

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. For more information about the *Du Bois Review* please visit our website at <http://hutchinscenter.fas.harvard.edu/du-bois-review> or find us on Facebook and Twitter.

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 (hard copies are not required) should be sent to: Managing Editor, *Du Bois Review*, Hutchins Center, Harvard University, 104 Mount Auburn Street, Cambridge, MA 02138. Phone: (617) 384-8338; Fax: (617) 496-8511; 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The *Du Bois Review* publishes only original, previously unpublished (whether hard copy or electronic) work.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 Hutchins Center 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 8½" × 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 in a section preceding the *References* section. Corresponding author's contact information should appear at the end of the body of the text. DBR prints no footnotes, and only contentful endnotes. (All citations to texts are made in the body of the text.) The *References* section should list only those works explicitly cited in the body of the text. *Figures*, figure captions, and *Tables* should appear on separate pages. *Appendices* should appear separately. **IMPORTANT:** 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

Corrections to proofs should be restricted to factual or typographical errors only. Rewriting of the copy is not permitted.

“The abstract concept of demographic integration...conceals a real-world variety of multiethnic and multiracial neighborhoods that are differently valued and perceived depending on what you ask and who you ask. ...[A]mbivalence toward diversity is not simply with respect to whether diversity, per se, is good or bad. Neighborhoods integrated with certain groups are acceptable and desirable (and this differs depending on the group); but neighborhoods integrated with other groups are unacceptable and undesirable.”

— MARIA KRYSAN, COURTNEY CARTER, AND MARIEKE VAN LONDEN

“[T]his study raises a basic question: Do new policies intended to improve the access of limited English speakers to public services have a negative impact on Black public sector employment? The results...indicate that language-based policies reduced the representation of Black monolingual English speakers in the public administration sector after the implementation of bilingual employment policy. ...These results are important to consider as they highlight evidence by which Blacks could perceive immigrants as a political and economic threat.”

— ABIGAIL A. SEWELL

“Because of the rapid development of higher education in the South and increased opportunities for Blacks, a comparative, competitive field of higher education emerged. This research reveals a causal relationship between racial and status boundary processes and the production and diffusion of educational forms. ...These cases illuminate moments of fleeting inclusion that are important for understanding the mechanisms by which the deep structures of racial inequality are circulated even through projects committed to radical change.”

— CHRISTI SMITH

“[T]he popular conversation about whether support for the [Confederate] flag by the mass White public is essentially a symbolic statement of racial animus or a more benign expression of regional pride has generated much heat but little light. In the midst of ongoing debates over Southern symbols, we have examined both the historical reintroduction of Confederate symbols, and the contemporary “heritage or hatred” debate using three separate survey datasets. We find that support for the Southern heritage argument is decidedly mixed.”

— LOGAN STROTHER, SPENCER PISTON, AND THOMAS OGORZALEK

“We argue that successful implementation of Civil Rights/Human Rights education occurs only in the presence of longstanding civil rights organizing efforts, and that, among communities with durable CRHR initiatives, the form and character of such civic efforts is conditioned by the degree of historical White resistance to civil rights initiatives and the extent of White participation in local public schools.”

— DAVID CUNNINGHAM AND ASHLEY RONDINI

PLUS: Kevin Drakulich, John Hagan, Devon Johnson, and Kevin H. Wozniak; Jason Shelton; Evelyn M. Simien and Sarah Cote Hampson; Chandra Waring; James Jones; Davia C. Downey and Laura Reese; Angela Stuesse, Cheryl Staats, and Andrew Grant-Thomas; Michelle D. Byng; George Wilson and Vincent J. Roscigno.

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