

## RACE AND ETHNIC IDENTITY IN THE 21<sup>ST</sup> CENTURY

Sociology 407

Professor Clovis L. White  
Office: 301-A King Building  
Telephone: 775-8374  
Email: clovis.white@oberlin.edu

Fall Semester 2005  
Meets: W 2:30-4:30 P.M.  
Office hrs: Tues., & Thurs  
9 -11 AM, 1:15-2:15 PM or by  
appointment

### **COURSE DESCRIPTION:**

As our population increasingly experiences diversity in the 21<sup>st</sup> century, questions about racial and ethnic identity are and will become paramount in our way of life. This was most recently demonstrated in the 2000 U.S. census where individuals were allowed to identify themselves from an array of racial, ethnic and multiethnic categories. This opportunity of choice reflects the growing recognition of the diversity of the American population and the desirability of individuals to lay claim to a variety of identities. It is in this context we will examine the growing literature and research on the various racial and ethnic group identities in the United States. We will look at the traditional and “non-traditional” social-psychological perspectives/approaches toward the notions of racial and ethnic identification. Explorations will specifically focus on identity among White Americans, African Americans, Latinos, Asian American, Native American and multi-racial/ethnic groups. Issues of multiracial, multiethnic identity will be examined as well.

### **COURSE REQUIREMENTS:**

**Attendance:** The success of this class rests on your active participation. Toward this end, I expect your attendance on a regular basis. Your participation in class discussions is **ESSENTIAL**. Class participation will contribute to your final grade (15%).

**Seminar format:** For the first eleven weeks of the course, each class session will involve the introduction and exploration of the issue or topic of concern for the week followed by a discussion of the relevant literature and informed opinions on the topic. The instructor will take some of the responsibility for the introduction of the topic. However, students will also be asked to report on and respond to specific readings as they are assigned for discussion in class. It is expected that members of the class will address this issue with commentary or questions on the topic.

**Course materials and readings:** There will be assigned readings from books listed below and articles on reserve **BlackBoard**. Readings for a specific week are listed in the lecture topic section of the syllabus (see pp. 3-8). Everyone is expected to come to class having read the

material and be ready to discuss its contents. During the course of the semester additional readings assignments may be given to supplement present assignments.

Required books for the course:

1. Mia Tuan, *Forever Foreigners or Honorary Whites: The Asian Ethnic Experience Today*, New Jersey: Rutgers University Press, 2001.
2. Beverly Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria*, New York: Basic Books, 1997.
3. Loretta Winters and Herman DeBose, *New Faces in a Changing America: Multiracial Identity in the 21<sup>st</sup> Century*, California: Sage, 2002
4. Kerry Ann Rockquemore and David L. Brunson, *Beyond Black: Biracial Identity in America*. California: Sage 2002.

**Written assignments:** In conjunction with your reading assignments, each week students will be responsible for submitting a 2-3-page paper, which addresses a particular question provided by the professor. It is expected that the paper will incorporate the readings assigned for that week with specific citations/references.

**Written Project and Oral Presentation:** Each student will be responsible for completion of an oral and written project. To meet this requirement, students must explore through independent research an issue, topic, or idea related to the nature of racial and/or ethnic identity.

**Proposal:** Students will be required to submit a research proposal on the topic of interest. This proposal is due **Wednesday, October 12**. Such a proposal should detail the nature of the problem/issue to be explored, the theoretical and empirical literature on this issue to be examined, statement of hypotheses on the issue, and the methods or procedures for exploring this issue and what, if any, preliminary findings you might have on the issue (An outline of the paper is given at the end of the syllabus) and a preliminary bibliography containing at least six references. Proposal should be no longer than two double spaced pages. **(NOTE: You must have the proposal and the final paper completed by the due date or your final grade on the paper will be reduced by a letter grade for every day that they are late.)**

**Presentation:** Beginning around the 11th week of class, students will be required to present their research project to the class. Thirty minutes will be set-aside for each student to present their research and discussion with students in the class. It is not expected that you will have a completed version of your work but one that indicates you have made significant progress toward completion. Expectation about progress will depend on when a student presents.

