations of Natural Right: According to the Principles of the Wissenschaftslehre*. Frederick Neuhouser, ed. Michael Baur, trans. Reprint, New York: Cambridge University Press.

Breazeale, Daniel., ed. and trans. 1988. *Fichte, Early Philosophical Writings*. Ithaca, N.Y.: Cornell University Press.

Hegel, Georg. [1807] 1977. *The Phenomenology of Spirit*. Translated by A.V. Miller. Oxford: Clarendon Press.

Book, Editions

McCullagh, Peter and John A. Nedler. 1989. *Generalized Linear Models*. 2nd ed. London, England: Chapman and Hall.

Book, Volumes

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

Book, No Author (listed alphabetically by the first significant word in the title. Do not use "Anonymous." If you can ascertain the name of the author when it is not formally given in the work itself place the author's name in brackets)

The Chicago Manual of Style. 2003. 15th ed. Chicago, IL: University of Chicago Press.

[Morey, Cynthia]. 1997. *How We Mate: American Dating Customs, 1950-2000*. New York: Putney.

Book, Chapter

Author 1 (last name inverted), Author 2 not inverted and author 3. Date of publication. "Title of the article". Pp. with page numbers in *Name of the publication (italicized)*, edited by editor's initials only for first and middle names and not inverted. Location of publisher: publisher's name.

Borjas, George, Richard Freeman, and Lawrence Katz. 1992. "On the Labor Market Effects of Immigration and Trade." Pp. 213-44 in *Immigration and the Work Force*, edited by G. Borjas and R. Freeman. Chicago, IL: University of Chicago Press.

Updated Sept 2018

Book, Chapter (not edited)

Neuman, W. Lawrence. 1994. "Qualitative Research Design." Pp. 316-29 in *Social Research Methods: Qualitative and Quantitative Approaches*. 2nd ed. Boston, MA: Allyn and Bacon.

Book, Collected Works (Anthology), Article

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.

Book, Compilation

Trakas, Dylan, comp. 1998. *Making the Road-Ways Safe: Essays on Highway Preservation and Funding*. El Paso, TX: Del Norte Press.

JOURNAL ARTICLES

NOTE: Volume and issue numbers in journals are often confusing for students. Generally the volume number comes first and if there is an issue number it comes second. It may look like this: Vol. 24 Is. 3, or V. 24 No.2, or 24(2). The last form is preferred.

NOTE: The majority of journal articles are now found in on-line form in library subscription databases, for the purposes of SOCY 122 it is not necessary for students to record the retrieval date and URL of the article as the 4th edition of the official ASA style guide indicates. However, if the article is retrieved from the open web then the retrieval date and URL should be provided. **If a DOI is provided for the source then always include it.**

NOTE: there is no punctuation after the JOURNAL title

Journal Article, One Author

Author1 (last name inverted). Date of publication. "Title of the article." *Name of the publication in italics* Volume Number (Issue Number):page numbers of article.

Waldfoegel, Jane. 1997. "The Effect of Children on Women's Wages." *American Sociological Review* 62(2):209-17.

Mehdizadeh, Shahla A. 2002. "Health and Long-Term Care Use Trajectories of Older Disabled Women." *Gerontologist* 42(1):304-13.

e-Journal Articles with DOI

Phillips, Reginald. M., and S. H. Bonsteel 2010. "The Faculty and Information Specialist Partnership Stimulating Student Interest and Experiential Learning." *Nurse Educator* 35(3): 136-138. doi: 10.1097/NNE.0b013e3181d95090.

Journal Article, Two Authors

Abrahamson, Mark and Lee Sigelman. 1987. "Occupational Sex Segregation in Metropolitan Areas." *American Sociological Review* 52(5):588-97.

Schoenberg, Nancy E. and Hege Ravdal. 2000. "Using Vignettes in Awareness and Attitudinal Research." *International Journal of Social Research Methodology* 3(1):63-74.

Journal Article, Multiple Authors

O'Reilly, Charles A., David F. Caldwell, and William P. Barnett. 1989. "Work Group Demography, Social Integration, and Turnover." *Administrative Science Quarterly* 34(2):21-37.

