

**OLD DOMINION UNIVERSITY /
NORFOLK STATE UNIVERSITY**

M.A. APPLIED SOCIOLOGY

THESIS MANUSCRIPT PREPARATION GUIDE

Revised December 2004

Students must follow the ODU thesis guides *ODU Guide for Theses & Dissertations* (<http://www.odu.edu/ao/affairs/graduatestudies/gradtheses.htm>) and *The College of Arts and Letters Thesis and Dissertation Format Requirements Guide* (<http://www.odu.edu/al/do/thesisguide.htm>) in all aspects except as stated in this *MA in Applied Sociology Manuscript Preparation Guide*. Some of the materials from *The College Guide* have been reproduced here for students' convenience. The ODU Library contains copies of Applied Sociology theses. Recent theses provide excellent examples in both substance and format from which to work but note that some formatting requirements may have changed so do not rely on past theses for formatting.

FORMAT REQUIREMENTS AND RECOMMENDATIONS

(The College of Arts and Letters Thesis and Dissertation Format Requirements Guide)

Use 12 point type for everything. The only exceptions are the type in tables, endnotes, or footnotes can be smaller if necessary.

Do not put headings in bold. DO NOT PUT ANY HEADINGS IN BOLD. THIS MEANS DO NOT PUT ANY HEADINGS WHATSOEVER IN BOLD.

Double space text (except for long, indented quotations, references and footnotes, which are single spaced)

Put one double space between chapter number (e.g., CHAPTER I) and chapter title (e.g., INTRODUCTION)

Put two double spaces between chapter title and first line of text. This is also used for other major headings (e.g., two double spaces between TABLE OF CONTENTS and the line that has Chapter on the left and Page on the right).

Do not include any preliminary pages on the Table of Contents.

Non-proportional type such as Courier is recommended for theses/dissertations that include tables or other material that have numbers that must be aligned. All other papers should be done in Times New Roman.

Putting tables on separate pages and saving them in separate files makes compiling the manuscript easier.

Keeping the text for each chapter in a separate file also makes compiling the manuscript easier.

Common problems to avoid or check:

- Chapter titles, table titles, subheadings, etc. must *exactly* match in text and Table of Contents, Lists of Tables, etc.
- References and citations must be consistent. This means, simply, that the information in your footnotes must match exactly the information in your bibliography. For example, in your footnote, if you cite Victoria J. Sneed as the author of a book, but cite this author in your bibliography as Sneed, V. J., then you have made a serious copy-editing error. (The correct format would be Sneed, Victoria, J. Other problems include spellings (Johnson in the text, Johnsen in references?), dates (1994 in text, 1949 in references or 1998a in reference and 1998 in text?), publisher (University of Maryland in footnote, University of Maryland Press in reference?), place of publication (Columbus, OH vs. Columbus, Ohio, vs. Columbus?), titles (be consistent with capitalization and italics or underlining depending on your manuscript style). In order to copy-edit your thesis or dissertation correctly, you must read very carefully each note and bibliographical entry to check and see that they match perfectly. (Please remember that footnotes and bibliographical entries require different formatting styles, but the information contained in each needs to be the same and in the same order).
- Page numbers on Table of Contents, Lists of Figures, etc., must match the pagination in the manuscript.
- Margins: all page numbers are one inch from the right edge of the page and approximately one-half inch from the top edge of the page. All headings or text are one inch from the top edge of the page. All bottom margins are one inch. All left margins are one and one-half inches. Justified margins are not acceptable.
- Program Style Manual: On page one of your thesis or dissertation, you must list the style manual or journal you are using at the bottom of the page. Students often forget to do this, so be careful and follow the example found under CHAPTER 1 in the sample pages section that follows.

Measure EVERYTHING! Just because your computer says the margins are correct doesn't mean that they are. MEASURE them and make adjustments as necessary.

Endnotes cannot be used in MA theses or Ph.D. dissertations. Only footnotes or parenthetical references will be accepted.

RESPONSIBILITIES OF STUDENT, CHAIR, AND GPD

After a defense, graduate students are responsible for making all corrections required by their committee. They must proofread the manuscript for content, grammar, and format.

