

Du Bois Review: Social Science Research on Race

Instructions for Authors

Aims and Scope

Du Bois Review: Social Science Research on Race (DBR) is an innovative periodical that presents and analyzes the best cutting-edge research on race from the social sciences. It provides a forum for discussion and increased understanding of race and society from a range of disciplines, including but not limited to economics, political science, sociology, anthropology, law, communications, public policy, psychology, and history. Each issue of ***DBR*** opens with remarks from the editors concerning the three subsequent and substantive sections: STATE OF THE DISCIPLINE, where broad-gauge essays and provocative think-pieces appear; STATE OF THE ART, dedicated to observations and analyses of empirical research; and STATE OF THE DISCOURSE, featuring expansive book reviews, special feature essays, and occasionally, debates.

Manuscript Submission

DBR is a blind peer-reviewed journal. To be considered for publication in either STATE OF THE ART or STATE OF THE DISCIPLINE, an electronic copy of a manuscript along with two hard copies prepared for blind peer review (with self-references removed except for those on a separable title page) should be sent to: Managing Editor, *Du Bois Review*, W. E. B. Du Bois Institute, Harvard University, 104 Mount Auburn Street, Cambridge, MA 02138. Phone: (617) 384-8338; Fax: (617) 496-1322; E mail: dbreview@fas.harvard.edu. In STATE OF THE DISCOURSE, the ***Du Bois Review*** publishes substantive (5-10,000 word) review essays of multiple (three or four) thematically related books. Proposals for review essays should be directed to the Managing Editor at dbreview@fas.harvard.edu.

Manuscript Originality

The ***Du Bois Review*** publishes only original, previously unpublished (whether hard copy or electronic) work. Submitted manuscripts may not be under review for publication elsewhere while under consideration at ***DBR***. Papers with multiple authors are reviewed under the assumption that all authors have approved the submitted manuscript and concur with its submission to the ***DBR***.

Copyright

Upon acceptance of your manuscript, a Copyright Transfer Agreement, with certain specified rights reserved by the author, must be signed and returned to the Managing Editor's office (see address under "Manuscript Submission" above). This is necessary for the wide distribution of research findings and the protection of both the authors and the W. E. B. Du Bois Institute for African and African American Research at Harvard University.

Manuscript Preparations and Style

Final manuscripts must be prepared in accordance with the ***DBR*** style sheet (see below) and the Chicago Manual of Style. Manuscripts requiring major reformatting will be returned to the author(s). Submitted manuscripts should be prepared as Word documents with captions, figures, graphs, illustrations, and tables (all in shades of black and white). The entire manuscript should be typed double-spaced throughout on 8 1/2" x 11" paper. Pages should be numbered sequentially beginning with the Title Page. The *Title Page* should state the full title of the manuscript, the full names and affiliations of all authors, a detailed contact address with telephone and fax numbers, e-mail address, and the address for requests of reprints. At the top right provide a shortened title for the running head (up to thirty characters). The *Abstract* (up to 300 words) should appear on page 2 followed by up to eight *Keywords*. If an *Epigraph* is present, it should precede the start of the text on page 3. Appropriate heads and subheads should be used accordingly in the text. *Acknowledgments* are positioned at the end of the text, followed by the manuscript dates and corresponding author's contact information. ***DBR*** prints no footnotes, and only contentful endnotes. (All citations to texts are made in the body of the text.) The *Endnotes* section is followed by the *References* section, in which all and only those works explicitly cited in the body of the text are listed. *Figures*, figure captions, and *Tables* should appear on separate pages. *Appendices* should appear separately. **IMPORTANT:** Hard and electronic copies of figures are to be provided, with the graphics appearing in TIFF, EPS, or PDF formats. Word (or .doc) files of figures not in digital format are not acceptable.

Corrections and Offprints

Corrections to proofs should be restricted to factual or typographical errors only. Rewriting of the copy is not permitted. Offprints may be purchased by completing the order form sent in with the proofs. Also, authors can order up to ten copies of the issue that their article appeared in at the authors' discount listed on the offprint order form.

