

CHAPTER 52

Writing in the Social Sciences

The social sciences—including anthropology, economics, education, management, political science, psychology, and sociology—focus on the study of human behavior. As the name implies, the social sciences examine the way human beings relate to themselves, to their environment, and to one another.

52a Using the methods and evidence of the social sciences

Researchers in the social sciences systematically pose a question, formulate a **hypothesis** (a generalization that can be tested), collect data, analyze those data, and draw conclusions to support, refine, or disprove their hypothesis. This is the scientific method developed in the natural sciences (see p. 807).

Social scientists gather data in several ways:

- ✓ **They make firsthand observations of human behavior**, recording the observations in writing or on audio- or videotape.
- ✓ **They interview subjects about their attitudes and behavior**, recording responses in writing or on tape. (See pp. 596–97 for guidelines on conducting an interview.)
- ✓ **They conduct broader surveys using questionnaires**, asking people about their attitudes and behavior. (See the box on the facing page.)
- ✓ **They conduct controlled experiments**, structuring an environment in which to encourage and measure a specific behavior.

In their writing, social scientists explain their own research or analyze and evaluate others' research.

Social science research methods generate two kinds of data:

- ✓ **Quantitative data are numerical**, such as statistical evidence based on surveys, polls, tests, and experiments. When public-opinion pollsters announce that 47 percent of US citizens polled approve of the President's leadership, they are offering quantitative data gained from a survey. Social science writers present quantitative data in graphs, charts, and other illustrations that accompany their text.
- ✓ **Qualitative data are not numerical but more subjective**: they are based on interviews, firsthand observations, and inferences, taking into account the subjective nature of human experience. Examples include an anthropologist's description of the initiation rites in a culture she is studying or a psychologist's interpretation of interviews he conducted with a group of adolescents.

52b Understanding writing assignments

in the social sciences

Depending on what social science courses you take, you may be asked to complete a variety of assignments:

- ✓ **A summary or review of research** reports on the available research literature on a subject, such as infants' perception of color.
- ✓ **A case analysis** explains the components of a phenomenon, such as a factory closing.
- ✓ **A problem-solving analysis** explains the components of a problem, such as unreported child abuse, and suggests ways to solve it.
- ✓ **A research paper** interprets and sometimes analyzes and evaluates the writings of other social scientists about a subject, such as the effect of national appeals in advertising. An example appears in Chapter 48, pages 690–724.
- ✓ **A research report** explains the author's own original research or the author's attempt to replicate someone else's research. A research report begins on page 803.

Many social science disciplines have special requirements for the content and organization of each kind of paper. The requirements appear in the style guides of the disciplines, listed on page 784. For instance, the American Psychological Association specifies the outline for research reports that is illustrated on pages 803–06. Because of the differences among disciplines and even among different kinds of papers in the same discipline, you should always ask your instructor what he or she requires for an assignment.

52c Using the tools and language of the social sciences

The following guidelines for tools and language apply to most social sciences. However, the particular discipline you are writing in, or an instructor in a particular course, may have additional requirements. Many of the research sources listed on the next several pages can tell you more about your discipline's conventions.

1 Writing tools

Many social scientists rely on a **research journal** or **log**, in which they record their ideas throughout the research-writing process. Even if a research journal is not required in your courses, you may want to use one. As you begin formulating a hypothesis, you can record preliminary questions. Then when you are in the field conducting research, you can use the journal to react to the evidence you are collecting, to record changes in your perceptions and ideas, and to assess your progress. (See pp. 152–53 and 559–60 for more on journals.)

To avoid confusing your reflections on the evidence with the evidence itself, keep records of actual data—notes from interviews, observations, surveys, and experiments—separately from the journal.

2 Language considerations

Each social science discipline has specialized terminology for concepts basic to the discipline. In sociology, for example, the words *mechanism*, *identity*, and *deviance* have specific meanings different from those of everyday usage. And *identity* means something different in sociology, where it applies to groups of people, than in psychology, where it applies to the individual. Social scientists also use precise terms to describe or interpret research. For instance, they say *The subject expressed a feeling of* rather than *The subject felt* because human feelings are not knowable for certain; or they say *These studies indicate* rather than *These studies prove* because conclusions are only tentative.

Just as social scientists strive for objectivity in their research, so they strive to demonstrate their objectivity through language in their writing. They avoid expressions such as *I think* in order to focus attention on what the evidence shows, not the researcher's opinions. (However, many social scientists prefer *I to the researcher* when they refer to their own actions, as in *I then*

interviewed the subjects. Ask your instructor for his or her preferences.) Social scientists also avoid direct or indirect expression of their personal biases or emotions, either in discussions of other researchers' work or in descriptions of research subjects. Thus one social scientist does not call another's work *sloppy* or *immaculate* and does not refer to his or her own subjects as *drunks* or *innocent victims*. Instead, the writer uses neutral language and ties conclusions strictly to the data.

3 Research sources

v Specialized encyclopedias, dictionaries, and bibliographies

General

International Bibliography of the Social Sciences
International Encyclopedia of the Social and Behavioral Sciences
The Social Science Encyclopedia

Business and economics

Accountant's Handbook
Dictionary of Business and Economics
Encyclopedia of Advertising
Encyclopedia of Banking and Finance
Encyclopedia of Business Information Sources
Encyclopedia of Management
Handbook of Modern Marketing
McGraw-Hill Encyclopedia of Economics
The MIT Dictionary of Modern Economics
The New Palgrave Dictionary of Economics and the Law

Education

Bibliographic Guide to Education
Encyclopedia of American Education
Encyclopedia of Education
Encyclopedia of Educational Research
The Philosophy of Education: An Encyclopedia

Political science and law

Black's Law Dictionary
Guide to American Law
Index to Legal Periodicals and Books
Information Sources of Political Sciences
Political Science: A Guide to Reference and Information Sources