When the student is convinced the manuscript is perfect, the thesis or dissertation chair must proofread the manuscript for content, grammar, and format. The student then corrects any errors found by the chair.

When the student and thesis or dissertation chair are convinced the manuscript is perfect, the Graduate Program Director (GPD) checks the manuscript for format. The student corrects any errors found by the GPD.

When the student, the chair, and the GPD are convinced the manuscript is perfect, you may submit it to the Dean's Office for review by the College Graduate Style Editor.

The College Graduate Style Editor reads the manuscript for format and copy editing issues. Then the Dean or the Associate Dean may read the manuscript for information and a quality check. The College Graduate Style Editor is not your personal tutor; however, she will answer your formatting questions at her workshops and only after you have attended a workshop will she answer your questions via e-mail.

You must correct all manuscript errors found by the College Graduate Style Editor.

The correction process is **your** responsibility, not the College Graduate Style Editor's or your thesis director's or the Graduate Program Director's. This can be a difficult process that requires several submissions. Once the College Graduate Style Editor has signed off on your work, you may then print the manuscript on 100% rag paper which can be purchased in the University bookstore.

Finally, the Thesis/Dissertation Acceptance and Processing Forms must have original signatures from each member of the committee (Grad form 6).

SCHEDULE

Theses are due to the Dean's Office 5 weeks before the last class day. If the student, the chair, and the GPD have thoroughly checked the manuscript, there should be no delays. However, meeting the deadline with an error-ridden manuscript does not guarantee graduation at the end of the semester. Completed manuscripts with all necessary copies, signatures, and forms are due in the Registrar's Office by the last day of classes of the semester in which the student anticipates graduation.

STYLE:

The style approved by the Graduate Committee of ODU/NSU is the American Sociological Association's *ASA Style Guide* used by the journal *ASR*. This *MA in Applied Sociology Thesis Manuscript Preparation Guide* uses the ASA style for text

citations format, reference list format, headings, and placement of titles on figures and tables. **The style line must appear at the bottom of page one of your thesis as follows:** This thesis follows the format requirements of the *American Sociological Review*.

HUMAN SUBJECTS APPROVAL:

If your research involves human subjects it must be approved in advance of any data collection. See the *Application for Review of Potentially Exempted Research Involving Human Subjects* <http://www.odu.edu/al/do/forfaculty.htm>. If your thesis required human subjects approval, you must include a statement of approval in your Methodology Chapter (e.g., “This research was approved by the College of Arts and Letters Human Subjects Review Committee members as exempt from full review.”). ODU’s Office of Research has full details about federal regulations on human subjects and procedures for human subject review. (<http://www.odu.edu/ao/research/>)

TABLES AND FIGURES: (see Appendix for example)

If tables are used, they are easiest to handle if you keep them on separate pages in a file separate from your text file(s). Otherwise at least three lines should appear after the text and before the table; four lines (two double spaces) is probably easier and the same spacing must appear below the table as above. It is generally easier in formatting to place tables on separate pages of their own rather than mixing them in on the same page as text. Tables should appear within 1 ½ pages after they are first mentioned in the text.

PROCEDURES FOR SUBMITTING THESES TO THE DEAN'S OFFICE:

It is the responsibility of the student and the thesis chair to make sure that the manuscript is submitted in a timely fashion and conforms to the requirements of the *ODU Guide for Theses & Dissertations*, *The College of Arts and Letters Thesis and Dissertation Format Requirements Guide* and the *MA in Applied Sociology Manuscript Preparation Guide* (hereafter referred to as the *Guides*).

The thesis, accompanied by the College of Arts and Letters Thesis/Dissertation Tracking Form, must be submitted to the Associate Dean's secretary (BAL 933) by the Graduate Program Director (not the student) five weeks prior to the last day of classes of the semester. It should be printed on ordinary bond paper (not special thesis/dissertation paper); it should be clean, with no markings (any corrections requested by the GPD must be made before the document is submitted to the Dean); and it must be in compliance with all the requirements of the *Guides*. Students with questions that are not addressed in the thesis/dissertation *Guide* should contact, first, their thesis chair, and second, their GPD.

