

New Zealand Sociology

STYLE GUIDE

Updated May 2022

Thank you for considering submitting a manuscript to New Zealand Sociology. Please prepare your manuscript following the style instructions laid out below.

Manuscript formatting

- ❖ Margins: set to 'normal' in page layout
- ❖ Font: Garamond
- ❖ Linespacing: multiple 1.2 (throughout the document, apart from block quotes and reference list which are single-spaced)
- ❖ Title: 18; bold; centred
- ❖ Author: 14; italicised; centred (one line space size 18 between title and author)
- ❖ Abstract: 10; heading bold; body not bold (one line space size 14 space between author and abstract), justified; inset 1cm on both sides
- ❖ Keywords: up to five keywords; 10; justified; inset 1 cm on both sides (one line space size 10 space between abstract and keywords)
- ❖ Body: 11; justified; new paragraphs indented 1.27cm (with the exception of the first paragraph after each heading)
- ❖ Main section headings: 14; lower case (except for first letter of heading or where names or key terms that are normally capitalised are used) with no space between heading and first sentence of paragraph
- ❖ Level 1 sub-headings: 14; lower case; italics
- ❖ Level 2 sub-headings: 12; lower case; italics
- ❖ Leave a space of one line (size 11, multiple 1.2 spacing) between the bottom of a section and a new heading
- ❖ Block quotes (over 40 words): 11; inset 1 cm on both sides, single spacing. Leave one line space size 11 between quote and main text.
- ❖ Acknowledgements (if used): situated before references; 11; justified; inset 1 cm on both sides; use 'Acknowledgements' as heading (14; bold)
- ❖ References: 11; left justified; single spacing; hanging indent 1.27cm; use 'References' as heading (14, bold)
- ❖ Footnotes: use sparingly; 11; justified; single spacing; number from 1 upwards with the location of each footnote in the text indicated by the appropriate superscript numeral (usually outside of punctuation); endnotes should not be used, although appendices may be possible.
- ❖ Graphics: should be inserted in text where author wishes them to be placed (usually at the end of the paragraph when they are first mentioned); use as few lines as possible but with sufficient spacing in tables; number graphic in Arabic figures with a clear legend; all graphics should be legible in black and white in 11 (or smaller if needed); images should not be inappropriately altered from the original or present findings in a misleading way.

Journal style

- ❖ Use UK spelling rather than American (with the exception of text within quotations):
 - 'ise' not 'ize' ('emphasise' not 'emphasize'; also 'organisation' not 'organization' etc)
 - 'centred' not 'centered'
 - 'benefited' not 'benefitted'
 - 'focused' not 'focussed'
- ❖ Please run an electronic spell check. Also make sure the spelling and hyphenation used are consistent throughout (with the exception of quotations).
- ❖ Māori words should not be italicised. Use macrons where appropriate, except when quoting from original texts that lack macrons, where you should follow the original usage. This includes works cited that were published before macronisation. See Māori Orthographic guidelines at:
http://www.tetaurawhiri.govt.nz/english/pub_e/conventions.shtml
- ❖ Māori words should be defined in English (in parentheses) the first time they are used for an international audience. If your article contains a lot of te reo Māori words, please provide a glossary instead of translations in parentheses.
- ❖ Please use either New Zealand OR Aotearoa OR Aotearoa/New Zealand consistently throughout (with the exception of quotations).
- ❖ Pasifika peoples should be used instead of Pacific peoples when referring to people of Pacific descent in Aotearoa/New Zealand. Pacific peoples can be used to refer to those living in the Pacific.
- ❖ Capitals should be used sparingly and not for emphasis:
 - Capitalise proper names and nouns only where they refer to specific individuals, offices or organisations (the Labour government; the government; Prime Minister but Cabinet minister; lower case for committee, court, council, minister, commission, parliamentary etc, except when referring to a previously named Act of Parliament).
 - Capitalise both words in a compound title: Director-General.
 - Capitalise Pākehā, Māori etc.
 - Capitalise only the first word of books, chapter and journal article titles (in the body text and References) but capitalise each word in journal titles.
- ❖ Italics should be used for titles of published books, plays, films, pamphlets and periodicals, as well as foreign words in an English text, with the exception of Latin words (*sic*, *inter alia* etc) and Māori words (*marae*, *iwi* etc).
- ❖ Do not underline any words in the text.
- ❖ Acronyms can be used but please give the title in full followed by the acronym the first time used.
 - For example, 'New Zealand Parliamentary Debates (NZPD)'.
 - This includes common acronyms such as US, UK, CIA etc . Do not use punctuation stops and do not italicise.
- ❖ Avoid abbreviations: use 'that is' not 'i.e.' and 'for example' not 'e.g.', even in parentheses.