**Paper:** A final copy of the written report on the research project should be submitted on **December 14**

**Grading:** Your course grade will be determined by your class participation, written assignments,

course project, and oral presentation. Below is the distribution of each requirement:

Written project	50%
Written assignments	25% (5 out of 6)
Presentation	10%
Class Participation	15%
-----	
Total	100%

### **TOPICS AND ASSIGNMENTS**

**(BB = Item is on BlackBoard)\***

- \* If you have not accessed Blackboard before, please follow these steps:
1. Go to the Oberlin On-Line homepage: <http://www.oberlin.edu/>
  2. Locate "QuickLinks" on right hand side of your screen.
  3. Click on "QuickLinks" and select "Blackboard?" from list of link options.
  4. In Blackboard, on left side of screen, select "Login".
  5. Your login name is the same as the one you use to login for email -- enter your login name and proceed to the next section.
  6. To create your password, click on the link below login section marked "Forgot your password?" and follow instructions.
  7. To access the class readings and other materials, you will be presented with a "Course Catalog" page.
  8. Scroll down to the section for "Sociology" and left click on this.
  9. On the next screen scroll down to the course "Seminar in Social Psychology" and left click on this.
  10. To the left of your screen a number of options will appear. Left click "Documents"; this will take you to the list of readings for the course. Select as needed.

If you have trouble using the Blackboard site, please email [octet@oberlin.edu](mailto:octet@oberlin.edu) or call Albert Borroni at x58345.

**WEEK 1:      SEPTEMBER 7      INTRODUCTION:** Identity - What is it?  
Why study racial/ethnic identity?  
Sociological & Psychological conceptions

**WEEK 2:      SEPTEMBER 14      IDENTITY: RACIAL AND ETHNIC**  
What is racial and ethnic identity? Issues of definition,

theory and research.

Required Readings:

1. Beverly Tatum, *Why are all the Black Kids Sitting Together in the Cafeteria*, Introductions (1999 & 1997), Chapter 1 and 2 (pp. 3-30)
2. Loretta Winters/Herman DeBose, *New Faces in a Changing America: Multiracial Identity in the 21<sup>st</sup> Century*, Chapter 1

BB

3. Joan S. Phinney, "Ethnic Identity and Acculturation", ACCULTURATION, Chun, Organista, & Marin, editors, pp. 63-81, chap. 3
4. Maria Root, "Methodological Issues in Multiracial Research" ASIAN AMERICAN PSYCHOLOGY Hall & Okazaki, editors, pp. 171-193, chapter 7.

### **PAPER 1 DUE: SEPTEMBER 14**

#### **WEEK 3 & 4: SEPTEMBER 21 & 28 AFRICAN AMERICAN OR BLACK**

**IDENTITY?** Is there such a thing as an African American Identity? If so, how do blacks come about this identity?

Required Readings:

1. Beverly Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria*, Introductions (1997 & 99), chapters 3-5 and (pp31-92)
2. Video: *Black Is, Black Ain't*. VCR 5371

BB

3. Paul Sniderman and Thomas Piazza, "Introduction" pp. 1-10, "Racial Solidarity", pp. 11-60, "Conclusion", pp. 159-180 **BLACK PRIDE AND BLACK PREJUDICE**

### **PAPER 2 DUE: SEPTEMBER 28**

#### **WEEK 5: OCTOBER 5 WHITE IDENTITY: IS THERE SUCH A THING?**

Required Readings:

1. Beverly Tatum, *Why Are All the Black Kids Sitting Together in the Cafeteria*, chapters 6 & 7 (pp. 93-130)

BB

2. Mary Waters, "Introduction", pp. 1-15, "Flux and Choice in American Ethnicity", pp. 16-51, "The Costs of a Costless Community", pp. 147-168 **ETHNIC OPTIONS**
3. Robert Carter, "Is White a Race? Expressions of White Racial Identity", **OFF WHITE**, Fine, et al., editors, pp. 198-209
4. Richard Dyer, "The Matter of Whiteness", **WHITE PRIVILEGE**, Rothenberg, editor, pp. 9-14