Du Bois Review Style Sheet (Notes to Contributors)

NOTE: ALL works listed in the References section **MUST** be cited at least once in the body or endnotes of the text. Also, ALL works cited in the main text or endnotes **MUST** be included in the References section.

IN-TEXT CITATIONS

Citation when Author's Name Already Appears in Text

Single Author:

Ex: As discussed by Taylor (1994)...

Two Authors:

Ex: As discussed by Brown and Smith (1993)...

Three or More Authors:

Please use et al. even at first mention.

Ex: As discussed by Jackson et al. (2001)...

Citation When Author's Name Does Not Appear in Text

Single Author:

Ex: The pain and duress experienced by tokenism is rarely perceived, much less understood or acknowledged by the majority group (Christensen 1994).

Two Authors:

Please use a comma to separate authors' names and year of publication.

Ex: A cultural strand vested in a belief in racial hierarchy has been identified as a prominent component of American politics (King and Smith, 2005; Lieberman 2002, 2003).

Three or More Authors:

Please use et al. with a comma to separate from the publication year even at first mention.

Ex: For example, data based on a 2000–2001 survey of Asian Americans show that for naturalized Asian Americans, registration rates increase with length of U.S. residence (Lien et al., 2004).

Notes for Multiple Citations

Different Authors:

Please separate authors' names using semicolons and order alphabetically.

Ex: Parties mobilized some groups of European immigrants when it was to their advantage, but failed to mobilize others when no obvious benefit existed (Erie 1988; Stone 1996).

Same Author with Different Publications:

Please separate the different publication years using commas. If the multiple publications are from the same year, please differentiate as shown in example.

Ex: While perhaps surprising, this finding is consistent with other research that demonstrates the limitations of ideology in explaining policies particularly relevant to racial/ethnic group issues (Hero 1998, 2003).

Ex: While perhaps surprising, this finding is consistent with other research that demonstrates the limitations of ideology in explaining policies particularly relevant to racial/ethnic group issues (Hero 1998a, 1998b).

More Complicated Example:

Considerable evidence maintains that immigrants are good for cities, yet contrary findings suggest that struggling native urban dwellers are worse off in the face of mounting immigration (Borjas 1998, 2001; Grogan and Proscio, 2000; Lim 2001; Lowenstein 2006; Waldinger 2001).

Citations for Quotations and Block Quotations

Same as examples shown above, *and also* a page number(s). The citation should appear in parentheses at the end of the quotation.

Ex: These findings contradict the assumption made by Alejandro Portes and Ruben Rumbaut in their seminal study of immigration that “political concerns of the foreign born today seldom have to do with matters American. Instead, they tend to center on issues and problems back home” (1996, p. 108).

Ex: Boyer also recognizes that there is a shortage of qualified faculty in the field of humanities and the social sciences:

Concerns about tomorrow’s professoriate cannot be seriously raised without focusing, with special urgency, on minority faculty, since the next generation of scholars will be challenged as never before, by diversity in the classroom. The intolerably small pool of qualified minority applicants represents a shocking weakness, if not an indictment, of American education at all levels (Boyer 1997, p. 55).

LIST OF REFERENCES

Journal

Author (Year). Title of Article. *Title of Journal*, Volume(Issue): Pages.

Ex: Neckerman, Kathryn M., and Joleen Kirschenmen (1991). Hiring Strategies, Racial Bias and Inner-City Workers. *Social Problems*, 38(4): 433–447.

Newspaper

With Author:

Author (Year). Title of Article. *Title of Newspaper*, Date, Pages.

Ex: Greene, Susan, and Jeffrey A. Roberts (2003). Whites Solid Behind Hickenlooper
Some See Landslide as Class Shift. *Denver Post*, June 5, A19.

No Author Provided:

Title of Newspaper (Year). Title of Article. Date, Page.

Ex: *Boston Globe* (2005). Katrina Returns the Poor of Inner City to Forefront.
September 3, 7A.

