

ASA CITATION

What is it? Developed by the American Sociological Association, ASA style is often used in sociology.

How do I do it? There are two parts to ASA citation: in-text references and the list of works cited at the end. These two elements work in conjunction, and both are essential.

In-text

The in-text component of ASA citation includes two main elements: the author's last name and the year of publication, e.g. (Piven 2008). Add the page number, with no space, when quoting directly or referring to a specific portion of the text: e.g. (Piven 2008:17).

- If one or more of these elements is mentioned in the text, or is clear from the context, it need not be repeated:

Distinctive institutional processes can be isolated by constructing a “Scott by Scott” table (Figure 1), cross-cutting W. Richard Scott’s (1995:34–52) discussion of three “pillars” of institutional analysis—regulative, normative, and cognitive—with James Scott’s (1990:4) distinction between public and hidden transcripts.
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Source: (Schneiberg and Clemens 2008:212). For complete citation see the reference list under journal articles.

- Acronyms or initialisms can be used to refer to institutional authors, provided they are defined on first mention or in the reference list:

In 2006, 94 percent of four-year colleges and universities considered SAT scores in their admission decisions (NACAC 2006). [See also the entry for NACAC under electronic sources.]
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Source: (Alon and Tienda 2007:490). For complete citation see the reference list under journal articles.
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- Include the original date of publication in square brackets if you are citing a reprinted source.

Durkheim ([1933] 1964:39) made this point about what he characterized as “one of the fundamental bases of the social order” of the nineteenth century.
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Source: (Piven 2008:7). For complete citation see the reference list under journal articles.
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- For one or two authors, cite all names in every reference; for three or more authors, cite all names on first mention, then use “et al.”:

Critics argue that standardized tests do not measure abilities that are important for learning, such as motivation, imagination, and intellectual curiosity, and that the tests are biased against women, minorities, and students from low socioeconomic backgrounds (Blau, Moller, and Jones 2004). [...]

It is also a fairer criterion for purposes of college admissions because it reflects lifelong academic aspirations and motivation (Blau et al. 2004).

Adapted from Alon and Tienda (2007:490). For complete citation see the reference list under journal articles.

- If a number of references address a single point, they can all be included in one reference, separated by a semi-colon. The list can be in either alphabetical or date order, but the choice should be consistent throughout the manuscript:

Here, as in other studies, scholars employ in-depth qualitative analyses of sites of sustained contestation—a strategy of careful case selection and research—in order to map how challengers introduce and elaborate multiple, competing logics within fields (Carruthers and Babb 1996; D’Aunno, Sutton and Price 1991; Lounsbury, Ventresca, and Hirsch 2003; Orru, Hamilton, and Biggart 1991; Stryker 2000).

Source: (Schneiberg and Clemens 2008:215). For complete citation see the reference list under journal articles.

Reference List

This list of examples is not exhaustive. For different types of sources or special cases, you will need to check the most recent edition of the *ASA Style Guide*.

Important:

The reference list should always be in alphabetical order, not divided by type of source.

Book:

Giddens, Anthony. 1976. *New Rules of Sociological Method: A Positive Critique of Interpretive Sociologies*. New York: Basic Books.

Reprinted Book:

Durkheim, Emile. [1933] 1964. *The Division of Labor in Society*. Reprint, New York: The Free Press.

Book Chapter:

Dobbin, F., L. B. Edelman, J. W. Meyer, W. R. Scott, and A. Swidler. 1988. "The Expansion of Due Process in Organization." Pp. 71–98 in *Institutional Patterns and Organizations: Culture and Environment*, edited by L. G. Zucker. Cambridge, MA: Ballinger Publishing.

Journal Article:

Alon, Sigal and Marta Tienda. 2007. "Diversity, Opportunity, and the Shifting Meritocracy in Higher Education." *American Sociological Review* 72:487–511.

Piven, Frances Fox. 2008. "Can Power from Below Change the World?" *American Sociological Review* 73:1–14.

Schneiberg, Marc and Elisabeth S. Clemens. 2008. "The Typical Tools for the Job: Research Strategies in Institutional Analysis." *Sociological Theory* 24:195–227.

Article in a Newspaper or Magazine

Mouawad, Jad. 2007. "Growing Unrest Posing a Threat to Nigerian Oil." *New York Times*, April 21, pp. A1, C9.

Government Documents

U.S. Bureau of the Census. 1950–2000. *United States Census of Population: 1950–2000*. Washington, DC: U.S. Government Printing Office.

Electronic Sources

Carnahan, Kristen and Chira Coletti. 2003. "SAT Verbal and Math Scores Up Significantly as a Record-Breaking Number of Students Take the Test: Average Math Score at Highest Level in More Than 35 Years." Report N0218. New York: The College Board. Retrieved April 22, 2008 (<http://www.collegeboard.com/press/releases/26858.html>).

National Association for College Admission Counseling [NACAC]. 2006. *State of College Admission*. Retrieved September 18, 2006 (<http://www.nacacnet.org/NR/rdonlyres/4B4C0DF4-BF0A-4B10-89F4-A3D631061305/0/06StateofCollegeAdmissionpdf.pdf>).

Veenhoven, Ruut. 1992. "Happiness in Nations." *World Database of Happiness, Distributional Findings in Nations*. Erasmus University Rotterdam. Retrieved May 30, 2008 (<http://www.worlddatabaseofhappiness.eur.nl>).

Remember: Punctuation, fonts, and formatting are all important. Make sure your references use commas and periods correctly, have italics in the right places, and indent the second line.