Theses will be reviewed and will be returned to the GPD as quickly as possible; students MUST NOT call the Dean's office to ask when the thesis will be ready. Once the checked thesis has been returned, however, students may contact the College Graduate Style Editor or the GPD to discuss any changes and/or corrections that need to be made before the final copy is printed on the special thesis/dissertation paper.

The College Graduate Style Editor will check the thesis for conformity with the most recent version of the *Guides*. The following will be reviewed:

- Citation of Sources (footnotes, parenthetical references)
- Bibliography/Works Cited
- All preliminary pages
- Selected pages of text at random
- All footnotes

If significant errors or a number of small errors are found, the thesis/dissertation will be returned immediately and the process will begin again. In such a case, the student's graduation date could be delayed.

The thesis may also be read by the Dean and the Associate Dean for Research and Graduate Studies.

Students should submit a draft of the thesis to their advisor well before the end-of-semester deadline so that s/he can make a thorough check for the most common errors--margins, spacing, footnotes, bibliographies.

No later than one week prior to the last day of classes of the semester, the student will submit to the GPD a final, error free copy of the thesis, printed on the 100% bond thesis/dissertation paper. The GPD will submit the thesis/dissertation and Graduate Form 6 (Thesis/Dissertation Acceptance and Processing), complete except for the Dean's signature, to the Dean's office. No other forms should be submitted. The thesis/dissertation will be returned to the GPD with Form 6, signed by the Dean.

COPIES, BINDING AND DISTRIBUTION:

In addition to the five required copies for ODU, you must prepare three bound copies for NSU. For ODU, a final, approved, unbound, error-free original (100% cotton rag paper) and four copies (at least 25% cotton rag paper) of the thesis must be received by the ODU Office of Student Records no later than the last day of classes of the semester in which the degree will be taken. The completed document, approved by the dean, and copies are submitted to the Registrar's Office counter, should be accompanied by the following forms: Binding Fee Receipt (obtained from the Registrar's Cashier's window after paying for binding), Thesis/Dissertation Acceptance and Processing, Result of Master's Degree Examination or Requirement, and Thesis/Dissertation Delivery.

If the student wishes to have copies bound for themselves, they must make copies (25% cotton rag paper) and deliver them in addition to the required copies of the thesis to the registrars office.

In addition to those turned into ODU, 3 copies must be bound for NSU. We suggest Long Book Binders, 28th and Monticello, 623-4244. The three copies for NSU should be bound in green with gold lettering on the front cover and on the spine. The three bound copies should be turned into the NSU GPD for distribution.

GRADUATE FORMS STUDENTS WILL NEED

All forms may be obtained at

<http://www.odu.edu/ao/affairs/graduatestudies/gradforms.htm>

Form 20 - Submit once thesis committee is fully formed

(Requires signature of Thesis Chair)

[Thesis Advisory Committee \(Form 20\)](#)

Form 21 - Submit if any changes to thesis committee are made

(Requires signatures of Current and Proposed committee Chair)

[Request For Change In Thesis Advisory Committee \(Form 21\)](#)

Form 7 - Submit upon completion of (1) Thesis Proposal Defense and (2) Final Thesis Defense

(Requires signatures of All Committee Members - Take to both Defenses):

[Results of Master's Degree Examination Or Requirement \(Form 7\)](#)

Form 6 - Submit with Thesis to Dean's Office for review of Thesis formatting

(Requires signatures of All Committee Members - Take to final Defense)

[Thesis/Dissertation Acceptance And Processing \(Form 6\)](#)

Form 11 - Submit to Registrar's Office when turning in Thesis

[Thesis/Dissertation Delivery \(Form 11\)](#)

Supplemental Funds for Graduate Student Research are available from the Office of Graduate Studies. Request Form 3 by calling the Office (683-4885).