Online Version:

Author (Year). Title of Article. *Title of Newspaper*, Date. <url> (accessed date)

Ex: Ho, Rodney (2005). V-103 Plays controversial “Gold Digger” Fake Remix. *Atlanta Journal-Constitution*, September 9. <http://www.accessatlanta.com/entertainment/content/custom/blogs/radiotalk/entries/2005/09/09/sept_9_v-103_pl.html#comments> (accessed September 15, 2005).

Magazine

Print Version with Author:

Author (Year). Title of Article. *Magazine Name*, Date, pages.

Ex: Reed, Adolph L., Jr. (2005). The Real Divide. *Progressive*, November, pp. 27–32.

Online Version:

Author (Year). Title of Article. *Magazine Name*, Date. <url> (date accessed).

Ex: Davis, Mike (2004). Poor, Black, and Left Behind. *Mother Jones*, September 24.
<http://www.motherjones.com/news/update/2004/09/09_414.html>
(accessed February 1, 2006).

Online and No Author:

Magazine Name (Year). Title of Article. Date. <url> (date accessed).

Ex: *Business Week Online* (2005). Poverty: The Crisis Katrina Revealed. September 27. <http://www.businessweek.com/bwdaily/dnflash/sep2005/nf20050927_0544_db013.htm> (accessed February 7, 2006).

Entire Book

One Author:

Author (Year). *Title of Book*. Location: Publisher.

Ex: Erie, Steven P. (1988). *Rainbow's End: Irish-Americans and the Dilemmas of Urban Machine Politics, 1840–1985*. Berkeley, CA: University of California Press.

Two Authors:

Authors (Year). *Title of Book*. Location: Publisher.

Ex: Grogan, Paul S., and Tony Proscio (2001). *Comeback Cities: A Blueprint for Urban Neighborhood Revival*. New York: Westview Press.

Three or More Authors:

All authors' names must be provided. No et al. is allowed.

Authors (Year). *Title of Book*. Location: Publisher.

Ex: Browning, Rufus P., Dale Rogers Marshall, and David H. Tabb (1984). *Protest is Not Enough: The Struggle of Blacks and Hispanics for Equality in Urban Politics*. Berkeley, CA: University of California Press.

No Author Given but Only Editors:

Editor (Ed.) (Year). *Title of Book*. Location: Publisher.

Ex: Jennings, James (Ed.) (1994). *Blacks, Latinos and Asians in Urban America: Status and Prospects for Politics and Activism*. Westport, CT: Praeger.
Browning, Rufus P., Dale Rogers Marshall, and David H. Tabb (Eds.) (2003). *Racial Politics in American Cities*, 3ed. New York: Longman.

Chapter in a Book

Please remember to **provide page numbers** and the correct edition when applicable.

Author of Chapter (Year). Title of Chapter. In Editors of Book (Eds.), *Title of Book*, Pages of Chapter. Location: Publisher.

Ex: Charles, Camille Zubrinsky (2001). Processes of Residential Segregation. In Alice O'Connor, Chris Tilly, and Lawrence D. Bobo (Eds.), *Urban Inequality: Evidence from Four Cities*, pp. 217–271. New York: Russell Sage Foundation.

Hero, Rodney E. and Susan E. Clarke (2003). Latinos, Blacks and multiethnic politics in Denver: Realigning power and influence in the struggle for equality. In Rufus P. Browning, Dale Rogers Marshall, and David H. Tabb (Eds.), *Racial Politics in American Cities*, 3ed., pp. 309–330. New York: Longman.

Book Part of a Series

Jargowsky, Paul A. (2003). *Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s*. Center on Urban and Metropolitan Policy, Living Cities Census Series. Washington, DC: Brookings Institution.

Supreme Court Cases

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

Conference Paper

Craw, Michael (2003). Explaining Local Redistributive Policymaking: Intergovernmental and Local Influences on Municipal Social Welfare Programs. Paper presented at the Annual Meeting of the American Political Science Association, Philadelphia, PA, August 27.