Journal Article, Foreign Language (not allowed in SOCY122 unless also available in English)

Wegener, Berndt. 1987. "Von Nutzen Entfernter Bekannter" (Benefiting from Persons We Barely Know). *Kolner Zeitschrift für soziologie und Sozialpsychologie* 39:278-301.

Kenny, Martin and Richard Florida. 1998. "Response to the Debate over 'Beyond Madd Production'" (in Japanese). *Mado* 83:120-45.

Journal Article, Book Review

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

Journal Article, Open Web (not from Queen's library subscription data bases)

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>).

Graham, Lorie M. 1998. "The Past Never Vanishes: A Contextual Critique of the Existing Indian Family Doctrine." *American Indian Law Review* 23:1 (32,854 words). Retrieved April 26, 2005 (<http://web.lexis-nexis.com/universe>).

Article from an open on-line repository for academic papers, such as Academia.edu

(1) Always cite the published version if the cited work is indeed published. (The published version is the archival work; the Open Access version is merely a means of access to a supplementary version of it. It is not the published work.)

(2) Always give the URL or DOI of the Open Access version for access purposes, along with the citation to the published version. For more information, please see:

<http://eresourcesatbradford.wordpress.com/2009/04/03/how-to-quote-a-paper-found-in-a-repository/>

Meinhold Roman. 2009. "Popular Culture and Consumerism: Mediocre, (Schein-)Heilig and Pseudo-Therapeutic." *Academia.edu*. Retrieved Feb 12, 2013

(http://www.academia.edu/202348/Popular_Culture_and_Consumerism_Mediocre_Schein-Heilig_and_Pseudo-Therapeutic).

Abstracts

Quimby, Ernest. 1993. "Obstacles to Reducing AIDS among African Americans." Abstract. *The Journal of Black Psychology* 19(2):215-22.

Online Abstract

Howell, Frank M. and William A. Reese. 1986. "Sex and Mobility in the Dual Economy: From Entry to Midcareer" (Abstract). *Work and Occupations* 13:77-97. Retrieved 12 March 1998 (<http://proquest.umi.com/pqdweb?RQT=395&SHtm=3&TS=889478198>).

PAPERS

Paper, Refereed Forthcoming

McCall, Leslie. Forthcoming. "Explaining Within-Group Wage Inequality in U.S. Labor Markets." *Demography*.

Paper, Unpublished

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

Paper, Working

Williamson, Jeffery. 1996. "Globalization and Inequality Then and Now: The Late Nineteenth and Late twentieth Centuries Compared." Working Paper No. 5491. National Bureau of Economic Research, Cambridge, MA.

Updated Sept 2018

Stephenson, Stanley P., Jr. 1980. "In-School Work and Early Post-School Labor Market Dynamics." Working paper, Department of Economics, Pennsylvania State University, State College, PA.

Paper, Conference

Mishel, Lawrence and Jared Bernstein. 1996. "Technology and the Wage Structure: Has Technology's Impact Accelerated since the 1970s?" Paper presented at the NBER Labor Studies Workshop, July, Cambridge, MA.

Mortimer, Jeylan T., Michael Finch, Timothy J. Owens, Michael Shanahan, and Michael Kemper. 1989. "The Nature and Correlates of Early Adolescent Work Experiences." Paper presented at the annual meeting of the American Sociological Association, August, San Francisco, CA.

Paper, Discussion

Sorensen, 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.

Paper, Presented

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.

REPORTS

Report, No Author

U.S. Department of Justice. Bureau of Justice Statistics. 2010. "Key Facts at a Glance: Imprisonment Rates." Retrieved July 14, 2010 (<http://www.ojp.usdoj.gov/content/glance/incrt.cfm>).

Report, Author

Catalano, Shannan M. 2006. *National Crime Victimization Survey: Criminal Victimization, 2005*. Bureau of Justice Statistics: Bulletin. Washington, DC: U.S. Department of Justice. Retrieved July 10, 2010 (<http://www.ojp.usdoj.gov/bjs/content/pub/pdf/cv05.pdf>).

Updated Sept 2018

Chui, Tina, H el ene Maheux, and Kelly Tran. 2008. *Canada's Ethnocultural Mosaic, 2006 Census*. Ottawa: Statistics Canada. Retrieved June 21, 2011 (<http://www.statcan.gc.ca/bsolc/olc-cel/olc-cel?catno=97-562-XIE2006001&lang=eng>).