Psychology, sociology, and anthropology

African American Encyclopedia
Afro-American Reference
Asian American Studies
Bibliographic Guide to Psychology
Encyclopedia of Anthropology
Encyclopedia of Crime and Justice
Encyclopedia of Psychology
Encyclopedia of Sociology
Guide to Research on North American Indians
Library Use: A Handbook for Psychology
Macmillan Dictionary of Anthropology
A Native American Encyclopedia: History, Culture, and Peoples
Race and Ethnic Relations: A Bibliography
Sociology: A Guide to Reference and Information Sources
Sourcebook of Hispanic Culture in the United States

v Indexes

ABC: Pol Sci
ABI/INFORM (business)
Abstracts in Anthropology

Business Periodicals Index
Business Publications Index and Abstracts
Business Source Premier
Criminal Justice Periodicals Index
Dissertation Abstracts International (doctoral dissertations)
EconLit
Education Index
ERIC, Current Index to Journals in Education
Human Resources Abstracts
Index to Legal Periodicals
International Political Science Abstracts
Journal of Economic Literature
PAIS International in Print (government publications and political science journals)
PsychInfo
PsychLIT
Psychological Abstracts
Social Sciences Index
Sociofile
Sociological Abstracts
Urban Affairs Abstracts
Wilson Business Abstracts

v **Book reviews**

Index to Book Reviews in the Social Sciences

v **Web sources**

For updates of these sources and URLs, visit ablongman.com/littlebrown.

General

Data on the Net (odwin.ucsd.edu/idata)
Social Science Information Gateway (sosig.ac.uk)
WWW Virtual Library: Social and Behavioral Sciences (vlib.org/SocialSciences)

Anthropology

American Anthropological Association (aaanet.org)
American Folklife Center (loc.gov/folklife)
Anthro.Net (anthro.net)
Anthropology Resources on the Internet (anthropologie.net)

Business and economics

Biz/ed (bized.ac.uk)
Academic Info: Business Administration (academicinfo.net/bus.html)
Resources for Economists on the Internet (rfe.org)
Virtual International Business and Economic Sources (library.uncc.edu/display/?dept=reference&format=open&page=68)

Education

Education Reference Desk (eduref.org)
Gateway to Educational Materials (thegateway.org)
Learner.org (learner.org)
Social Science Information Gateway: Education (sosig.ac.uk/roads/subject-listing/World/educ.html)
US Department of Education (ed.gov)

Ethnic and gender studies

Diversity and Ethnic Studies (public.iastate.edu/~savega/divweb2.htm)
Diversity Database (inform.umd.edu/EdRes/Topic/Diversity)
Voice of the Shuttle: Gender Studies (vos.ucsb.edu/browse.asp?id=2711)
Gender Inn (www.uni-koeln.de/phil-fak/englisch/datenbank/e_index.htm)

Political science and law

Legal Information Institute (www.law.cornell.edu)
Librarians' Index to the Internet: Law (lii.org/search/file/law)
Oyez: USSupreme Court Multimedia (www.oyez.org)
Political Science Resources (psr.keele.ac.uk)

Thomas Legislative Information on the Internet (thomas.loc.gov)
Ultimate Political Science Links (www.rvc.cc.il.us/faclink/pruckman/PSLinks.htm)

Psychology

Encyclopedia of Psychology (www.psychology.org)
PsychCrawler (www.psychcrawler.com)
Psychology: Online Resource Central (psych-central.com)
Psych Web (psywww.com)

Sociology

Social Science Information Gateway: Sociology (sosig.ac.uk/roads/subject-listing/World/sociol.html)
SocioSite (www2.fmg.uva.nl/sociosite)
SocioWeb (socioweb.com)
WWW Virtual Library: Sociology (socserv2.socsci.mcmaster.ca/w3virtsoclib)

52d Citing sources in APA style

Some of the social sciences publish style guides that advise practitioners how to organize, document, and type papers. The following is a partial list:

American Anthropological Association, *AAA Style Guide*, 2002, http://www.aaanet.org/pubs/style_guide.htm
 American Political Science Association, *Style Manual for Political Science*, 2001
 American Psychological Association, *Publication Manual of the American Psychological Association*, 5th ed., 2001
 American Sociological Association, *ASA Style Guide*, 2nd ed., 1997
 Linguistic Society of America, "LSA Style Sheet," published every December in *LSA Bulletin*
A Uniform System of Citation (law), 17th ed., 2001

By far the most widely used style is that of the American Psychological Association (APA), so we detail it here. Always ask your instructor in any discipline what style you should use.

Note If you use APA style frequently and write on a computer, you may want to obtain *APA-Style Helper*, a student's companion to the *Publication Manual of the American Psychological Association* that formats source citations in APA style. It can be downloaded (for a fee) from the APA Web site at apa.org/software. Other bibliography programs can also help with APA style. See page 638.

1 Using APA parenthetical text citations

In the APA documentation style, parenthetical citations within the text refer the reader to a list of sources at the end of the text. A parenthetical citation contains the author's last name, the date of publication, and sometimes the page number from which material is borrowed.

1. Author not named in your text

One critic of Milgram's experiments insisted that the subjects "should have been fully informed of the possible effects on them" (Baumrind, 1988, p. 34).

When you do not name the author in your text, place in parentheses the author's last name and the date of the source. Separate the elements with commas. Position the reference so that it is clear what material is being documented *and* so that the reference fits as smoothly as possible into your sentence structure. (See pp. 654–56 for guidelines.) The following would also be correct:

In the view of one critic of Milgram's experiments (Baumrind, 1988), the subjects "should have been fully informed of the possible effects on them" (p. 34).

Unless none is available, the APA requires a page or other identifying number for a direct quotation (as in the preceding examples) and recommends an identifying number for a paraphrase. Use an appropriate abbreviation or symbol before the number—for instance, p. for *page* and ¶ for *paragraph* (or *para.* if you do not have the symbol). The identifying

number may fall with the author and date (first example) or by itself in a separate pair of parentheses (second example). See also model 11, page 788.

2. Author named in your text

Baumrind (1988) insisted that the subjects in Milgram's study "should have been fully informed of the possible effects on them" (p. 34).

When you use the author's name in the text, do not repeat it in the reference. Place the source date in parentheses after the author's name. Place any page or paragraph reference either after the borrowed material (as in the example) or with the date: (1988, p. 34). If you cite the same source again in the paragraph, you need not repeat the reference as long as it is clear that you are using the same source and the page number (if any) is the same. Here is a later sentence from the paragraph containing the preceding example:

Baumrind also criticized the experimenters' rationale.