#### **WEEK 6 & 7 OCTOBER 12 & 19 ASIAN AMERICAN IDENTITY: Forever Foreigners**

### **Pan-Asian American Identity**

**Required Readings:**

1. Mia Tuan's, *Forever Foreigners or Honorary White's?* all
2. Beverly Tatum's, *Why Are All the Black Kids Sitting Together in the Cafeteria*, Chapt. 8, pp. 131-133, 153-156.

**BB**

3. Yen Le Espiritu & Michael Omi, "Who Are You Calling Asian?"; Shifting Identity Claims, Racial Classification, and the Census" *THE STATE OF ASIAN PACIFIC AMERICA TRANSFORMING RACE RELATIONS*, Paul Ong, editor, pp. 43-95
4. Robert G. Lee, "Fu Manchu Lives! Asian Pacific Americans as Permanent Aliens in American Culture" *THE STATE OF ASIAN PACIFIC AMERICA TRANSFORMING RACE RELATIONS*, Paul Ong, ed. pp. 159-187
5. Juanita Lott, "Asian Americans: A Racial Category" *ASIAN AMERICANS*, pp. Chapter 4, pp 69-86; Juanita Lott, "Asian Americans: A Multiplicity of Identities" *ASIAN AMERICANS*, Chapter 5, pp. 87-102
6. Russell Jeung, "Southeast Asians in the House: Multiple Layers of Identity", *CONTEMPORARY ASIAN AMERICAN COMMUNITIES* Vo & Bonus, editors, pp. 60-73, chapter 3; Wright & Spickard, "Pacific Islander Americans and Asian American Identity" *CONTEMPORARY ASIAN AMERICAN COMMUNITIES* Vo & Bonus, editors, pp. 105-119, chapter 6.
7. Espiritu Yen, Ethnicity and Panethnicity, pp. 1-18, *Coming Together...*pp. 19-52, *Pan-Asian American Ethnicity...*pp. 161-176 *ASIAN AMERICAN PANETHNICITY*

**PAPER 3 DUE:       OCTOBER 12**

**PROPOSAL DUE:   OCTOBER 19**

**WEEK 8           FALL BREAK: OCTOBER 22-30**

WEEK 9: **NOVEMBER 2 HISPANIC/LATINO IDENTITY?**

Required Readings:

1. Beverly Tatum's, *Why Are All the Black Kids Sitting Together in the Cafeteria*, Chapt. 8, pp. 133-143.
2. Video: *Latin Beat: Latino Culture in the United States* VCR 6652 and/or *Hispanics: The Second Generation* (digital video)

BB

3. Amando Padilla, editor, "Introduction to Hispanic Psychology" *HISPANIC PSYCHOLOGY*, pp. xi-xxi
4. Bernal, Saenz, Knight, "Ethnic Identity and Adaptation of Mexican American Youths in School Settings", *HISPANIC PSYCHOLOGY*, Amando Padilla, editor, pp. 71-88.
5. Linda Alcoff, "Is Latina/o Identity a Racial Identity?", *HISPANICS/LATINOS IN THE US*, Gracia & Greiff, editor, pp.23-44.
6. Ofelia Schutte, "Negotiating Latina Identities", *HISPANICS/LATINOS IN THE US*, Gracia & Greiff, editors, pp. 61-75.
7. Neil Foley, "Becoming Hispanic: Mexican Americans and Whiteness", *WHITE PRIVILEGE*, Rothenberg, editor, pp. 49-57

