

SOCI 127: Immigration, Race, and Ethnicity

Section ID # 593782, Fall 2024, 4 units

<https://canvas.ucsd.edu/courses/59629>

University of California, San Diego

PODEM 1A19, MWF 12-12:50pm

Michael Calderón-Zaks

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Office Hours: Office Hours: MW 10-10:45am or by appointment

Office Location: SSB 417 (enter through SSB 415)

Personal Zoom Meeting Room: <https://ucsd.zoom.us/j/8072898735>

TA: Elena De Leo, edeleo@ucsd.edu

Office Hours: By appointment

Course Description

Examination of the role that race and ethnicity play in immigrant group integration. Topics include theories of integration, racial and ethnic identity formation, racial and ethnic change, immigration policy, public opinion, comparisons between contemporary and historical waves of immigration. **Prerequisites:** upper-division standing. Will not receive credit for SOCI 127 and SOCB 127.

Academic Integrity

All papers will be submitted electronically via TurnItIn (TII), which will detect plagiarism, including self-plagiarism (meaning you already submitted that paper for another course) and failure to cite your sources, including page numbers. No other means of submission will be accepted. Your TII score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F. Write in your own words! Papers without citations or references will not receive higher than a C grade. Acts of academic dishonesty, from plagiarism, utilizing AI software like ChatGPT to cheating on exams, will receive an F grade and be reported to the Academic Honesty committee. Dishonesty in all forms undermine any institution's ability to certify students' knowledge and abilities. If you're unsure about your writing, you can utilize the writing resources on campus, or simply visit the instructor during office hours and share what you've written up to that point via the Share Screen function on Zoom. For more, visit the academic integrity office: <https://academicintegrity.ucsd.edu/>.

Photo and Audio/Video Recording Policy

Taking pictures or audio/video recording in class without the consent of *everyone* in the class violates the [UCSD Code of Conduct](#) 10.25 Privacy Policy: "Making a video recording, audio recording, taking photographs, or streaming audio/video of any person in a location where the person has a reasonable expectation of privacy, without that person's knowledge and express consent...of all recorded parties."

Grading (all assignments submitted via Canvas)¹

¹ The Gradebook on Canvas only calculates combined assignments submitted. Late assignments that receive a zero aren't automatically graded, and are often late. To better calculate your current grade, add the points you received

Survey due Wednesday, October 11, 5pm	10%
4/5 quizzes via Respondus Lockdown Browser	20%
Writing two 800-1000 word essays (submit to Turn It In)	40%
Participation	10%
<u>Final Exam Online (no fault)</u>	<u>20%</u>
Totals	100%
Mid-Quarter Evaluation via Canvas	2% (extra credit)
CAPE Evaluation	3% (extra credit)

Letter of Recommendation Statement

If you anticipate needing a letter of recommendation, please be mindful that as a contingent faculty member, my time at UCSD may be short. Reasonably, I cannot be expected to remember former students who didn't take the time to get to know me. Letters are strictly for applications into graduate programs, social science ones in particular. Also, as a Lecturer, I have no access to the official UCSD letterhead that would give the letter a more official look. Please give me at least 30 days in advance of the application deadline.

Participation

Attendance is required. Please come to class on time. If you're late or can't attend for any reason, please be courteous and let me know in advance. It's difficult to teach when interrupted. However, there are good interruptions to have, such as asking questions in response to the teaching content/reading. Please attend and participate in order to receive full credit.

Late Work Policy

The Survey is the only assignment that *cannot* be submitted late. Quizzes will be held towards the end of class. You have six days to make up a missed quiz, and after that they turn to zero, unless excused. The only excuses for missed quizzes are medical, family emergency, and proof of faulty internet connection that prevents your taking the quiz (please screen shot problem and send to instructor). If the first paper is over one week late without valid excuse it will not receive full credit. If the second paper is over three days late it will not receive full credit.

Late Quizzes: If you miss a quiz on a Friday, you have until the following Wednesday to make it up via Canvas. You will need Respondus Lockdown Browser to take your Quizzes and Final.

Incomplete Policy

At the end of the quarter, if you need an Incomplete grade, only medical or other documented hardship will warrant it. That buys you ten more weeks to complete the missing assignment(s). If no work was submitted during the quarter, you will not be eligible.