3. A work with two authors

Pepinsky and DeStefano (1997) demonstrated that a teacher's language often reveals hidden biases.

One study (Pepinsky & DeStefano, 1997) demonstrated the hidden biases often revealed in a teacher's language.

When given in the text, two authors' names are connected by *and*. In a parenthetical citation, they are connected by an ampersand, *&*.

4. A work with three to five authors

Pepinsky, Dunn, Rentl, and Corson (1999) further demonstrated the biases evident in gestures.

In the first citation of a work with three to five authors, name all the authors, as in the example above.

In the second and subsequent references to a work with three to five authors, generally give only the first author's name, followed by *et al.* (Latin abbreviation for "and others"):

In the work of Pepinsky et al. (1999), the loaded gestures included head shakes and eye contact.

However, two or more sources published in the same year could shorten to the same form—for instance, two references shortening to Pepinsky et al., 1999. In that case, cite the last names of as many authors as you need to distinguish the sources, and then give *et al.*: for instance, (Pepinsky, Dunn, et al., 1999) and (Pepinsky, Bradley, et al., 1999).

5. A work with six or more authors

One study (Rutter et al., 2003) attempted to explain these geographical differences in adolescent experience.

For six or more authors, even in the first citation of the work, give only the first author's name, followed by *et al.* If two or more sources published in the same year shorten to the same form, give additional names as explained with model 4.

6. A work with a group author

An earlier prediction was even more somber (Lorenz Research, 2003).

For a work that lists an institution, agency, corporation, or other group as author, treat the name of the group as if it were an individual's name. If the name is long and has a familiar abbreviation, you may use the abbreviation in the second and subsequent citations. For example, you might abbreviate *American Psychological Association* as *APA*.

7. A work with no author or an anonymous work

One article ("Right to Die," 1996) noted that a death-row inmate may crave notoriety.

For a work with no named author, use the first two or three words of the title in place of an author's name, excluding an initial *The*,

A, or *An*. Italicize book and journal titles, place quotation marks around article titles, and capitalize the significant words in all titles cited in the text. (In the reference list, however, do not use quotation marks for article titles, and capitalize only the first word in all but periodical titles. See pp. 788 and 789.)

For a work that lists “Anonymous” as the author, use this word in the citation: (Anonymous, 1999).

8. One of two or more works by the same author(s)

At about age seven, most children begin to use appropriate gestures to reinforce their stories (Gardner, 1973a).

When you cite one of two or more works by the same author(s), the date will tell readers which source you mean—as long as your reference list includes only one source published by the author(s) in that year. If your reference list includes two or more works published by the same author(s) *in the same year*, the works should be lettered in the reference list (see p. 792). Then your parenthetical citation should include the appropriate letter: 1973a in the preceding example.

9. Two or more works by different authors

Two studies (Herskowitz, 1994; Marconi & Hamblen, 1999) found that periodic safety instruction can dramatically reduce employees’ accidents.

List the sources in alphabetical order by their authors’ names. Insert a semicolon between sources.

10. An indirect source

Supporting data appeared in a study by Wong (cited in Marconi, 2004).

The phrase *cited in* indicates that the reference to Wong’s study was found in Marconi. Only Marconi then appears in the list of references.

11. An electronic source

Ferguson and Hawkins (2002) did not anticipate the “evident hostility” of participants (§ 6).

Electronic sources can be cited like printed sources, usually with the author’s last name and the publication date. When quoting or paraphrasing electronic sources that number paragraphs instead of pages, provide the paragraph number preceded by the symbol ¶ if you have it, or by *para*. Even if the source does not number its paragraphs, you can still direct readers to a specific location by listing the heading under which the quotation appears and then (counting paragraphs yourself) the number of the paragraph in which the quotation appears—for example, (Morrison & Lee, 2004, *Method section*, ¶ 4). When the source does not number pages or paragraphs or provide frequent headings, omit any reference number.

2 Using an APA reference list

In APA style, the in-text parenthetical citations refer to the list of sources at the end of the text. This list, titled *References*, includes full publication information on every source cited in the paper. The list falls at the end of the paper, numbered in sequence with the preceding pages.

The following sample shows the format of the first page of the APA reference list:

Arrangement Arrange sources alphabetically by the author’s last name. If there is no author, alphabetize by the first main word of the title.

Spacing Double-space everything in the references, as shown in the sample, unless your instructor requests single spacing. (If you do single-space the entries themselves, always double-space *between* them.)

Indentation As illustrated in the sample, begin each entry at the left margin, and indent the second and subsequent lines five to seven spaces or one-half inch. See page 657 for instructions on creating this so-called hanging indent on your word processor.

Punctuation Separate the parts of the reference (author, date, title, and publication information) with a period and one space. Do not use a final period in references to electronic sources, which conclude with an electronic address (see pp. 795–97).

Authors For works with up to six authors, list all authors with last name first, separating names and parts of names with commas. Use initials for first and middle names even when names are listed fully on the source itself. Use an ampersand (&) before the last author’s name. See model 3, page 791, for the treatment of seven or more authors.

Publication date Place the publication date in parentheses after the author’s or authors’ names, followed by a period. Generally, this date is the year only, though for some sources (such as magazine and newspaper articles) it includes month and sometimes day as well.

Titles In titles of books and articles, capitalize only the first word of the title, the first word of the subtitle, and proper nouns; all other words begin with small letters. In titles of journals, capitalize all significant words (see p. 491 for guidelines). Italicize the titles of books and journals. Do not italicize or use quotation marks around the titles of articles.

City of publication For sources that are not periodicals (such as books or government publications), give the city of publication. The following US cities do not require state names as well: Baltimore, Boston, Chicago, Los Angeles, New York, Philadelphia, and San Francisco. Follow their names with a colon. For most other cities, add a comma after the city name, give the two-letter postal abbreviation of the state, and then add a colon. (You may omit the state if the publisher is a university whose name includes the state name, such as *University of Arizona*.)