Working Paper

McCall, Leslie (2003). Do They Know and Do They Care? Americans' Awareness of Rising Inequality. Working Paper, Departments of Sociology and Women's and Gender Studies, Rutgers University.

Proceedings

Cynx, John C., Henry T. Williams, and Ralph A. Nottebohn (1998). Recent Data on the Correlation of Crime Committed by Minorities and the Economy. *Proceedings of the National Academy of Sciences*, 98, pp. 1389–1404.

Government Report

National Institute of Mental Health (2001). *Clinical Training in Serious Mental Illness Available to African Americans* (DHHS Publication No. ADM 01-2398). Washington, DC: U.S. Government Printing Office.

U.S. Census

U.S. Bureau of the Census (2006). *Statistical Abstract of the United States*. Washington, DC: U.S. Government Printing Office.

Unpublished Manuscript

Billiet, Jaak, Michael Philippens, Rory Fitzgerald, and Ineke Stoop (2006). *Estimation of Response Bias in the European Social Survey: Using Information from Reluctant Respondents in Round One*. Unpublished Manuscript, Department of Sociology, Catholic University of Leuven, Belgium.

Dissertations

Sweeney, Kathryn (2006). *Negotiating Power: Power, Race and Gender Ideology in Same-Race and Interracial Marriage*. PhD Dissertation, Department of Sociology, Emory University.

Archives

Please provide specifics on archived information in a endnote and also include it as a full a reference in the References section with the location information

Ex. of endnote:

¹: Letter from J.C. Osborne to University of Texas President Logan Wilson, March 16, 1956, box 34, folder “Desegregation,” UT Chancellor’s Office Records, CAH.

Ex. of reference entry:

University of Texas Chancellor’s Office Records. Center for American History (CAH). University of Texas, Austin.

GENERAL NOTES ON REFERENCE LIST

- State the entire page number in the page ranges, rather than eliding numbers (i.e., pp. 121–137, not pp. 121–37).
- In general, *all* authors must be cited for each reference entry. Do not cite a partial list of authors accompanied by *et al.*

- All authors' names must appear at each entry. No long dashes.

CORRECT

Ex: Stone, Clarence Nathan (1989). *Regime Politics: Governing Atlanta, 1946–1988*. Lawrence, KS: University of Kansas Press.

Stone, Clarence Nathan (1993). Urban Regimes and the Capacity to Govern: A Political Economy Approach. *Journal of Urban Affairs*, 15(1): 1–28.

INCORRECT

Ex: Stone, Clarence Nathan (1989). *Regime Politics: Governing Atlanta, 1946 – 1988*. Lawrence, KS: University of Kansas Press.

_____ (1993). Urban Regimes and the Capacity to Govern: A Political Economy Approach. *Journal of Urban Affairs*, 15(1): 1–28.

- ALL works listed in References section MUST be cited at least once in the body or endnotes of the text. Also, ALL works cited in the main text or endnotes must be included in the References section.
- For locations of publishers, please provide state or country unless published in New York City, London, and Paris.

Ex: Lawrence, KS: University of Kansas Press.

London: Verso.

New York: Knopf.

ENDNOTES

We do not use footnotes. Please put all notes in endnote format using Arabic numbers. Also, please use the insert endnotes feature in Word since creating your own endnotes will require us to convert them into this other format for publishing.

***Ex:* NOTES**

¹The author would like to acknowledge Linda Williams and the participants in the American Politics Workshop at the University of Maryland for their constructive feedback and support.

²Consistent with much of the scholarship on immigrants and minority groups, I use the terms “Latino” and “Asian” to refer to socially constructed groups; nonetheless, I acknowledge that these categories are blunt labels that belie the internal diversity within these immigrant collectives.