**ASA GUIDELINES ON IN-TEXT CITATIONS, REFERENCES,
TABLES, HEADINGS AND SUBHEADINGS**
(from the American Sociological Association *Style Guide*)

1. **References in the text:** Cite the last name of the author and year of publication. Include page numbers whenever your text quotes directly from a work or refers to specific passages in the cited work. Cite only those works needed to provide evidence for assertions and to guide readers to important sources on your topic. Identify subsequent citations of the same source in the same way as the first. Examples follow:

- If author's name is in the text, follow it with the year in parentheses - “. . .Duncan (1959)”; if author's name is not in the text, enclose the last name and year in parentheses - “. . .(Gouldner 1963).”
- Pagination follows the year of publication after a colon for direct quotes or specific facts - “. . .(Ramirez and Weiss 1979:239-40).”
- Give both last names for two authors - “. . .(Martin and Bailey 1988).”
- For works with three authors, list all last names on the first citation in the text; thereafter use “et al.” - “. . .(Carr, Smith, and Jones 1962)”; and later “. . .(Carr et al. 1962).”
- For works with more than three authors, use the last name of first author and “et al.” throughout.
- For institutional authorship, supply minimum identification from the complete citation - “. . .(U.S. Bureau of the Census 1963:117).”
- Separate a series of references with a semicolon in chronological order - “. . .(Burgess 1968; Marwell et al. 1971).”
- For unpublished materials, use “forthcoming” to indicate material scheduled for publication. For dissertations and unpublished papers, cite the date. If no date, use “n.d.” in place of the date - “. . .Smith (forthcoming) and Jones (n.d.).”
- For machine-readable data files, cite authorship and date - “. . .(Institute for Survey Research 1976).”

2. If using footnotes, number them consecutively throughout the chapter. Each new chapter should start with footnote 1 using superscript Arabic numerals. If you refer to note again later in the text, use a parenthetical note - “. . .(see note 1).”

3. **REFERENCES** follow the text in a section headed “References.” All references used in the text must be listed in the reference section, and vice versa. Publication information for each must be complete and correct.

- List the references in alphabetical order by authors’ last names; include first names and middle initials for all authors when available. If there are two or more entries by the same author(s), list them in order of the year of publication with the earliest publication listed first. If the cited material is unpublished but has been accepted for publication, use “Forthcoming” in place of the date and give the journal name or publisher. For dissertations and unpublished papers, cite the date and location the paper was presented or is available. If no date is available, use “n.d.” in place of the date.
- If two or more works are by the same author(s) within the same year, list them in alphabetical order by title and distinguish them by adding the letters a, b, c, etc., to the year (or to “Forthcoming”). For multiple authorship, only the name of the first author is inverted (e.g., “Jones, Arthur B., Colin D. Smith, and James Petersen”). List all authors; using “et al.” in the reference section is not acceptable.

4. Number **tables** consecutively throughout the text. Each table must include a descriptive title and headings for columns and rows. All spacing and capitalization must match the List of Tables in the front pages. All numbers in tables are aligned to the right and by the decimal. If a table runs more than one page, the second (and any additional) pages say “Table 2 continued” and must have all column headings listed as on the first page of the table. Gather general notes to tables as “Note:” or “Notes:”; use a, b, c, etc., for table footnotes. Asterisks *, **, and/or *** indicates significance at the $p < .05$, $p < .01$, and $p < .001$ levels, respectively; specify one-tailed or two-tailed tests. (See Appendix for examples of tables.)

5. Number **figures, illustrations, or photographs** consecutively throughout the text. Each should have a caption placed on top. Photographs must be black and white. **IMPORTANT:** All art and type must be legible when reduced or enlarged to fit the guidelines of the *ODU Guide for Preparation of Theses and Dissertations* book.

6. **Headings and Subheadings** - See the Appendix for an example of a chapter with three levels of subheadings following the major heading. The example is correct and the explanations below are provided only to explain the format.

1. The major heading is CHAPTER number and the CHAPTER TITLE, both of which are ALL CAPS (with no bold), and centered. Two double spaces follow the chapter title.
2. The 1st level subheading is ALL CAPS and flush left to margin. Two double spaces follow the end of the text coming under the 1st subheading, prior to the next subheading.