**PAPER DUE: NOVEMBER 2**

WEEK 10 **NOVEMBER 9 NATIVE AMERICAN IDENTITY?**

Required Readings

1. Beverly Tatum's, *Why Are All the Black Kids Sitting Together in the Cafeteria*, Chapt. 8, pp. 143-153

BB

2. Deborah Jackson, "The Question of Identity" *OUR ELDERS LIVED IT*
3. Raymond Fogelson, "Perspectives on Native American Identity", *STUDYING NATIVE AMERICA*, Thornton, editor, pp. 40-59
4. Duran, et al., "Native Americans and the Trauma of History", *STUDYING NATIVE AMERICA*, Thornton, editor, pp. 60-76
5. Joanne Nagel, "Introduction:" *AMERICAN INDIAN ETHNIC RENEWAL*
6. Joanne Nagel, "Constructing Ethnic Identity" *AMERICAN INDIAN ETHNIC RENEWAL*. Pp. 19-42.
7. Joanne Nagel, "Constructing Culture" *AMERICAN INDIAN ETHNIC RENEWAL*, PP. 43-59.
8. Joanne Nagel, "The Politics of American Indian Ethnicity:" *AMERICAN INDIAN ETHNIC RENEWAL*, 113-157.

**PAPER 5 DUE: NOVEMBER 9**

**WEEK 11 & 12:      NOVEMBER 16 & 23      BIRACIAL/MULTIRACIAL IDENTITY**

Required Readings

1. Beverly Tatum's, *Why are all the Black Kids Sitting at the Table*, Chapt. 9, pp. 167-192.
2. Kerry Rockquemore and David Brunnsma, *Beyond Black: Biracial Identities*, all
3. Loretta Winters/Herman DeBose, *New Faces in a Changing America: Multiracial Identity in the 21<sup>st</sup> Century*, Chapters, 3,4,8-14.
4. Video: *Interracial People and The Search for Identity* VCR 6743  
BB
5. Michelle Motoyoshi, "The Experience of Mixed-Race People:...." ADAPTATION, ACCULTURATION, AND TRANSNATIONAL TIES AMONG ASIAN AMERICANS, Franklin Ng, editor, pp. 173-190.
6. Maria Root, "Multiracial Americans", HANDBOOK OF ASIAN AMERICAN PSYCHOLOGY, Lee & Zane, editors, pp. 261-287
7. Karen Anderson, "Chapter I, Introduction" ETHNIC IDENTITY IN BIRACIAL ASIAN AMERICANS
8. Karen Anderson, "Review of the Literature" ETHNIC IDENTITY IN BIRACIAL ASIAN AMERICA

**PAPER 6 DUE: NOVEMBER 23**

**WEEK 13      NOVEMBER 30      PRESENTATIONS**

**WEEK 14      DECEMBER 7      PRESENTATIONS (LAST DAY OF CLASS)**

**WEEK 15      DECEMBER 14      WRITTEN PROJECT DUE**

**RACIAL AND ETHNIC IDENTITY IN THE 21<sup>ST</sup> CENTURY**  
Outline Guidelines for Oral and Written Report

This is a typical outline in social science research. I ask that you proceed with your project with this outline in mind. You are reminded that the topic of your chosen must be related to the issues raised in the topics during the semester.

I. STATEMENT OF THE ISSUE/PROBLEM UNDER INVESTIGATION

- A. What is it you intend to examine?
- B. Ask yourself the question: What is it that I wish to explore? Am I merely interested in describing the phenomenon or are you seeking to test a hypothesis or theory?

II. LITERATURE REVIEW

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

III. THEORETICAL FRAMEWORK

- A. Incorporate theory (ies) that explains your issue.
- B. Discuss how the various theories might explain the problem.

\*IV. METHODS AND ANALYSIS

- A. If doing data collection, discuss how one went about investigating the problem.
- B. Did you collect data? If so how? (e.g., questionnaire via survey; interviews; observation; sampling population and techniques.
- C. How did you analyze the data (quantitative employing statistical analysis or qualitative via content analysis, etc.)? What was your plan of analysis?