Publisher’s name Also for nonperiodical sources, give the publisher’s name after the place of publication and a colon. Use shortened names for many publishers (such as *Morrow* for William Morrow), and omit *Co.*, *Inc.*, and *Publishers*. However, give full names for associations, corporations, and university presses (such as *Harvard University Press*), and do not omit *Books* or *Press* from a publisher’s name.

Page numbers Use the abbreviation *p.* or *pp.* before page numbers in books and in newspapers. Do *not* use the abbreviation for journals and magazines. For inclusive page numbers, include all figures: 667–668.

If the following pages don’t provide a model for a kind of source you used, try to find one that comes close, and provide ample information so that readers can trace the source. Often, you will have to combine models to cite a source accurately—for instance, combining “A book with two to six authors” (model 2) and “An article in a journal” (model 12) for a journal article with two or more authors.

v Books

1. A book with one author

Rodriguez, R. (1982). *A hunger of memory: The education of Richard Rodriguez*. Boston: Godine.

The initial *R* appears instead of the author’s first name, even though the author’s full first name appears on the source. In the title, only the first words of title and subtitle and the proper name are capitalized.

2. A book with two to six authors

Nesselroade, J. R., & Baltes, P. B. (1999). *Longitudinal research in behavioral studies*. New York: Academic Press.

An ampersand (&) precedes the last author’s name.

3. A book with seven or more authors

Wimple, P. B., Van Eijk, M., Potts, C. A., Hayes, J., Obergau, W. R., Zimmer, S., et al. (2001). *Case studies in moral decision making among adolescents*. San Francisco: Jossey-Bass.

Substitute *et al.* (Latin abbreviation for “and others”) for all authors’ names after the first six.

4. A book with an editor

Dohrenwend, B. S., & Dohrenwend, B. P. (Eds.). (1999). *Stressful life events: Their nature and effects*. New York: Wiley.

List the editors' names as if they were authors, but follow the last name with (Eds.).—or (Ed.). with only one editor. Note the periods inside and outside the final parenthesis.

5. A book with a translator

Trajan, P. D. (1927). *Psychology of animals* (H. Simone, Trans.). Washington, DC: Halperin.

The name of the translator appears in parentheses after the title, followed by a comma, Trans. and a closing parenthesis, and a final period. Note also the absence of periods in DC.

6. A book with a group author

Lorenz Research. (2003). *Research in social studies teaching*. Baltimore: Arrow Books.

For a work with a group author—such as a research group, government agency, or corporation—begin the entry with the group name. In the references list, alphabetize the work as if the first main word (excluding *The*, *A*, and *An*) were an author's last name.

7. A book with no author or an anonymous book

Merriam-Webster's collegiate dictionary (11th ed.). (2003). Springfield, MA: Merriam-Webster.

When no author is named, list the work under its title, and alphabetize it by the first main word (excluding *The*, *A*, *An*).

For a work whose author is actually given as "Anonymous," use this word in place of the author's name and alphabetize it as if it were a name:

Anonymous. (2006). *Teaching research, researching teaching*. New York: Alpine Press.

8. Two or more works by the same author(s) published in the same year

Gardner, H. (1973a). *The arts and human development*. New York: Wiley.

Gardner, H. (1973b). *The quest for mind: Piaget, Lévi-Strauss, and the structuralist movement*. New York: Knopf.

When citing two or more works by exactly the same author(s), published in the same year—as in the examples above—arrange them alphabetically by the first main word of the title and distinguish the sources by adding a letter to the date. Both the date *and* the letter are used in citing the source in your text (see p. 787).

When citing two or more works by exactly the same author(s) but *not* published in the same year, arrange the sources in order of their publication dates, earliest first.

9. A later edition

Bolinger, D. L. (1981). *Aspects of language* (3rd ed.). New York: Harcourt Brace Jovanovich.

The edition number in parentheses follows the title and is followed by a period.

10. A work in more than one volume

Lincoln, A. (1953). *The collected works of Abraham Lincoln* (R. P. Basler, Ed.). (Vol. 5). New Brunswick, NJ: Rutgers University Press.

Lincoln, A. (1953). *The collected works of Abraham Lincoln* (R. P. Basler, Ed.). (Vols. 1–8). New Brunswick, NJ: Rutgers University Press.

The first entry cites a single volume (5) in the eight-volume set. The second cites all eight volumes. Use the abbreviation vol. or vols. in parentheses, and follow the closing parenthesis with a period. In the absence of an editor's name, the description of volumes would follow the title directly: *The collected works of Abraham Lincoln* (vol. 5).

11. An article or chapter in an edited book

Paykel, E. S. (1999). Life stress and psychiatric disorder: Applications of the clinical approach. In B. S. Dohrenwend & B. P. Dohrenwend (Eds.), *Stressful life events: Their nature and effects* (pp. 239-264). New York: Wiley.

Give the publication date of the collection (1999 above) as the publication date of the article or chapter. After the article or chapter title and a period, say `In` and then provide the editors' names (in normal order), `(Eds.)` and a comma, the title of the collection, and the page numbers of the article in parentheses.

v Periodicals: Journals, magazines, newspapers**12. An article in a journal with continuous pagination throughout the annual volume**

Emery, R. E. (2005). Marital turmoil: Interpersonal conflict and the children of discord and divorce. *Psychological Bulletin*, 92, 310-330.

See page 666 for an explanation of journal pagination. Note that you do not place the article title in quotation marks and that you capitalize only the first words of the title and subtitle. In contrast, you italicize the journal title and capitalize all significant words. Separate the volume number from the title with a comma, and italicize the number. Do not add "pp." before the page numbers.

13. An article in a journal that pages issues separately

Dacey, J. (1998). Management participation in corporate buy-outs. *Management Perspectives*, 7(4), 20-31.

Consult page 666 for an explanation of journal pagination. In this case, place the issue number in parentheses after the volume number without intervening space. Do *not* italicize the issue number.

14. An abstract of a journal article

Emery, R. E. (2005). Marital turmoil: Interpersonal conflict and the children of discord and divorce. *Psychological Bulletin*, 92, 310-330. Abstract obtained from *Psychological Abstracts*, 2005, 69, Item 1320.