3. The 2nd subheading is *italicized* and the first letter of all major words is capitalized. Two double spaces follow the end of the text under the 2nd subheading, prior to the 3rd level subheading.
4. The 3rd subheading is paragraph indented, *italicized*, only the first letter of the first word is capitalized, and ends with a period. The usual 1 double space follows the end of the text under the 3rd subheading, prior to the next subheading.

IN-TEXT CITATIONS

Cite the original source of direct quotes, statistics, information facts, or ideas which originated with another author. Cite the original source within the text of the paper, usually within or at the end of the corresponding sentence. Prepare source citations and references as detailed below.

Citation as Part of Sentence

Longmire (1983) classifies the numerous differing dilemmas facing researchers as "participant issues" and "professional issues."

As early as 1933, Michael and Adler noted that all of the questions about crime are either practical or theoretical problems requiring different methods to answer the questions such problems propose.

Citation Referred to in Sentence

It has been posited that the applied criminologist is a relatively recent development (Szabo 1971).

Their inclusion in a popular introductory research methods textbook (Babbie 1983) indicates that they are well understood and accepted by the scientific community.

Since debate is ongoing regarding criminology exclusively as a pure or applied discipline (Wilson 1975; Cressey 1978; Longmire 1979; Sagarin 1980b; Eskridge 1985), the differences in the ethical choices faced by pure versus applied criminological researchers will be investigated.

Following the December 1997 shootings in West Paducah, Kentucky, President Clinton ordered the Departments of Justice and Education to produce an annual report on school violence (Radio Address... 1997; "Clinton Orders..." 1997).

Citations Which Require Page Number(s) - Direct Quotes and Statistics

Pure criminological research, according to Cressey (1978:174-5), is "trying to discover the processes generating the criminals to be punished and the laws and personnel doing the punishing."

Applied criminological research is concerned with "increasing the efficiency of the punitive legal apparatus" (Cressey 1978:174).

Using Long Quotations

Quotes of more than three lines should be single spaced and indented 10 spaces from the left margin, but not indented from the right margin. There is a double space between the quote and the regular text of the thesis. Here is an example:

Chopra (1999:110) calls for a new model of medicine that does not merely look for "magic bullets" to cure, but instead, aims to "go beyond the origins of disease."

Chopra believes this new model should include the consciousness as well as the physical.

And it is consciousness that is, in fact, the phenomenon, and matter that is the epiphenomenon, or by-product, in human physiology, and probably in the physiology of this organic universe in which we live...the human body is not an anatomical structure that is fixed in space and time. The human body is more like a river alive with energy, information, and intelligence. It has a cybernetic feedback loop and can influence its own evolution and its own expression. It has the ability to learn from mistakes and the ability to make choices. (1999:111)

Chopra (1999:112) describes the "quantum mechanical model" as a constant regenerative body that is always recycling. When he is asked why disease is still in the . .

REFERENCE LIST GUIDE

The guide gives practically every possible example needed when citing or referencing material. (**Note:** Use Hanging Indent when formatting each reference.)

The Abortion Rights Activist: Serving the Pro-Choice Community On-line Since June 19, 1995. 1999. *Anti-Choice Violence in 1998* [Online]. Available: <http://www.cais.com/agm/main/ytd98.htm>. [1999, October 5].

Acker, Joan. 1990. "Hierarchies, Job, Bodies: A Theory of Gendered Organizations." *Gender and Society* 4(2):138-58.

Alex, Nicholas. 1969. *Black in Blue: A Study of the Negro Policeman*. New York, NY: Appleton Century Crofts.

American Institute of Public Opinion. 1976. *Gallup Public Opinion Poll #965* [MRDF]. Princeton, NJ: American Institute of Public Opinion [producer]. New Haven, CT: Roper Public Opinion Research Center, Yale University [distributor].

American Medical Association. 1992. "Violence Against Women: Relevance for Medical Practitioners." *Journal of the American Medical Association* 267(23):434.