If the report is in hard copy then no URL is required (obviously).

Dissertations and Theses

Valencia, Albert. 1995. "An examination of selected characteristics of Mexican-American battered women and implications for service providers." PH.D. dissertation, Department of Education, University of the Pacific, Stockton, CA.

ELECTRONIC SOURCES

The fifth edition of the *ASA Style Guide* includes an expanded fifth chapter detailing how to reference electronic sources. Here are some common examples of non-print media.

PowerPoint Presentations

Conard-Salvo, Tammy, Caitlan Spronk, and Joshua M. Paiz. 2014. "Soaring into the Future: The Purdue OWL and Supporting the Next Generation of Writers." Presented at the 2014 ECWCA Conference, March 28, Miami, Ohio. Retrieved November 21, 2014 (<http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1003&context=writinglabpres>).

Cheng, Yin Cheong. 2008. "Reform Syndrome and Educational research in the Asia-Pacific region." Presented at the Annual Meeting of the American Educational Research Association, March 28, New York City. Retrieved June 5th, 2010 (<http://www.weraonline.org/>).

Online Bibliographies and Annotated Bibliographies

J urgens, R. (2005). *HIV/AIDS and HCV in Prisons: A Select Annotated Bibliography*. Retrieved from http://www.hc-sc.gc.ca/ahc-asc/alt_formats/hpb-dgps/pdf/intactiv/hiv-vih-aids-sida-prison-carceral_e.pdf

Press Release

Google Inc. 2004. Retrieved October 16, 2014 (<https://investor.google.com/corporate/2004/ipo-founders-letter.html>).

YouTube Video

Cato Institute. 2008. "John Samples on Free Political Speech in 2009." You Tube Web site. Retrieved July 23, 2009 (<http://www.youtube.com/watch?v=fRkUjMP8Byg>).

Audio Podcast

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible additional identifiers may include Producer, Director, etc.

Cranfield School of Management. 2014. *The Knowledge Interchange*. Retrieved June 16, 2014 (<http://www.som.cranfield.ac.uk/som/mediafiles/podcasts/ki/podcast.asp>).

Bell, T., and T. Phillips. 2008. May 6. A solar flare. *Science @ NASA Podcast*. Retrieved Oct. 10, 2013 (<http://science.nasa.gov/podcast.htm>).

Hout, Michael. 2009. "Higher Education Today." Washington, DC: American Sociological Association. *Contexts Podcasts*. Retrieved June 22, 2010 (<http://contexts.org/podcast/2009/06/07/higher-education-today/>).

National Academies. 2010. "National Getting Better Health Care for Your Buck." Audio Podcast. Retrieved June 4, 2010 (<http://media.nap.edu/podcasts/>).

In-text citation (Author Surname Year Published)

Video Podcasts

For all podcasts, provide as much information as possible; not all of the following information will be available. Possible additional identifiers may include Producer, Director, etc.

Scott, D. [Producer]. 2007. January 5. The community college classroom [Episode 7]. *Adventures in Education*. Podcast retrieved from <http://www.adveeducation.com>

Film

Redford, R. [Director]. 1980. *Ordinary People* [Film]. Paramount.

Film of limited circulation

Holdt, D. [Producer], and Ehlers, E. [Director]. 1997. *River at High Summer: The St. Lawrence* [Film]. (Available from Merganser Films, Inc., 61 Woodland Street, Room 134, Hartford, CT 06105)

Updated Sept 2018

DVD/Documentaries when it has been reissued the original date comes first. [c2011] 2013

Sometimes you just have to decide what information would allow a reader to find the resource.

Blackside [Producer]. 2009. *Eyes on the Prize: America's Civil Rights Years 1954-1965* (Season 1). DVD.

Achbar, Mark and Peter Wintonick. 2002. *Manufacturing Consent: Noam Chomsky and the Media*. [DVD]. New York: Zeitgeist Video.

Deriva Films. [c2011] 2013. *Blue Ghosts: Women's Rights in Afghanistan*. [DVD]. New York: Films Media Group.

Films Media Group. 2012. *Afghanistan: Girl Power!//ABC International*. [DVD]. New York, NY: Distributed by Films Media Group for Films for the Humanities & Sciences, Cambridge Educational, Meridian Education and Shopware.