Prompt Questions/Two Essays

For the writing assignment, you can respond to as few/many prompt questions as you like per paper, so long as you have written 800-1000 words by the end of Week 5 and a *combined* 1750-2000 words by the end of the quarter. Write in Times New Roman font size 12, double-spaced with 1" margins. If you prefer to write a family history project or something else pertaining to the intersection of immigration and race/ethnicity, please seek permission from me no later than

from completed assignments and divide them by the amount of points the assignments were worth—use this grading scale as your guide.

the third Friday of the quarter. The first paper is due Friday of Week 5, 11:59pm. Second papers are due Friday of Week 10, 11:59pm.

Writing Rules/Guidelines, aka “Checklist”

- Each Paper is 800-1000 words (not including headings, titles, and works cited).
 - For the first paper, choose *among* prompt questions 1-5.
 - For the second paper, choose *among* questions 6-10.
- You can choose as few/many questions within that range to answer, so long as you reach the word count of 800-1000 words (words in titles and works cited not included).
- Write prompt question that you’re responding to *as your title*
 - Papers that don’t follow this rule automatically lose 10% of points
 - Your thesis is your response to the question
- *Avoid* colloquial statements/loose language
 - For example: “throughout history” is a common one. How far back are we talking? Let’s stick to what can be proved
- Cite facts and figures whenever you enter them in the text
 - Citation Format: (author last name year: page number(s))
- Write in your own words
 - Quotes should be no more than one sentence
- List all sources you cited in your Works Cited
 - Have at least two in-class reading sources if you only respond to one prompt, otherwise have at least three in-class reading sources for the entire paper. If you want, you can also add scholarly sources that are not on the syllabus on top of the quota for in-class reading sources.
 - **Reference readings, not lectures.** Prove that you read!
 - **Works Cited formats:**
 - Article format: Author last name, first name. Year. “Article Title.” *Journal Title* Volume.Number: page range of entire article
 - Example: Calderón-Zaks, Michael. 2022. “Technological Change before Globalization: Race and Declining Employment for Mexicans on Railroads, 1945-1970.” *Journal of World-Systems Research* 28.1(Winter/Spring): 77-97.
 - Book format: Author last name, first name. Year. *Title*. Publisher home location: publisher.
 - Example: Ngai, Mae. 2003. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton, NJ: Princeton University Press.
 - Anthology chapter format: Author last name, first name. Year. “Chapter title.” Ed(s). Name(s). *Anthology title*. Publisher.
 - Example: Calderon-Zaks, Michael. 2021. “The First Wave of Mexican Migration to the US: Rail Construction and Maintenance’s Contribution to World System Development, 1890-1929.” Eds. Denis O’Hearn and Paul Ciccantell. *Migration, Racism and Labor Exploitation in the World-System*. Routledge.
- Your TurnItIn score should be under 20%. Scores between 30%-50% is an automatic D grade, anything above 50% is an automatic F

- If all of the above criteria are met and you make sound arguments, you can get the full points.

Readings

The readings (and films, too) can be found online while your Virtual Private Network (VPN) is on. If you do not have UCSD's VPN app, you can download it here:

<https://blink.ucsd.edu/technology/network/connections/off-campus/VPN/index.html>

You may also have to login to the UCSD [Library](#) for some sources.

Schedule

Week Zero: Friday, September 27: Introductions

Week One: September 30, October 2, 4: Immigration, Race and Ethnicity

- Jane Guskin and David Wilson. 2017. "Who are the Immigrants?" In *The Politics of Immigration: Questions and Answers*. Monthly Review/NYU Press, pp. 17-27
- Nancy Foner. 2013. "Immigration Past and Present." *Daedalus* 142.3: 16-25
- Michael Omi and Howard Winant. 2011. "Racial Formation in the United States: From the 1960s to the 1990s." David B. Grusky, Szonja Szelényi, Eds. *The Inequality Reader: Contemporary and Foundational Readings in Race, Class, and Gender* (Second Edition). Routledge, pp. 222-227.
- Roxanne Dunbar-Ortiz. 2021. "The United States is not 'A Nation of Immigrants.'" *Boston Review*, August 16. <https://bostonreview.net/race/roxanne-dunbar-not-nation-immigrants>
- Friday Film: *La Frontera* (2024): <https://www.kanopy.com/en/ucsd/video/14276635>
- **Prompt question: How accurate are popular notions on immigration? From whose perspectives? Do they match the social reality? Why or why not?**

Week Two: October 7, 9, 11: Immigration and Race Relations Discourses in Sociology