When you cite the abstract of an article, rather than the article itself, give full publication information for the article, followed by `Abstract obtained from` and the information for the collection of abstracts, including title, date, volume number, and either page number or other reference number (`Item 1320` in the example).

15. An article in a magazine

Williams, N. (2005, October 24). Beethoven's late quartets. *The New York Review of Books*, 16-18.

If a magazine has volume and issue numbers, give them as in models 12 and 13. Also give the full date of the issue: year, followed by a comma, month, and day (if any). Give all page numbers even when the article appears on discontinuous pages, without "pp."

16. An article in a newspaper

Kolata, G. (2006, January 7). Kill all the bacteria! *The New York Times*, pp. B1, B6.

Give month *and* day along with year of publication. Use *The* in the newspaper name if the paper itself does. Precede the page number(s) with `p.` or `pp.`

17. An unsigned article

The right to die. (1996, October 11). *Time*, 121, 101.

List and alphabetize the article under its title, as you would a book with no author (model 7, p. 792).

18. A review

Dinnage, R. (1987, November 29). Against the master and his men [Review of the book *A mind of her own: The life of Karen Horney*]. *The New York Times Book Review*, 10-11.

If the review is not titled, use the bracketed information as the title, keeping the brackets.

v Electronic sources

In general, the APA's electronic-source references begin as those for print references do: author(s), date, title. Then you add information on when and where you retrieved the source—for example, an online source might end Retrieved January 8, 2006, from <http://www.isu.edu/finance-dl/46732> (in APA style, no period follows a URL at the end of the reference).

Using the following models for electronic sources, you may have to improvise to match your source to a model. Try to locate all the information required by a model, referring to the sample sources on pages 567–70 for help. However, if you search for and still cannot find some information, then give what you can find. If a source has no publication date, use n.d. (for *no date*) in place of a publication date (see model 28, p. 796).

Note When you need to divide a URL from one line to the next, APA style calls for breaking *only* after a slash or before a period. Do not hyphenate a URL.

19. A journal article that is published online and in print

Palfrey, A. (2003). Choice of mates in identical twins [Electronic version]. *Modern Psychology*, 4(1), 26-40.

If you consulted the online version of a journal article that appears the same way both online and in print, follow model 12 or 13 (p. 793) for a print journal article, and insert [Electronic version] between the article title and the following period.

If you believe that the online version you consulted differs in some way from the print version, omit the bracketed insert and provide a retrieval statement with the date of your access and the complete URL for the article:

Grady, G. F. (2003). The here and now of hepatitis B immunization. *Today's Medicine*, 13, 145-151. Retrieved December 27, 2005, from <http://www.fmr.org/todaysmedicine/Grady050203.html>

20. An article in an online journal

Wissink, J. A. (2004). Techniques of smoking cessation among teens and adults. *Adolescent Medicine*, 2. Retrieved August 16, 2005, from <http://www.easu.edu/AdolescentMedicine/2-Wissink.html>

If the article has an identifying number, give it after the volume number and a comma.

21. A journal article retrieved from an electronic database

Wilkins, J. M. (1999). The myths of the only child. *Psychology Update*, 11(1), 16-23. Retrieved December 20, 2005, from ProQuest Direct database.

Many reference works and periodicals are available full-text from electronic databases to which your library subscribes, such as ProQuest Direct or LexisNexis. Your reference need not specify how you reached the database—for instance, through a Web site or on a CD-ROM. However, it should provide the appropriate information for the source itself—in the example here, for a journal article—and it should conclude with a retrieval statement giving the date of your access and the name of the database.

22. An abstract retrieved from an electronic database

Wilkins, J. M. (1999). The myths of the only child. *Psychology Update*, 11(1), 16-23. Abstract retrieved December 20, 2005, from ProQuest Direct database.

23. An article in an online newspaper

Pear, R. (2006, January 23). Gains reported for children of welfare to work families. *The New York Times on the Web*. Retrieved January 23, 2006, from <http://www.nytimes.com/2006/01/23/national/23/WELF.html>

24. An entire Web site (text citation)

The APA's Web site provides answers to frequently asked questions about style (<http://www.apa.org>).

Cite an entire Web site (rather than a specific page or document) by giving the URL in your text.

25. An independent document on the Web

Anderson, D. (2005, May 1). *Social constructionism and MOOs*. Retrieved August 6, 2005, from http://sites.unc.edu/~daniel/social_constructionism

Treat the title of an independent Web document like the title of a book. If the document has no named author, begin with the title and place the publication date after the title.

26. A document from the Web site of a university or government agency

McConnell, L. M., Koenig, B. A., Greeley, H. T., & Raffin, T. A. (2004, August 17). *Genetic testing and Alzheimer's disease: Has the time come?* Retrieved September 1, 2005, from Stanford University, Project in Genomics, Ethics, and Society Web site: <http://scbe.stanford.edu/pges>

Provide the name of the host organization and any sponsoring program as part of the retrieval statement.

27. An online government report

U.S. Department of Commerce, National Telecommunications and Information Administration. (2005, February). *A nation online: Entering the broadband age*. Retrieved January 22, 2006, from <http://www.ntia.doc.gov/reports/anol/index.html>

28. A multipage online document

Elston, C. (n.d.). *Multiple intelligences*. Retrieved June 6, 2005, from <http://education.com/teachspace/intelligences>

For an Internet document with multiple pages, each with its own URL, give the URL of the document's home page. Note the use of n.d. after the author's name to indicate that the document provides no publication date.

29. A part of an online document

Elston, C. (n.d.). Logical/math intelligence. In *Multiple intelligences*. Retrieved June 6, 2005, from <http://education.com/teachspace/intelligences/logical.jsp>

If the part of a document you cite has a label (such as "chapter 6" or "section 4"), provide that in parentheses after the document title: *Multiple intelligences* (chap. 6).