FORMATTING OF TEXT

Example of First Page

MEXICAN ASSIMILATION:

A Temporal and Spatial Reorientation

Tomás R. Jiménez

Department of Sociology and Center for Comparative Immigration Studies, University of California, San Diego and the New America Foundation

David Fitzgerald

Department of Sociology and Center for Comparative Immigration Studies, University of California, San Diego

Abstract

One of the principal theoretical and policy questions in the sociology of international migration is the extent to which post-1965 immigrants are either assimilating in the United States or remain stuck in an ethnic “underclass.” This paper aims to recast conventional approaches to assimilation through a temporal and spatial reorientation, with special attention to the Mexican-origin case. Attending to the effects of the replenishment of the Mexican-origin population through a constant stream of new immigrants shows significant assimilation taking place temporally between a given immigrant cohort and subsequent generations. Thinking outside the national box, through comparing the growing differences between Mexican migrants and their descendants, on the one hand, and Mexicans who stay in Mexico, on the other, reveals, spatially, a dramatic upward mobility and a process of “homeland dissimulation” that

conventional accounts miss. We demonstrate the analytic utility of these two perspectives through an empirical comparison with more orthodox approaches to educational stratification.

Keywords: Immigration, Assimilation, Replenishment, Dissimilation, Ethnicity, Mexicans, Mexico

INTRODUCTION

General Notes on First Page

- Please limit authors' information to departmental affiliation.
- Please insert any acknowledgements as an endnote to the title or subtitle (preferred) of the paper.
- Address is not included on the first page—corresponding author information appears at the end of the text.
- Please provide an abstract which is no longer than 300 words and do not define acronyms in the abstract.
- Please provide at least five keywords that could be added to a subject index.
- The text of the abstract is not indented.

Example of Last Page of Main Text

CONCLUSION

It may be time, however, for these leaders to look beyond these short-term payoffs in exchange for a longer-term inducement: a policy agenda that actually increases minority access to the significant assets and *real* power that local governments control. If Black and Latino leaders are able to provide a fundamentally different set of programs and policies than White leaders, and if they are genuinely more responsive to the needs of the disadvantaged regardless of race, this may provide the necessary incentives for sustainable minority alliances. Whether or not this scenario is ultimately

achievable is a question that only history can answer. Given the stakes, however, it seems a challenge well worth undertaking.

Corresponding author: Professor Karen M. Kaufmann, Department of Government and Politics, University of Maryland, College Park, 3140 Tydings Hall, College Park, MD 20742. E-mail: kkaufmann@gvpt.umd.edu

Notes on Corresponding Author Information

- Corresponding author information should appear at the end of the main body of text and before the Notes section. DBR lists only one author.
- Please provide a mailing address and an e-mail address. No phone number is required.

GENERAL NOTES ON TITLING SECTIONS

- Please put all titles of main sections in bold and all caps, including the introduction and conclusion.
- Titles of subsections should not be in caps but in title case and bold.
- The first paragraph of a new section should not be indented.
- Please note that the headings "Abstract," "Keywords," and "Corresponding author" are not in all caps.

ORDER OF SECTIONS

Here is a general list of how sections should be ordered.

- Title
 - Author information
 - Abstract
 - Keywords
 - Introduction
 - Other sections as desired
 - Conclusion
 - Corresponding author information
 - References
 - Appendix
 - Notes
-

GENERAL NOTES ON TEXT

- Please try to use gender neutral language, especially when referring to job titles and social roles.
Ex: The business person invested wisely, but still lost money on the market.
Instead of using:
The businessman invested wisely, but he still lost money on the market.
- Please capitalize all race terms and do not hyphenate race terms as shown in example.
Ex: Black tendencies, White male
Ex: African American males, Asian Americans
- Please use italics for all foreign terms and for literary emphasis.
- Spell out abbreviations, acronyms, and initialisms at first mention in the main text, followed by the abbreviation, acronym, or initialism in parentheses. The acronym or initialism should be used throughout after it has been introduced.