- Survey due Tuesday, October 8, 5pm
- Dorcas Davis Boles, June Gary Hopps, Obie Clayton, Jr. and Shena Leverett Brown. 2016. "The Dance Between Addams and Du Bois: Collaboration and Controversy in a Consequential 20th Century Relationship." *Phylon* 53.2: 34-53
- Stephen Steinberg. 2001. "Race Relations: The Problem with the Wrong Name." *New Politics* 8.2
- Stephen Steinberg. 2014. "The Myth of Ethnic Success: Old Wine in New Bottles." *Oxford Handbook of American Immigration and Ethnicity*. Oxford University Press, pp. 337-356.
- Friday Film: *A Legacy of Courage: W.E.B. DuBois and the Philadelphia Negro*
- Quiz 1 Friday
- **Prompt questions: How might our understandings of "race relations" be if Sociology departments in the most endowed universities been more inclusive of race and gender at a much earlier point?**

Week Three: October 14, 16, 18: Assimilation and Critical Theories of Incorporation

- Mary Romero. 2008. "Crossing the Immigration and Race Border: A Critical Race Theory Approach to Immigration Studies." *Contemporary Justice Review* 11.1: 23-37
- Stephen Steinberg. 2014. "The Long View of the Melting Pot." *Ethnic and Racial Studies* 37.5: 790-794

- Catherine Ramirez. 2020. "[The Paradox of Assimilation](#)." In *Assimilation: An Alternative History*. Oakland: University of California Press, pp. 1-28
- **Prompt question: Just how ambiguous is the meaning of assimilation? Whose perspective dominated this definition and discourse and until when?**
- Film: [Charles Hirschman: Immigration and American Identity](#)
- Friday October 20: Deadline to propose term paper topics if not choosing essay prompts.

Week Four: October 21, 23, 25: Immigration, Race, Ethnicity and Labor

- Bill Fletcher. 2020. "[Race Is About More Than Discrimination: Racial Capitalism, the Settler State, and the Challenges Facing Organized Labor in the United States](#)." *Monthly Review* 72.3: 21-31
- Greg LeRoy. 2008. "[Race, Regionalism, and the Future of Organized Labor](#)." *Race, Poverty & the Environment* 15.2: 16-18
- Jill Lindsey Harrison and Sarah Lloyd. 2012. "[Illegality at Work: Deportability and the Productive New Era of Immigration Enforcement](#)." *Antipode* 44.2: 365-385
- Higginbotham and Andersen, Eds:
 - Patricia Hill Collins. "Toward a New Vision," pp. 155-161
 - Adia Harvey Wingfield. "Racializing the Glass Escalator," pp. 167-173
 - Deidre Royster. "Race and the Invisible Hand," pp. 186-195
- Film: [History of Race and Labor in the USA Part I](#)
- **Prompt question: What has it meant for society to have a racialized division of labor? How has the racialization of labor differentiated life chances by race?**
- Quiz 2 Friday

Week Five: October 28, 30, November 1: Acquiring (or being denied) Whiteness

- Richard Delgado and Jean Stefancic, Eds. 1997. [Critical White Studies](#). Temple University Press
 - Charles Gallagher. "[White Racial Formation: Into the Twenty-First Century](#)," pp. 6-11
 - George Martinez. "[Mexican-Americans and Whiteness](#)," pp. 210-213
 - Karen Brodtkin Sacks. "[The GI Bill: Whites Only Need Apply](#)," pp. 310-313
 - _____. "[How Did Jews Became White Folks?](#)" pp. 395-401
 - James Barrett and David Roediger. "[How White People Became White](#)," pp. 402-406
- Ian Haney Lopez. 2006. [White by Law: The Legal Construction of Race](#). NYU Press, Ch. 2
- Eduardo Bonilla-Silva. 2013. [Racism Without Racists: Color-Blind Racism and the persistence of Racial Inequality in America](#). Rowman & Littlefield, Chapter 11 (pp. 234-245).
- Manuel Pastor and Pierrette Hondagneu-Sotelo. 2021. "Why did So Few Latinos Identify as White in the 2020 Census?" [Los Angeles Times](#), September 9.
- Film: [Race: The Power of an Illusion, Episode Three](#)
- **Prompt question: What did it mean materially to acquire whiteness? How did the social process develop?**
- Friday, November 3, 11:59pm: First papers due