30. An entry on a Web log

Daswani, S. (2005, March 16). Hollywood vs. Silicon Valley. *Berkeley intellectual property Weblog*. Retrieved August 22, 2005, from http://www.biplog.com/archive/cat_hollywood.html

31. A retrievable online posting

Tourville, M. (2006, January 6). European currency reform. Message posted to International Finance electronic mailing list, archived at <http://www.isu.edu/finance-dl/46732>

Include postings to discussion lists and newsgroups in your list of references *only* if they are retrievable by others. The source above is archived (as the reference makes plain) and is thus retrievable at the address given.

**32. Electronic mail or a nonretrievable online posting
(text citation)**

At least one member of the research team has expressed reservations about the design of the study (L. Kogod, personal communication, February 6, 2006).

Personal electronic mail and other online postings that are not retrievable by others should be cited only in your text, as in the preceding example.

33. Software

Project scheduler 9000 [Computer software]. (2006). Orlando, FL: Scitor.

Provide an author's name for the software if an individual has the rights to the program. If you obtain the software online, you can generally replace the producer's city and name with a retrieval statement that includes the URL.

v Other sources

34. A report

Gerald, K. (2003). *Medico-moral problems in obstetric care* (Report No. NP-71). St. Louis, MO: Catholic Hospital Association.

Treat the report like a book, but provide any report number in paren-theses immediately after the title, with no punctuation between them.

For a report from the Educational Resources Information Center (ERIC), provide the ERIC document number in parentheses at the end of the entry:

Jolson, M. K. (2001). *Music education for preschoolers* (Report No. TC-622). New York: Teachers College, Columbia University. (ERIC Document Reproduction Service No. ED 264488)

35. A government publication

Hawaii. Department of Education. (2005). *Kauai district schools, profile 2004-05*. Honolulu, HI: Author.

Stiller, A. (2002). *Historic preservation and tax incentives*. Washington, DC: U.S. Department of the Interior.

U.S. House. Committee on Ways and Means. (2003). *Medicare payment for outpatient physical and occupational therapy services*. 108th Cong., 1st Sess. Washington, DC: U.S. Government Printing Office.

If no individual is given as the author, list the publication under the name of the sponsoring agency. When the agency is both the author and the publisher, use `Author` in place of the publisher's name, as in the first example.

36. A doctoral dissertation

A dissertation abstracted in DAI and obtained from UMI:

Steciw, S. K. (1986). Alterations to the Pessac project of Le Corbusier. *Dissertation Abstracts International*, 46, 565C. (UMI No. 6216202)

A dissertation abstracted in DAI and obtained from the university:

Chang, J. K. (2003). Therapeutic intervention in treatment of injuries to the hand and wrist (Doctoral dissertation, University of Michigan, 2003). *Dissertation Abstracts International*, 50, 162.

An unpublished dissertation:

Delaune, M. L. (2005). *Child care in single-mother and single-father families: Differences in time, activity, and stress*. Unpublished doctoral dissertation, University of California, Davis.

37. An interview

Brisick, W. C. (2005, July 1). [Interview with Ishmael Reed]. *Publishers Weekly*, 41-42.

List a published interview under the interviewer's name. Provide the publication information for the kind of source the interview appears in (here, a magazine). Immediately after the date, in brackets, specify that the piece is an interview and give the subject's name if necessary. For an

interview with a title, add the title (with an initial capital letter, no quotation marks, and no closing period) before the bracketed information.

An interview you conduct yourself should not be included in the list of references. Instead, use an in-text parenthetical citation, as shown in model 32 (p. 797) for a nonretrievable online posting.

38. A motion picture

American Psychological Association (Producer). (2001). *Ethnocultural psychotherapy* [Motion picture]. (Available from the American Psychological Association, 750 First Street, NE, Washington, DC 20002-4242, or online from <http://www.apa.org/videos/4310240.html>)
 Spielberg, S. (Director). (1993). *Schindler's list* [Motion picture]. United States: Viacom.

A motion picture may be a film, DVD, or video. Depending on whose work you are citing, begin with the name or names of the creator, director, producer, or primary contributor, followed by the function in parentheses. (The second model above would begin with the producer's name if you were citing the motion picture as a whole, not specifically the work of the director.) Add [Motion picture] after the title. For a motion picture in wide circulation (second example), give the country of origin and the name of the organization that released the picture. For a motion picture that is not widely circulated (first example), give the distributor's name and address in parentheses.

39. A musical recording

Springsteen, B. (2002). Empty sky. *The rising* [CD]. New York: Columbia.

Begin with the name of the writer or composer. (If you cite another artist's recording of the work, provide this information after the title of the work—for example, [Recorded by E. Davila].) Give the medium in brackets ([CD], [Cassette recording], and so on). Finish with the city and name of the recording label.

40. A television series or episode

Cleveland, R., Andries, L., & Taylor, C. (Producers). (2005). *Six feet under* [Television series]. New York: HBO.
 Cleveland, R. (Writer), & Engler, M. (Director). (2005). Dillon Michael Cooper [Television series episode]. In R. Cleveland, L. Andries, & C. Taylor (Producers), *Six feet under*. New York: HBO.

For a television series, begin with the producers' names and identify their function in parentheses. Add [Television series] after the series title, and give the city and name of the network. For an episode, begin with the writer and then the director, identifying the function of each in parentheses, and add [Television series episode] after the episode title. Then provide the series information, beginning with In and the producers' names and function, giving the series title, and ending with the city and name of the network.

52e Formatting documents in APA style

The *APA Publication Manual* distinguishes between documents intended for publication (which will be set in type) and those submitted by students (which are the final copy). The guidelines below apply to most undergraduate papers. Check with your instructor for any modifications to this format.

Note See pages 788–90 for the APA format of a reference list. And see pages 116–26 for guidelines on type fonts, lists, tables and figures, and other elements of document design.

Margins Use one-inch margins on the top, bottom, and right side. Add another half-inch on the left to accommodate a binder.

Spacing and indentions Double-space your text and references. (See pp. 802–03 for spacing of displayed quotations.) Indent para-graphs and displayed quotations one-half inch or five to seven spaces.

Paging Begin numbering on the title page, and number consec-utively through the end (including the reference list). Type Arabic numerals (1, 2, 3) in the upper right, about half an inch from the top.

Place a shortened version of your title five spaces to the left of the page number.