\*V. RESULTS

- A. Summary of the your objectives and the findings. (Original intent of study and what was found?)
- B. Does your study come to any conclusion? What is it? What is in store for the future research, etc. in this area? (Discuss limitations of present study and what needs to be done in the future.)

## **Seminar in Social Psychology Research Project**

The goal of the project is for you to explore issues of racial and ethnic identity that is of great interest to you, whether it is related to any of the issues we have discussed in class or to some others have not been mentioned thus far. The range of topics can focus on race and ethnic identity at any level

Once you have chosen a general topic or issue, the next step is to decide how you would like to learn more about this: i.e., library research, observation, etc. This can include observing race and ethnic identity issues in a local community setting (for example, schools, public settings) seeking out individuals who are involved in the issue you are investigating and interviewing them or merely focusing an in-depth exploration through library research..

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

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

### **The Research Project Proposal**

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

### **The Research Project**

#### **Part I - Introduction**

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

## Part II - Literature Review

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

Once you have read these articles, review and develop your own critique of them. Your task here is to first to briefly state the main argument of each author, ultimately describing to the reader the basic positions that are out there on this topic. This does not mean that you are expected to restate every detail in each article. Your task in this regard is instead to **simply extract from these writings the primary line of reasoning underlying the work** of each individual you have studied. You may find that a few of the articles espouse a similar viewpoint, and you can group them accordingly, or you may find that each has a slightly different take on the issue, and you can convey that in your review as well.

Secondly, included in this portion of the project should be your reaction to these articles. Do they capture the aspects of your issue in an insightful way, or are they lacking in some respects? What do you feel can be added to the research that has been done thus far on this topic?

## Part III - Observations

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

## Part IV - Analysis and Conclusion

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

## Quick Style Guide for Student Writing Sociology Papers

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

### References in the main text:

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

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

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

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

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

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

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

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

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

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

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

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

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

### Footnotes & Endnotes:

Endnotes are used to explain or amplify text, cite materials of limited availability, or append information presented in a table or figure. Number endnotes and list at the end of

your paper. Increasingly people use endnotes rather than footnotes and use either one sparingly as they tend to disrupt the flow of the text. Use footnotes and endnotes only when necessary. Footnotes appear at the bottom of the page in which they originate.

#### Miscellaneous Style & Grammar Matters:

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

#### Cited References (reference list):

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

#### Sample formats:

##### *Books*

Mason, Karen O. 1974. *Women's Labor Force Participation and Fertility*. Research Triangle Park, NC: National Institutes of Health.

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

Berlin, Gordon and Andrew Sum. 1988. *Toward a More Perfect Union: Basic Skills, Poor Families, and our Economic Future*. New York: Ford Foundation.

##### *Journal Articles:*

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

Goodman, Leo A. 1947a. "Exploratory Latent Structure Analysis using both

Identifiable and Unidentifiable Models.” *Biometrika* 61: 215-31.

-----, 1947b. “Systems in Qualitative Variables when some of the Variables are Unobservable, Part I – A Modified Latent Structure Approach.” *American Journal of Sociology* 79: 1179-1259.

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

*Articles from Collected Works/Chapters in Books:*

Clausen, John A. 1972. “The Life Course of Individuals.” Pp. 457-514 in *Aging and Society*, vol. 3, *A Sociology of Age Stratification*, edited by M. W. Riley, M. Johnson, and A. Fotner. New York: Russell Sage.

*Unpublished Manuscripts:*

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

**Mechanics:**

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

For more information . . . check out these additional references

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

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

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

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

**Citations in the text should take these formats:**

In text: (James, 1995:44-46) or (*Study of Ethnicity*, 1999: 30)

**References are American Sociological Review Format in alphabetical order:**

Dubois, W.E.B. (1903) *Souls of Black Folk*. New York, NY: Rutgers University Press.  
James, William. (1889). *The Psychology of the Mind*. Chicago, IL: University of Chicago Press.

\* Not required, but would add to originality of issue examined.