Week Six: November 4, 6, 8: Contexts of Domination

- Reginald Horsman. 1997. “[Race and Manifest Destiny: The Origins of American Racial Anglo-Saxonism.](#)” Eds. Richard Delgado and Jean Stefancic. *Critical White Studies*. Temple University Press, pp. 139-144
- Ramón Grosfoguel. 2004. “[Race and Ethnicity or Racialized Ethnicities? Identities within Global Coloniality.](#)” *Ethnicities* 4.3: 315–336
- Saskia Sassen. 2021. “[Border Regions, Migrations, and the Proliferation of Violent Expulsions.](#)” Eds. Natalia Ribas-Mateos and Timothy J. Dunn. *Handbook on Human Security, Borders and Migration*. Northampton, MA: Edward Elgar Publishing, pp. 285-299
- Film: [Race: The Power of an Illusion, Part II](#)
- **Prompt question: What role does colonialism/imperialism play in the racialization of the other and how the dominant group views the subjects?**
- Quiz 3 Friday

Week Seven: November 11 (no class-Veterans Day), 13, 15: Constructing “Illegal” Immigration and Racial Boundary Making

- David Montejano. 2004. “[Who is Samuel Huntington?](#) The Intelligence Failure of a Harvard Professor.” *Texas Monthly*, August 13.
- Mae Ngai. 2014. *Impossible Subjects: Illegal Aliens in the Making of Modern America*. Princeton, [Chapter 1 \(pp. 1-14\)](#)
- Douglas Massey. 2020. “[The Real Crisis at the US-Mexico Border: A Humanitarian and not an Immigration Emergency.](#)” *Sociological Forum* 35.3: 787-805
- **Prompt question: What did the construction of “illegal” applied to people respond to? What additional barriers were imposed on people being classified as “illegal?” Please explain.**

Week Eight: November 18, 20, 22: The Carceral State—Immigration and Race

- Tanya Golash-Boza. 2016. “[The Parallels between Mass Incarceration and Mass Deportation: An Intersectional Analysis.](#)” *Journal of World-Systems Research* 22.2: 484-509
- Tanya Golash-Boza. 2017. “[Structural Racism, Criminalization, and Pathways to Deportation for Dominican and Jamaican Men in the United States.](#)” *Social Justice* 2-3: 137-162
- Film: [On the Line](#)
- Quiz 4 Friday
- **Prompt question: What is the relationship to mass incarceration to mass deportation? What roles do race play? Or, just how old is our deportation agenda, and what did it really respond to?**

Week Nine: November 25, 27, 29 (no class-Thanksgiving): Deportations and Unintended Consequences

- Mae Ngai. 2014. *Impossible Subjects: Illegal Aliens and the Making of Modern America*. Princeton University Press, [Chapter Two \(pp. 56-90\)](#)

Week Ten: December 2, 4, 6: Immigration, Race, Ethnicity, and Technology

- Josiah Heyman. 2022. “[Who Is Watched? Racialization of Surveillance Technologies and Practices in the US-Mexico Borderlands.](#)” *Information & Culture* 57.2: 123-149
- Ruha Benjamin. 2019. “[Assessing Risk, Automating Racism: A Health Care Algorithm Reflects Underlying Racism in Society.](#)” *Science* 366: 421-422

- Payal Banerjee. 2006. “[Indian Technology Workers in the United States: The H-1B Visa, Flexible Production, and the Racialization of Labor.](#)” *Critical Sociology* 32.2-3: 425-445
- **Prompt question:** *How do technological changes change or reinforce social relations along the lines of immigration, race and ethnicity?*
- **Film:** [Democracy Now! One Bad Algorithm?](#)
- Quiz 5 Friday

Second Papers Due Friday, December 6, 11:59pm

No-Fault Final: Thursday, December 12, 11:30am-2:30pm, Location TBA

Student Resources

Learning Resources

- o The Writing Hub: <https://writinghub.ucsd.edu/>
- o LATS at OASIS: <https://oasis.ucsd.edu/academic-services/lats-folder/index.html>
- o Supplemental Instruction (i.e., study groups): <https://aah.ucsd.edu/supplementalinstruction-study-group/index.html>
- o Chat with a Librarian for Research and Library Help: <https://library.ucsd.edu/askus/index.html>