Hyphen Use

- Please use hyphens as directed by the *Chicago Manual of Style*. In general, hyphen use should be minimal. Most prefixes do not require hyphens and should be closed except when similar letters would appear in sequence or used with proper nouns.
Ex: anti-inflammatory, non-native, pre-Vietnam
- Words which appear in the *DBR* house dictionary (*Webster's Third International Unabridged*) as hyphenated should always contain a hyphen regardless of placement.
Ex: native-born, long-term
- In general, adjectival compounds that appear before nouns are hyphenated; otherwise they are not.
Ex: She came from the middle class. She was a middle-class woman.
- Ages should be hyphenated as shown in example.
Ex: fifty-year-old man

Use of Periods in Abbreviations

- Initials in proper names should be followed by a period and a space: W. E. B. Du Bois; George H. W. Bush, etc.
- Spell out United States, when used as a noun. Use the abbreviation (with no space) only for adjectives.
Ex: In the United States, politics are complex. U.S. race relations remain an issue.
- Academic degrees have no periods, no spaces.
Ex: PhD, JD, BA, MA, etc.

Series and Lists

- Serial commas should be used when listing multiple items and there should be a comma before the "and."
Ex: pants, dresses, shirts, and socks

- When using abbreviations such as “i.e.,” or “e.g.,” please use in parentheses whenever possible.
Ex: (e.g., computers, typewriters, PDAs)
- “Versus” should be spelled as “vs.” in parentheses, “v.” in legal documents, and fully spelled out when used outside parentheses.
Ex: parentheses, (White vs. Black)
Ex: legal document, Plessy v. Ferguson
Ex: in sentence and outside of parentheses, White versus black

Epigraph

An epigraph should appear after the keywords and before the beginning of the text. It should be in italics, with no indentation and no quotation marks, and the source should be right aligned and formatted as shown in example.

*Ex: We fool ourselves when we argue that whites do not know what racial subordination does to its victims. Oh, they may not know the details of the harm, or its scope, but they **know**. Knowing is the key to racism’s greatest value to individual whites and to their interest in maintaining the racial status quo.*

—Derrick Bell, “Racism’s Secret Bonding,” *Faces at the Bottom of the Well* (1992, p. 151)

Figures and Tables

Please include excel files of figures along with the manuscript. Place tables at the end of the manuscripts. Placeholders for figure and tables should appear in the text as

Ex: [Please insert Table 1 approximately here]

In-Text Citations to Figures and Tables Not in Parentheses

Ex: Figure 1, Table 2

Citations to Figures/Tables in Parentheses

Ex: (Fig. 1, Table 2)

Note: Tables and figures should only use black, white, and gray shading, if possible.

Capitalization

- Offices and titles should be capitalized when used as part of the name of the titleholder.
Ex: President Nixon, Secretary of State Henry Kissinger
- Titles used not as part of a name should be lowercase.
Ex: The president told the secretary of state . . .

Number Usage

Numerals:

- Please spell out numbers that are one hundred or less. Numbers higher than one hundred should be in numerals. However, numbers in series, associated with units, with decimals, or part of a title should be in numerals.
Ex: one hundred people, ninety-nine dogs, four cats, 1000 frogs, 746 snakes
Ex: 1.765 meters, Local Union 37
Ex: numbers in series 11, 85, and 236.
- Number between 1000 and 9999 should not have commas. All numbers above 10,000 should use commas.
Ex: 3999 does not use a comma; but 87,832 and 1,893,987 use commas
- When the same noun phrase is being used, both numbers should be in the same format.
Ex: Two wealthy, powerful, African American women and one hundred and two wealthy, powerful, African American women

Numbers Used in Statistics:

- All variables should be italicized. All calculations and statistical values should be in numerals. All decimals should also have a zero placeholder before the decimal for clarity. Spaces should be used before and after operators.
Ex: $SD = 16.1$, $n = 242$, $p = 0.005$
- Percentages should **not** be spelled out.
Ex: 21% **not** twenty-one percent or 21 percent
- Please put series of statistics in brackets using the following order: $[\]$.
Ex: $[n = 245 (p = 0.045, SD = 34.3)]$
- Please use degree signs along with appropriate terms.
Ex: temperature was 30°F; angle was 30°

Time Values:

- Years should include all four digits.
Ex: 1968–1987, **not** 1968–87
- Dates should be formatted as shown in the examples below.
Ex: August 1992, **not** August, 1992
Ex: July 22, 1984 **not** 22 July 1984