Jhally, Sut [Executive Producer], and Jeremy Earp [Producer]. 2013. *Tough Guise 2: Violence, Manhood & American culture*. Northampton, MA: Media Education Foundation.

Cassette

Lake, F. L. [Author and speaker]. 1989. *Bias And Organizational Decision Making* [Cassette]. Gainesville: Edwards.

Musical Recording

Barber, S. 1995. *Cello Sonata*. On *Barber* [CD]. New York: EMI Records Ltd.

Blunt, James. 2013. *Bonfire Heart*. Warner Music.

TV

Title of program. (transmission date) Net Work.

CD-Rom

Author (if known, last name first). *CD-Rom Title*. year(s). CD-ROM: Publisher. (Date you last accessed the database).

Websites

Purdue University. 2012. "Purdue University's Foundations of Excellence Final Report: A Roadmap for Excellent Beginnings." Retrieved Nov. 21, 2014(http://docs.lib.purdue.edu/provost_pubs/1/).

Updated Sept 2018

American Sociological Association. 2000. "Scholarship of Teaching and Learning Workshop." Washington, DC: American Sociological Association. Retrieved May 5, 2000 (<http://www.asanet.org/members/socwkshp.html>).

Meinhold Roman. 2009. "Popular Culture and Consumerism: Mediocre, (Schein-)Heilig and Pseudo-Therapeutic." Academia.edu. Retrieved Feb 12, 2013 (http://www.academia.edu/202348/Popular_Culture_and_Consumerism_Mediocre_Schein-Heilig_and_Pseudo-Therapeutic).

"Social Science Information Gateway: Sociology." 2005. University of Surrey. Retrieved April 27, 2005 (<http://sosig.esrc.bris.ac.uk/sociology/>).

"Statistical Resources on the Web: Sociology." 2002. University of Michigan Documents Center. Retrieved April 26, 2005 (<http://www.lib.umich.edu/govdocs/stsoc.html>).

Speech

This information comes from MLA style with the date placed after the author, which is the convention in ASA.

Speaker. Date of presentation. "Title of the Speech". Meeting Name. Location of the Meeting. Type of Presentation.

Angelou, Maya. Jan. 19th 1993. "On the Pulse of Morning". Inauguration of President Clinton. Washington D.C. Speech.

In-text citation: Maya Angelou (1993) said that "text of quotation." OR "Text of quotation" (Angelou 1993).

Speeches on CD

Taft, William Howard. [1908] 2007. "Republican and Democratic Treatment of Trusts." *Early American Political Speech: A Collection of Speeches of American Politicians*. CD. Minneapolis: Filibust.

Citation in Text: Place parenthetical citations in context in your sentences, after the word that needs the citation. Use both the original and the reprint dates in the parenthetical citation: In a much-loved speech (Taft [1908] 2007), he addressed the issue of trusts.

Speeches on YOU TUBE

Cato Institute. 2008. "John Samples on Free Political Speech in 2009." You Tube Web site. Retrieved July 23, 2009 (<http://www.you tube.com/ watch ?v=fRkUjMP8Byg>).

Citations in Text: Citations are placed in the context of discussion and are formatted like so, using the author's last name and the date of publication. (Cato Institute 2008) Alternatively, you can integrate the citation into the sentence by means of narrative, like so: The Cato Institute (2008) has published a video on You Tube in which John Samples discusses free political speech.

LEGISLATION

Court cases and legislative acts follow a format stipulated by legal publishers. The act or case is listed first, followed by volume number, abbreviated title, and the date of the work in which the act or case is found. The volume number is given in Arabic numerals, and the date is parenthesized. Court cases are italicized, but acts are not. Case names, including *v.*, are italicized.

Brown v. Board of Education, 347 U.S. 483 (1954).

If retrieved from an online database, such as LexisNexis or HeinOnline, provide access information.

Ohio v. Vincer (Ohio App. Lexis 4356 [1999]).

U.S. Congress. House of Representatives. *Fair Minimum Wage Act of 2007*. H.R. 2. 110th Congress, 1st Session, 2007. Retrieved July 11, 2010 (<http://thomas.loc.gov>).

Public Documents

Because the nature of public documents is so varied, the form of entry for documentation cannot be standardized. The essential rule is to provide sufficient information so that the reader can locate the reference easily.