Title page Include the full title, your name, the course title, the instructor’s name, and the date. Type the title on the top half of the page, followed by the identifying information, all centered horizontally and double-spaced. Include a shortened form of the title along with the page number at the top of this and all other pages.

Abstract Summarize (in a maximum of 120 words) your sub-ject, research method, findings, and conclusions. Put the abstract on a page by itself.

Body Begin with a restatement of the paper’s title and then an introduction (not labeled). The introduction concisely presents the problem you researched, your research method, the relevant back-ground (such as related studies), and the purpose of your research.

The next section, labeled *Method*, provides a detailed discussion of how you conducted your research, including a description of the research subjects, any materials or tools you used (such as questionnaires), and the procedure you followed. In the illustration below, the label *Method* is a first-level heading and the label *Sample* is a second-level heading.

Format headings (including a third level, if needed) as follows:

First-Level Heading

Second-Level Heading

Third-level heading. Run this heading into the text paragraph with a standard paragraph indentation.

The *Results* section (labeled with a first-level heading) summarizes the data you collected, explains how you analyzed them, and presents them in detail, often in tables, graphs, or charts.

The *Discussion* section (labeled with a first-level heading) interprets the data and presents your conclusions. (When the discussion is brief, you may combine it with the previous section under the heading *Results and Discussion*.)

The *References* section, beginning a new page, includes all your sources. See pages 788–90 for an explanation and sample.

Long quotations Run into your text all quotations of forty words or less, and enclose them in quotation marks. For quotations of more than forty words, set them off from your text by indenting all lines one-half inch or five spaces, double-spacing above and below. For student papers, the APA allows single-spacing of dis-played quotations:

Echoing the opinions of other Europeans at the time, Freud (1961) had a poor view of Americans:

The Americans are really too bad. . . . Competition is much more pungent with them, not succeeding means civil death to every one, and they have no private resources apart from their profession, no hobby, games, love or other interests of a cultured person. And success means money. (p. 86)

Do not use quotation marks around a quotation displayed in this way.

Illustrations Present data in tables, graphs, or charts, as appropriate. (See the sample on p. 805 for a clear table format to follow.) Begin each illustration on a separate page. Number each kind of illustration consecutively and separately from the other (Table 1, Table 2, etc., and Figure 1, Figure 2, etc.). Refer to all illustrations in your text—for instance, (see Figure 3). Generally, place illustrations immediately after the text references to them. (See pp. 121–25 for more on illustrations.)

52f Examining a sample social science paper

On the following pages are excerpts from a sociology paper. The student followed the organization described on the preceding pages both in establishing the background for her study and in explaining her own research. She also followed the APA style of source citation and document format, although page borders and running heads are omitted here and only the required page breaks are indicated.

v Excerpts from a research report

[Title page. See also pp. 801–02]

An Assessment of
Dating Violence on Campus
Karen M. Tarczyk
Sociology 213
Mr. Durkan

March 6, 2006

[New page.]

Abstract

Little research has examined the patterns of abuse and violence occurring within couples during courtship. With a questionnaire administered to a sample of college students, the extent and nature of such abuse and violence were investigated. The results, some interpretations, and implications for further research are discussed.

[New page.]

An Assessment of Dating Violence on Campus

In recent years, a great deal of attention has been devoted to family violence. Numerous studies have been done on spouse and child abuse. However, violent behavior occurs in dating relationships as well, yet the problem of dating violence has been relatively ignored by sociological research. It should be examined further since the premarital relationship is one context in which individuals learn and adopt behaviors that surface later in marriage.

The sociologist James Makepeace (1989) contended that courtship violence is a “potential mediating link” between violence in one’s family of orientation and violence in one’s later family of procreation (p. 103). Studying dating behaviors at Bemidji State University in Minnesota, Makepeace reported that one-fifth of the respondents had had at least one encounter with dating violence. He then extended these percentages to students nationwide, suggesting the existence of a major hidden social problem.

More recent research supports Makepeace’s. Cates, Rutter, Karl, Linton, and Smith (2000) found that 22.3% of respondents at Oregon State University had been either the victim or the perpetrator of premarital violence. Another study (Cortes, 2005) found that so-called date rape, while much more publicized and discussed, was reported by many fewer woman respondents (2%) than was other violence during courtship (21%).

[The introduction continues.]

All these studies indicate a problem that is being neglected. My objective was to gather data on the extent and nature of premarital violence and to discuss possible interpretations.

Method

Sample

I conducted a survey of 200 students (134 females, 66 males) at a large state university in the northeastern United States. The sample consisted of students enrolled in an introductory sociology course.

[The explanation of method continues.]

The Questionnaire

A questionnaire exploring the personal dynamics of relationships was distributed during regularly scheduled class. Questions were answered anonymously in a 30-minute time period. The survey consisted of three sections.

[The explanation of method continues.]

Section 3 required participants to provide information about their current dating relationships. Levels of stress and frustration, communication between partners, and patterns of decision making were examined. These variables were expected to influence the amount of violence in a relationship. The next part of the survey was adopted from Murray Strauss's Conflict Tactics Scales (1992). These scales contain 19 items designed to measure conflict and the means of conflict resolution, including reasoning, verbal aggression, and actual violence.

Results

The questionnaire revealed significant levels of verbal aggression and threatened and actual violence among dating couples. A high number of students, 50% (62 of 123 subjects), reported that they had been the victim of verbal abuse. In addition, almost 14% (17 of 123) of respondents admitted being threatened with some type of violence, and more than 14% (18 of 123) reported being pushed, grabbed, or shoved. (See Table 1.)

[The explanation of results continues.]

[Table on a page by itself.]

Table 1

Incidence of Courtship Violence

Type of violence	Number of students	Percentage of reportings	Percentage of sample
Insulted or swore	62	50.4	
Threatened to hit or throw something	17	13.8	
Threw something	8	6.5	
Pushed, grabbed, or shoved	18	14.6	
Slapped	8	6.5	
Kicked, bit, or hit with fist	7	5.7	
Hit or tried to hit with something	2	1.6	
Threatened with a knife or gun	1	0.8	
Used a knife or gun	1	0.8	

Discussion

Violence within premarital relationships has been relatively ignored. The results of the present study indicate that abuse and force do occur in dating relationships. Although the percentages are small, so was the sample. Extending them to the entire campus population would mean significant numbers. For example, if the nearly 6% incidence of being kicked, bitten, or hit with a fist is typical, then 300 students of a 5,000-member student body might have experienced this type of violence.