Technical Support

- o For help with accounts, network, and technical issues: <https://blink.ucsd.edu/technology/helpdesk/service-desk/index.html>
 - o For help with electronic library resources: <https://library.ucsd.edu/computing-andtechnology/connect-from-off-campus/>
 - o For help installing Zoom for virtual office hours: <https://blink.ucsd.edu/technology/filessharing/zoom/index.html>
 - o EdTech Support: service@ucsd.edu or 858-246-4357
 - o Canvas Tools Student Guide: <https://community.canvaslms.com/t5/Student-Guide/tkbp/student>
 - o Discussions Overview (Students): <https://community.canvaslms.com/t5/Video-Guide/Discussions-Overview-Students/ta-p/383515>
 - o Connecting Off-Campus Using a VPN (to view films on Course Reserves): <https://library.ucsd.edu/computing-and-technology/connect-from-off-campus/>
- Basic Needs and Wellness
- o CAPS Student Health and Well-Being: <https://wellness.ucsd.edu/CAPS/Pages/default.aspx>
 - o COVID-19 Resources: <https://basicneeds.ucsd.edu/covid/index.html>
 - o Food Security: <https://basicneeds.ucsd.edu/food-security/index.html>
 - o Housing Resources: <https://basicneeds.ucsd.edu/housing-resources/index.html>
 - o Financial Wellness: <https://basicneeds.ucsd.edu/financial-wellness/index.html>
 - o Counseling and Psychological Services (CAPS): <https://wellness.ucsd.edu/caps/Pages/default.aspx#students>
 - o The Zone at UC San Diego: <https://wellness.ucsd.edu/zone/Pages/default.aspx>
 - o National Suicide Hotline Number: 1-800-273-8255
 - o Crisis Text Line: text HOME to 741741 (<https://www.crisistextline.org>)

Community Centers

Learn about the different ways UC San Diego explores, supports and celebrates the many cultures that make up our diverse community at Student Life Diversity:

<https://students.ucsd.edu/student-life/diversity/index.html>

Accessibility and Accommodations for Disability

Students requesting accommodations for this course due to a disability must provide a current Authorization for Accommodation (AFA) letter issued by the UC San Diego Office for Students with Disabilities (OSD) which is located in University Center 202 behind Center Hall. Students are required to present their AFA letters to Faculty (please make arrangements to contact me privately) and to the OSD Liaison in the department in advance so that accommodations may be arranged. Contact the OSD for further information: <https://disabilities.ucsd.edu/> | osd@ucsd.edu | 858.534.4382

Inclusion

I am committed to creating a learning environment that supports diversity of thought, experience, and identity, and I encourage students to participate in discussion and contribute to the course from their valuable and respected perspectives.

Office of Equity, Diversity, and Inclusion:

858.822.3542 | diversity@ucsd.edu | <https://students.ucsd.edu/student-life/diversity/index.html>

Sexual Assault Resource Center (SARC): <https://students.ucsd.edu/sponsor/sarc/>

Cross Cultural Center: <https://ccc.ucsd.edu/>

LGBT Resource Center: <https://lgbt.ucsd.edu/>

University of California Diversity Statement:

<https://regents.universityofcalifornia.edu/governance/policies/4400.html>

The diversity of the people of California has been the source of innovative ideas and creative accomplishments throughout the state's history into the present. Diversity – a defining feature of California's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, gender identity, socioeconomic status, and geographic region, and more.

Because the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. The State of California has a compelling interest in making sure that people from all backgrounds perceive that access to the University is possible for talented students, staff, and faculty from all groups. The knowledge that the University of California is open to qualified students from all groups, and thus serves all parts of the community equitably, helps sustain the social fabric of the State.

Diversity should also be integral to the University's achievement of excellence. Diversity can enhance the ability of the University to accomplish its academic mission. Diversity aims to broaden and deepen both the educational experience and the scholarly environment, as students and faculty learn to interact effectively with each other, preparing them to participate in an increasingly complex and pluralistic society. Ideas, and practices based on those ideas, can be made richer by the process of being born and nurtured in a diverse community. The pluralistic university can model a process of proposing and testing ideas through respectful, civil

communication. Educational excellence that truly incorporates diversity thus can promote mutual respect and make possible the full, effective use of the talents and abilities of all to foster innovation and train future leadership.

Therefore, the University of California renews its commitment to the full realization of its historic promise to recognize and nurture merit, talent, and achievement by supporting diversity and equal opportunity in its education, services, and administration, as well as research and creative activity. The University particularly acknowledges the acute need to remove barriers to the recruitment, retention, and advancement of talented students, faculty, and staff from historically excluded populations who are currently underrepresented.