Reports, Constitutions, Laws, and Ordinances

New York State Department of Labor. 1997. *Annual Labor Area Report: New York City, Fiscal Year 1996* (BLMI Report, No. 28). Albany: New York State Department of Labor.

Ohio Revised Code Annotated, Section 3566 (West 2000).

Telecommunications Act of 1996, Public Law 104-014, 110 U.S. Statutes at Large 56 (1996).

U.S. Bureau of the Census. 1990. *Characteristics of Population*. Vol. 1. Washington, DC: U.S. Government Printing Office.

U.S. Constitution, Article 1, Section 4

GOVERNMENT PUBLICATIONS

General – No Author Given

Name of Government Ministry Date. Title of Report or Article in italics. Place of Publication: Publisher. Retrieved month day, year (The full web address in parenthesis).

Note: For Statistics Canada documents you need to include the catalogue number.

Government Publication – Individual Author(s)

Romaniuc, Anatol. 1984. *Fertility in Canada: From Baby-Boom to Baby Bust*. Cat. no. 91- 524E. Ottawa, ON: Statistics Canada.

Government Publication – Group or Organization as Author

Canada. Department of Indian and Northern Affairs. 1982. *Outstanding Business: A Native Claims Policy*. Ottawa, ON: Ministry of Supply and Services.

Specific Tables in a Government Report or Census Report

Census Catalogue referencing:

Statistics Canada. 2009. How to Cite Statistics Canada Products. Statistics Canada Catalogue no. 12-591-X. Ottawa. (updated May 2009). Ottawa. Retrieved January 24, 2014 (/pub/12-591-x/12-591-x2009001-eng.htm).

Data Set/Machine-Readable Data Files

Treiman, Donald J., ed. 1994. *Social Stratification in Eastern Europe after 1989: General Population Survey. Provisional Codebook (December 7, 1994)* [MRDF]. Los Angeles, CA: UCLA Institute for Social Science Research, Social Science Data Archive [distributor].

U.S. Census Bureau. 1996. *Statistical Abstracts of the United States, 1995*. Washington, DC: U.S. Department of Commerce.

Census Data:

Example from the 96 Census:

Statistics Canada. 1996. Census of Canada. Profile data. Ottawa, Canada. [Data obtained from PCensus Software, Tetrad Computer Applications, Vancouver, B.C.].

Depending on your needs, you could include more detail in the citation e.g., the level of geography: ...Census of Canada. Profile Data for Kingston at the census Tract Level. Ottawa.....

U.S. Census Bureau. 1943. *U.S. Census of the Population: 1960. Employment and Personal Characteristics*. Table 26. Washington, DC: U.S. Government Printing Office.

U.S. Census Bureau. 1956. *U.S. Census of the Population: 1950*. Vol. 4, *Special Reports: Occupational Characteristics*. Table 1. Washington, DC: U.S. Government Printing Office.

Citing a census table or map

Information taken from the Statistics Canada Website

Statistics Canada. 2007. *Population and Dwelling Counts, for Canada, Provinces and Territories, 2006 and 2001 Censuses, 100% Data* (table). “Population and dwelling count highlight tables, 2006 Census.” “2006 Census: Release topics.” *Census*. Statistics Canada Catalogue no. 97-550-XWE2006002. Ottawa, Ontario. March 13.
<http://www12.statcan.ca/english/census06/data/popdwell/Table.cfm?T=101> (accessed November 3, 2008.)

Statistics Canada. 2002. *Québec CMA, Median Age, 2001, by Census Tract* (map). “Thematic maps.” “2001 Census of Population.” *Census*. Last updated March 11, 2003.
http://geodepot.statcan.ca/Diss/Maps/ThematicMaps/age_sex/CMA/Quebec_medage_ec_f3.pdf (accessed November 3, 2008).