[The discussion continues.]

If the courtship period is characterized by abuse and violence, what accounts for it? The other sections of the survey examined some variables that appear to influence the relationship. Level of stress and frustration, both within the relationship and in the respondent's life, was one such variable. The communication level between partners, both the frequency of discussion and the frequency of agreement, was another.

[The discussion continues.]

The method of analyzing the data in this study, utilizing frequency distributions, provided a clear overview. However, more tests of significance and correlation and a closer look at the social and individual variables affecting the relationship are warranted. The courtship period may set the stage for patterns of married life. It merits more attention.

[New page.]

References

- Cates, R. L., Rutter, C. H., Karl, J., Linton, M., & Smith, K. (2000). Premarital abuse: A social psychological perspective. *Journal of Family Issues, 13*(1), 79-90.
- Cortes, L. (2005). Beyond date rape: Violence during courtship. *Electronic Journal of Intimate Violence, 5*(2). Retrieved February 16, 2006, from <http://www.acast.nova.edu/health/psy/file-disc/file50.html>
- Glaser, R., & Rutter, C. H. (Eds.). (1999). Familial violence [Special issue]. *Family Relations, 43*.
- Makepeace, J. M. (1989). Courtship violence among college students. *Family Relations, 28*, 97-103.
- Strauss, M. L. (1992). *Conflict Tactics Scales*. New York: Sociological Tests.
<http://www.ablongman.com/littlebrown>

Visit the companion Web site for more help with writing in the social sciences.

Conducting a survey

- v **Decide what you want to find out—what your hypothesis is.** The questions you ask should be dictated by your purpose.
- v **Define your population.** Think about the kinds of people your hypothesis is about—for instance, college men, or five-year-old children. Plan to sample this population so that your findings will be representative.
- v **Write your questions.** Surveys may contain closed questions that direct the respondent's answers (checklists and multiple-choice, true/false, or yes/no questions) or open-ended questions allowing brief, descriptive answers. Avoid loaded questions that reveal your own biases or make assumptions about subjects' answers, such as "Do you want the United States to support democracy in China?" or "How much more money does your father make than your mother?"
- v **Test your questions.** Use a few respondents with whom you can discuss the answers. Eliminate or recast questions that respondents find unclear, discomforting, or unanswerable.
- v **Tally the results.** Count the actual numbers of answers, including any nonanswers.
- v **Seek patterns in the raw data.** Such patterns may confirm or contradict your hypothesis. Revise the hypothesis or conduct additional research if necessary.

APA parenthetical text citations

1. Author not named in your text 785
2. Author named in your text 785
3. A work with two authors 786
4. A work with three to five authors 786
5. A work with six or more authors 786
6. A work with a group author 787
7. A work with no author or an anonymous work 787
8. One of two or more works by the same author(s) 787
9. Two or more works by different authors 787
10. An indirect source 787
11. An electronic source 788

APA reference list

1/2"

Shortened title and page number (see p. 800)
Dating Violence 8

References

Cates, R. L., Rutter, C. H., Karl, J., Linton, M., & Smith, K. (2000). Premarital abuse: A social psychological perspective. *Journal of Family Issues, 13*(1), 79-90.

Cortes, L. (2005). Beyond date rape: Violence during courtship. *Electronic Journal of Intimate Violence, 5*(2). Retrieved February 16, 2006, from <http://www.acast.nova.edu/health/psy/file-disc/file50.html>

Glaser, R., & Rutter, C. H. (Eds.). (1999). Familial violence [Special issue]. *Family Relations, 43*.

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APA reference-list models

Books

1. A book with one author 791
2. A book with two to six authors 791
3. A book with seven or more authors 791
4. A book with an editor 791
5. A book with a translator 791
6. A book with a group author 791
7. A book with no author or an anonymous book 792
8. Two or more works by the same author(s) published in the same year 792
9. A later edition 792
10. A work in more than one volume 792
11. An article or chapter in an edited book 793

Periodicals

12. An article in a journal with continuous pagination throughout the annual volume 793
13. An article in a journal that pages issues separately 793
14. An abstract of a journal article 793
15. An article in a magazine 794

- 16. An article in a newspaper 794
- 17. An unsigned article 794
- 18. A review 794

Electronic sources

- 19. A journal article that is published online and in print 795
- 20. An article in an online journal 795
- 21. A journal article retrieved from an electronic database 795
- 22. An abstract retrieved from an electronic database 796
- 23. An article in an online news-paper 796
- 24. An entire Web site 796
- 25. An independent document on the Web 796
- 26. A document from the Web site of a university or government agency 796
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- 30. An entry on a Web log 797
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- 34. A report 798
- 35. A government publication 798
- 36. A doctoral dissertation 798
- 37. An interview 799
- 38. A motion picture 799
- 39. A musical recording 799
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APA title page

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 Dating Violence 1

An Assessment of
 Dating Violence on Campus
 Karen M. Tarczyk
 Sociology 213
 Mr. Durkan
 March 6, 2006
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APA abstract

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 Dating Violence 2
 Abstract

Little research has examined the patterns of abuse and violence occurring within couples during courtship. With a questionnaire administered to a sample of college students, the extent and na-

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 Dating Violence 3

An Assessment of
 Dating Violence on Campus

In recent years, a great deal of attention has been devoted to family violence. Numerous studies have been done on spouse

Cates et al. concluded that premarital violence was a problem of "abusive relationships" as well as "abusive individuals" (p. 90).

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Dating Violence 4

All the studies indicate a problem that is being neglected. My objective was to gather data on the extent and nature of premarital violence and to discuss possible interpretations.

Method

Sample

I conducted a survey of 200 students (134 females, 66 males) at a large state university in the northeastern United States. The sample consisted of students enrolled in an introductory sociology

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