- ❖ Form the possessive case of proper names by adding an apostrophe and 's': Jones's article, Stevens's poem; except where euphony demands omission: Bridges'. Other use of apostrophes is not normally appropriate in academic writing. Contractions (can't; don't etc) should NOT be used.
- ❖ *Hyphens* should be used in the following instances:
 - When compound words are used as adjectives (middle-class, working-class etc)
 - When compound words consist of two nouns that are different but of equal importance (author-critic, composer-director, city-state)
 - When using 'mid' (mid-1880s; mid-term)
 - When words commence with prefixes (pre-, inter-), except when the word is in common usage (postcolonial, postmodern etc)
- ❖ Em or long dashes (—) should be used (with NO space either side) when a sentence makes a comment that is an aside to the main argument, particularly in a long sentence with commas. For example, "Gullivar (2001), a French sociologist, wrote a forceful—if somewhat controversial—text on this topic."
- ❖ Please use en dashes (–) for page numbers in references (pp. 450–482) and to indicate page ranges in in-text references.
- ❖ Quotations should be indicated by double quotation marks. For quotations within a quotation use single quotation marks. When formatting direct quotations:
 - Quotations of over 40 words should be indented and the double quotation marks removed. Place the citation after the closing punctuation in parentheses, which are not followed by punctuation themselves. This includes when the person quoted is a research interview participant.
 - Introduce indented quotations with a colon (and most non-indented quotations unless the sentence carries on after the quotation).
 - Punctuation marks such as full stops or commas should be placed outside the end quotation mark unless they are an essential part of the quotation ("Long live the king!").
 - If a complete sentence ends the quotation, the full stop should be left inside the quotation mark.
- ❖ Contested terms should be placed between single quotation marks. If a contested term that is central to the article is used frequently, it is fine for the first mention to be in single or double speech marks (depending on whether it is a quotation) and then for further references to go without speech marks.
- ❖ Refer to your own article as 'this article' within the text rather than 'this paper' or 'this chapter'.
- ❖ Use the following rules for spelling numbers:
 - Numbers from nought (zero) up to and including ten should be written in full.
 - Thereafter use numerals: 8000, 8007 (no comma with four numerals), but 16,000.
 - All numbers, including dates, that begin a sentence must be spelled out.
 - Weights, measures and percentages are written in numerals (35kg, 1.290km, 2.3% etc).
 - Dates are written in numerals (1880s, 8 May 1920) but spell out twentieth century etc.
 - Write sequential dates in full: 1956-1986.

- ❖ *Commas should not be used instead of 'and' within a sentence.* Do NOT use Oxford commas (that is, automatically after every 'and' and before 'but'). Please use commas only where needed for ease of reading.
- ❖ *'And' is not an appropriate first word for any sentence.*
- ❖ *When using personal pronouns,* always use a person's self-identified pronoun, including when a person uses the singular "they" as their pronoun. It is also appropriate to use "they" as a generic third-person singular pronoun to refer to a person whose gender is unknown or irrelevant to the context of the usage.
- ❖ *Authors should be careful to use non-sexist language* – see suggestions at: <http://www.otago.ac.nz/administration/policies/otago003241.html>
<http://www.iup.edu/writingcenter/writing-resources/style/using-non-sexist-language/>
- ❖ There are several options for lists, depending on their purpose:
 - Use a bulleted list to draw visual attention to items in a list without implying that items go in a certain order (e.g., chronology, importance, priority).
 - Use a numbered list if you want to display items in a numbered series.
 - Use a lettered list if you want to emphasise separate parallel items within a sentence.
 - To create a bulleted list, use the bulleted list function of your word-processing program BUT please format the list so the bullets are in line with the first line indentation used to start a new paragraph. Use only black dots (see above) not any other form of bullet points.
 - If bulleted items are complete sentences, begin each item with a capital letter and finish it with a period or other appropriate punctuation. For example: Infants often display prosocial behavior—that is, behavior intended to help others—when interacting with their parents, as demonstrated in the following examples:
 - Infants are happy to participate in normal household chores, such as cleaning up.
 - Infants often display positive emotions when following parents' behavioural requests, such as not touching the stove.
 - Infants will try to help others who seem like they need help with simple tasks, such as carrying multiple objects. (Hammond & Drummond, 2019)
 - If bulleted items are words or phrases (but not complete sentences), begin each item with a lowercase letter (except words such as proper nouns). Please do not use punctuation after the bulleted items, including the final one. For example: Poor sleep quality has been linked with the following symptoms:
 - higher levels of negative mood
 - physical symptoms such as insomnia
 - stress
 - use of medications
 - persistent psychological distress (Glozier et al., 2010; Lund et al., 2010)
- ❖ For more information about APA 7 grammar and style guidelines see <https://apastyle.apa.org/style-grammar-guidelines>