Citing a census table, graph or map from a publication in HTML or PDF

Statistics Canada. 2007. “Brandon, Man., 46, Dissemination area by non-tracted CA, 1 of 3” (map). *Dissemination Area Reference Maps, by Non-tracted Census Agglomerations, Update*. Statistics Canada Catalogue no. 92-148-UIB. Ottawa, Ontario. Last updated March 13.
http://geodepot.statcan.ca/Diss2006/Maps/Maps_Cartes/NONTRACTEDCADA/MB/CADA610-D.pdf (accessed October 27, 2008)

Statistics Canada. 2002. “Moncton, N.B. (13), CMA/CA code 305, map 2 of 2” (map). *Census Tract Reference Maps, by Census Metropolitan Area and Census Agglomeration*. Statistics Canada Catalogue no. 92F0145XIB. Ottawa, Ontario. Last updated January 20, 2003.
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Government Report or Report by a Professional Association

Freeman, Richard, ed. 1997. *When Earnings Diverge: Causes, Consequences, and Curses for the New Inequality in the U.S.* Report #284, National Planning Association, Washington, DC.

W.T. Grant Foundation. 1988. *The Forgotten Half: Pathways to Success for America's Youth and Young Families.* Washington, DC: Youth and America's Future, William T. Grant Commission on Work, Family and Citizenship.

Spreadsheets

Scientists and engineers Statistical Data System (SESTAT). 2006. "Table B-1: U.S. Scientists and Engineers, by Detailed Field and Level of Highest Degree Attained: 1999." Retrieved July 10, 2010 (<http://www.nsf.gov/statistics/us-workforce/1999/tables/TableB1.pdf>).

Survey Instrument

National Science Foundation. 2006. "2006 Survey of Doctorate Recipients." Arlington, VA: national Science Foundation. Retrieved July 10, 2010 (<http://....>).

Archival Sources

National Archives, Box 133. 1991. File: State and Local Information, September-October 1990. Letter from Vice President of the National Association for the Advancement of Learning Disabled People to William Wondra.

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.

OTHER SOURCE TYPES

The following source types are not usually allowed in SOCY122 papers consult with your teaching assistant before using such sources.

Email Citation

If emails are referred to in an essay they, like other personal communication, should be entered as part of the text and referenced in a footnote. Emails are rarely cited in a reference list. When referring to communication by email obtain the permission of the owner before using it and do not cite the email address.

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

Footnote: number superscript John Jones, email message to author May 19 2010.

Social Media Sources

References to social media sources should not appear in the references page. Rather, they should be footnoted in the body text where referenced. This footnote should include the page's title and URL.

Blogs

DeLong, Brad. 2007. "Thomas Piketty and Emmanuel Saez Give Their Current View on American Income Inequality." *The Brad DeLong Blog*, January 7, 2007. Retrieved January 9, 2007 (http://econ161.berkeley.edu/movable_type).

Citing a blog in the text requires the author's last name and date (DeLong 2007). In the reference section:

Religious Texts

If you need to cite religious texts such as the Bible for illustration or example purposes in your essay please see the citation practice for this in the MLA or APA on-line guide on the web. Remember religious texts are not

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peer reviewed and cannot stand as evidence in a sociology paper. Well-known books such as the Bible do not need to be included on the reference page, unless a professor asks you to. It might look something like this:

Holy Bible: The new King James Version, containing the Old and New Testaments. 1982. Nashville: T. Nelson pp.201-205

Parenthetical Citations in the text: for your first citation, identify the version, which you used.

- The Bible extols the virtues of love; “Love is patient, love is kind. It does not envy, it does not boast, it is not proud” (1 Cor. 13:4 New International Version).
- (John 3:16 New Revised Standard Version)
- (Holy Bible: The new King James version, containing the Old and New Testaments, 1982).
- (2 Cor. 5:17 New International Version)
- In Psalm 36:1 (New Jerusalem Bible), David...

Lecture Note Citation

Beamish, Rob. 2010. Class lecture. September 22. Queen’s University, Kingston, ON.

Newspaper Article

Rimland, Bernard. 2000. “Do children’s shots invite autism?” *Los Angeles Times*, April 26, A13.

Snyder, Donna. 1999. “Judge Orders Teen’s Hearing in Murder Case to Be Closed.” *Buffalo News*, May18, 1B.

Web Version of Newspapers

Clary, Mike. 2000. “Vieques Protesters Removed without Incident.” *Los Angeles Times*, May 5. Retrieved May 5, 2000 (http://www.latimes.com/news/nation/updates/lat_vieques000505.htm).

Blank, Rebecca M. 2008. “How We Measure Poverty.” *Los Angeles Times*, September 15. Retrieved January 7, 2009 (<http://www.latimes.com/news/opinion/sunday/commentary/la-oe-blank15-2008sep15,0,7811609.story>).