Religious Accommodation

See: [EPC Policies on Religious Accommodation, Final Exams, Midterm Exams Links to an external site.](#)

It is the policy of the university to make reasonable efforts to accommodate students having bona fide religious conflicts with scheduled examinations by providing alternative times or methods to take such examinations. If a student anticipates that a scheduled examination will occur at a time at which his or her religious beliefs prohibit participation in the examination, the student must submit to the instructor a statement describing the nature of the religious conflict and specifying the days and times of conflict.

For final examinations, the statement must be submitted no later than the end of the second week of instruction of the quarter.

For all other examinations, the statement must be submitted to the instructor as soon as possible after a particular examination date is scheduled.

If a conflict with the student's religious beliefs does exist, the instructor will attempt to provide an alternative, equitable examination that does not create undue hardship for the instructor or for the other students in the class.

Discrimination and Harassment

See: Nondiscrimination Policy Statement:

https://ophd.ucsd.edu/policiesprocedures/nps_student.html

The University of California, in accordance with applicable Federal and State law and University policy, does not discriminate on the basis of race, color, national origin, religion, sex, gender identity, pregnancy, physical or mental disability, medical condition (cancer related or genetic characteristics), ancestry, marital status, age, sexual orientation, citizenship, or service in the uniformed services. The University also prohibits sexual harassment. This nondiscrimination policy covers admission, access, and treatment in University programs and activities.

CARE at the Sexual Assault Resource Center

858.534.5793 | sarc@ucsd.edu | <https://care.ucsd.edu>

Counseling and Psychological Services (CAPS)

858.534.3755 | <https://caps.ucsd.edu>



Quick Tips for ASA Style

This style sheet has been provided to assist students studying sociology in properly citing and referencing their papers and essays. The information in this document is taken from the American Sociological Association *Style Guide* (4th ed., 2010). We highly encourage students who plan to major in sociology or pursue their masters degree in sociology to purchase the complete *Style Guide*, which features sections on editorial styles, mechanics of style, guidelines for organizing and presenting content, and more detailed information on referencing your scholarly sources. Information about the *ASA Style Guide* can be found at www.asanet.org/journals/guides.cfm.

Plagiarism

The ASA has a firm commitment to full and proper attribution and authorship credit, as set forth in the *ASA Code of Ethics*.

(a) In publications, presentations, teaching practice, and service, sociologists explicitly identify credit, and reference the author when they take data or material verbatim from another person's written work, whether it is published, unpublished, or electronically available.

(b) In their publications, presentations, teaching, practice, and service, sociologists provide acknowledgment of and reference to the use of others' work, even if the work is not quoted verbatim or paraphrased, and they do not present others' work as their own whether it is published, unpublished, or electronically available.

Text Citations

Citations in the text include the last name of the author(s) and year of publication. Include page numbers when quoting directly from a work or referring to specific passages. Identify subsequent citations of the same source in the same way as the first. Examples follow:

If the **author's name is in the text**, follow it with the publication year in parentheses:
...in another study by Duncan (1959).

If the **author's name is not in the text**, enclose the last name and publication year in parentheses:
...whenever it occurred (Gouldner 1963).

Pagination follows the year of publication after a colon, with no space between the colon and the page number:
...Kuhn (1970:71).

Note: This is the preferred ASA style. Older forms of text citations are not acceptable: (Kuhn 1970, p. 71).

Give both last names for joint authors:
... (Martin and Bailey 1988).

If a work has **three authors**, cite all three last names in the first citation in the text; thereafter, use et al. in the citation. If a work has **more than three** authors, use et al. in the first citation and in all subsequent citations.

First citation for a work with three authors:
...had been lost (Carr, Smith, and Jones 1962).

Later: ... (Carr et al. 1962)

If a work cited was reprinted from a version published earlier, list the earliest publication date in

brackets, followed by the publication date of the recent version used.
...Veblen ([1899] 1979) stated that...

Separate a series of references with semicolons. List the series in alphabetical or date order, but be consistent throughout the manuscript.

... (Green 1995; Mundi 1987; Smith and Wallop 1989).

Reference Lists

A reference list follows the text and footnotes in a separate section headed References. All references cited in the text must be listed in the reference section, and vice versa. It is the author's responsibility to ensure that publication information for each entry is complete and correct.

- ◆ References should be **double-spaced**.
- ◆ List all references in **alphabetical order** by first author's last name