In-text citations

These must conform to the style set out according to the American Psychological Association (7th Ed.), known as APA 7, which requires author-date citation in the text when referencing or quoting directly from a source.

- ❖ Each main idea should be supported by a citation in the text within parentheses. For example, National identity in New Zealand is contested (Smith, 1995).
- ❖ Please try to keep all reference details together where possible (author, year and page number should all be included when author introduced, rather than having page number at end of sentence).
- ❖ For direct quotes, page numbers are also required. For example, it has been argued by Smith (1995, p. 47) that “National identity in New Zealand is contested”.
- ❖ Where there are numerous quotes from the same author in one paragraph, each quote should include author, year, page;
- ❖ Authors should use a separate in-text citation for each quote and avoid Ibid, as this increases clarity for the reader and reduces the potential for confusion if the paper is subsequently revised and the order of citations changed.
- ❖ If two or more authors are cited at the same point in the text, then they are included in the same citation, separated by a semicolon (Jackson, 2007; Smith, 1999);
- ❖ When referencing from online references which don't have page numbers, a paragraph number or n.p should be used;
- ❖ For one or two authors, list all authors when cited in the text. For three or more authors, list first author followed by ‘et al.’.
- ❖ In the Reference list, include all authors up to and including 20; for 21 or more authors, list the first 19, insert an ellipsis (...), and then give the last author.

Referencing

A reference list consisting all references cited in the text should be arranged alphabetically using American Psychological Association (APA 7th. Ed) style. Please note that place of publication is no longer required.

Examples:

Book:

Pearson, D. (2001). *The politics of ethnicity in settler societies: States of unease*. Palgrave.

Electronic Book:

Pearson, D. (2001). *The politics of ethnicity in settler societies: States of unease*.

<https://doi.org/xxx> OR <https://xxxx>

[note that URLs should be underlined and in blue colour as here]

Edited Collection:

Matthewman, S., West-Newman, C. & Curtis, B. (Eds.). (2013). *Being sociological* (2nd ed.). Palgrave Macmillan.

Book Chapter:

Teaiwa, T. & Mallon, S. (2006) Ambivalent kinships? Pacific people in New Zealand. In J. Liu, T. McCreanor, T. McIntosh & T. Teaiwa (Eds.), *New Zealand identities: Departures and destinations*, (pp. 401-447). Victoria University Press.

Journal Article:

Stanley, L. (2016). Silencing violations in state care. *New Zealand Sociology*, 31(1), 8-28.

Newspaper article:

Riechmann, D. (2005, November 7). Bush declares: 'We do not torture', *Washington Post*.
<http://www.washingtonpost.com/wp-dyn/content/article/2005/11/07/AR2005110700521.Html>

Conference Paper:

Cowley, N., & Campbell, M. (2015, December 9-11). *Child accident/injury prevention in risk society: A critical analysis* [Paper presentation]. Sociological Association of Aotearoa (SAANZ) Annual Conference, University of Waikato, Hamilton, New Zealand.

Internet reference:

Bennett, P. (2016, October 11). *Speech to the climate change and business conference*. Beehive.govt.nz. <https://www.beehive.govt.nz/speech/speech-climate-change-and-business-conference-0>

Thesis:

Schuster, J. (2014). *Where have all the feminists gone? Searching for New Zealand's women's movement in the early 21st century* [Unpublished PhD dissertation]. University of Auckland.

Please consult the following websites for more examples:

<https://apastyle.apa.org/instructional-aids/reference-guide.pdf>

https://www.cite.auckland.ac.nz/2_8_3.html

https://aut.ac.nz.libguides.com/ld.php?content_id=48644747

https://www.cite.auckland.ac.nz/files/apa_6th_and_apa_7th_key_changes.pdf