Magazine Article

Jana, Reena. 2000. “Preventing culture clashes – As the IT workforce grows more diverse, managers must improve awareness without creating inconsistency.” *InfoWorld*, April 24, pp. 95.

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Gibbs, Nancy. 1999. "Noon in the Garden of Good and Evil: The Tragedy at Columbine Began As a Crime Story but Is Becoming a Parable." *Time*, May 17, 153:54.

Brochure or Pamphlet

Writing: The Goal Is Variety (4th ed.) [Brochure]. Hartford, CT: Author.

Treat pamphlets created by corporate authors in the same way you would treat an entire book written by a corporate author. Do not forget to identify your resource as [Brochure] or [Pamphlet] within brackets.

Bulletins, Fact Sheets and Newsletters

Newsletter, No Author

American Sociological Association. 2004. "Public Affairs Update: Concerned Scientists Say Bush Administration Ignores Research..." *Footnotes*, April. Retrieved July 10, 2010 (<http://www2.asanet.org/footnotes/apr04/publicaffairs>).

Dictionaries and Encyclopedias

For a print copy of an encyclopedia entry:

Last name of the author of the entry, first name. Date of publication. "title of the entry." Pp. of the entry in *Title of the Encyclopedia*, edited by first initial last name of editor. Place of publication: Publisher.

Beamish, Rob. 2011. "Sport and Capitalism." Pp. 607-608 in *The Concise Encyclopedia of Sociology*, edited by G. Ritzer and J.M. Ryan. Malden MA: Blackwell Publishing Ltd.

On-line examples for the Concise Encyclopedia of Sociology:

Beamish, Rob. 2011. "Sport and Capitalism." Pp. 607-608 in *The Concise Encyclopedia of Sociology*, edited by G. Ritzer and J.M. Ryan. Malden MA: Blackwell Publishing Ltd. DOI: 10.1002/9781444392654

Beamish, Rob. 2011. "Sport and Capitalism." Pp. 607-608 in *The Concise Encyclopedia of Sociology*, edited by G. Ritzer and J.M. Ryan. Malden MA: Wiley-Blackwell. DOI: 10.1002/9781444392654

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Often encyclopedias and dictionaries do not provide bylines (authors' names). When no byline is present, move the entry name to the front of the citation. Provide publication dates if present or specify (n.d.) if no date is present in the entry.

Feminism. (n.d.). In *Encyclopædia Britannica online*.

Retrieved from <http://www.britannica.com/EBchecked/topic/724633/feminis>

Hemorrhage [Def. 1]. (n.d.). *Merriam-Webster Online*. In Merriam-Webster. Retrieved January 2, 2013, from <http://www.merriam-webster.com/dictionary/citation>

ASA Format. [Online] Romelia Salinas, California State University, Los Angeles. Available: <http://www.calstatela.edu/library/bi/rsalina/asa.styleguide.html> (Accessed 7 April 2006)

8. THINGS TO STOP DOING WHEN WRITING ESSAYS

Stop using the 5-paragraph hamburger model of essay writing. You can have as many points and as many paragraphs as it takes to make your point.

Never start a paper with "Throughout history" or any derivation thereof.

Do not address your reader personally as We, You or Us – the reader does not want to be included in your analysis.

Paragraphs must be at least 3 sentences.

Do not change the spacing or font to make your paper bigger or smaller.

Avoid using "society" as if it were a person.

You do not have to say "in society" when you write – this is redundant we do not exist outside of society.

THEN = Time THAN = comparison

it's -- is not the possessive its -- is the possessive

a lot -- not alot

Dates do not have an apostrophe unless you mean them to be possessive (1990s not 1990's)

data is a plural noun -- the singular is datum; therefore "The data are hard to interpret

media is a plural noun -- the singular is medium -- therefore "While it is fine to say that the media shape the dominant ideology a sound argument will show how one medium plays that role rather than a general analysis of the media as a whole."

A "novel" is a work of fiction you are reading "books".

When you consult a dictionary or encyclopedia we do not want to know about it in your paper. Do not write sentences such as: "Webster's dictionary defines....."

You can only use the word "secondly" if you use the word "firstly".

Use insert page numbers and insert page breaks in your program – make sure your reference page has a page break so it stands alone on its own page.