Attorney General's Task Force on Family Violence. 1984. *Final Report*. Washington, DC: U.S. Department of Justice.

Babbie, Earl. 1990. *Survey Research Methods*. 2d ed. Belmont, CA: Wadsworth Publishing Company.

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Bachman, Ronet. 1994. "Violence Against Women: A National Crime Victimization Survey Report." Pamphlet. Washington, DC: Bureau of Justice Statistics.

Bell, Daniel J. 1988. "The Victim-Offender Relationship: A Determinant Factor in Police Domestic Dispute Dispositions." *Marriage and Family Review* 12:87-102.

Berk, Richard A., Sarah F. Berk, Donileen R. Loseke, and David Rauma. 1983. "Mutual Combat and Other Family Violence Myths." Pp. 197-212 in *The Dark Side of Families: Current Family Violence Research*, edited by D. Finkelhor, R. Gelles, G. Hotaling, and M. Straus. Newbury Park, CA: Sage Publications.

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- Bruno v. Codd*, 90 Misc. 2d 1047, 396 N.Y.S. 2d 974 (Sup. Ct. 1977), *rev'd in part, appeal dismissed in part*, 407 N.Y.S. (App. Div. 1978), *aff'd*, 47 N.Y. 2d 582 (1979).
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- Christopher Commission. 1992. *Report of the Independent Commission on the Los Angeles Police Department*. Los Angeles, CA: Christopher Commission.
- "Clinton Orders a Survey of School Violence." 1997. *The New York Times*. December 7. Section 1 Page 40.
- Commission on Civil Rights. 1982. *Under the Rule of Thumb: Battered Women and The Administration of Justice*. Washington, DC: U.S. Government Printing Office.

- Dalley, Angus F. 1975. "University vs. Non-University Graduated Policemen: A Study of Police Attitudes." *Journal of Police Science and Administration* 3(4):458-68.
- Dooley, David. 1995. *Social Research Methods*. 3d ed. Englewood Cliffs, NJ: Prentice Hall.
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- Oxford English Dictionary Computer File: On Compact Disc* (2nd ed.), [CD-ROM]. (1992). Available: Oxford UP [1995, May 27].
- Perryman, Derrellynn W. 1992. "The Relationship Between Policy and Arrest Rates in Domestic Violence Incidents." Ph.D. dissertation, Department of Sociology, University of Texas, Arlington, TX.

- President's Commission on Law Enforcement and Administration of Justice. 1967. *The Challenge of Crime in a Free Society*. Washington, DC: U.S. Government Printing Office.
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APPENDIX

WORD PROCESSING HINTS FOR THESIS MANUSCRIPT PREPARATION

**EXAMPLES OF:
TITLE PAGE
ABSTRACT
TABLE OF CONTENTS
MAJOR HEADINGS IN A CHAPTER
TABLES**

(Tables taken from: Krupa, Katherine M. 2000. "Medical Students and Their Attitudes Toward Abortion: An Assessment of Which Factors Influence Medical Students' Willingness or Unwillingness to Perform Abortions." Old Dominion University M.A. Applied Sociology thesis.)

Word Processing Hints For Thesis Manuscript Preparation

Take time to really learn how your word processor works. Whether you're using Microsoft Word, WordPerfect, or any word processor program, knowing and understanding various formatting keys will help you immensely and save you tons of time. Learn them NOW; invest the time to get a huge payoff immediately and forever. In particular, learn these (generally found under Format) as they are demonstrated below:

Tab - Tab automatically indents the first line of a paragraph, as in this example. Use tab whenever starting a new paragraph, do not tap spaces since you're likely to occasionally tap incorrectly.

Indent - Indent actually indents the left margin of an entire paragraph, as in this example. Indent is useful for a long quote; a long quote is generally a quote that exceeds three or four lines, as in this example.

Hanging Indent - Hanging indent is used in the reference list. The first line of each reference is at the left margin and subsequent lines are indented, as in this example.

Flush Right - Flush Right moves the text to the right margin. Use Flush Right particularly in the Table of Contents and List of Tables for the "Page" heading, as in this example: Page

Flush Right with Dot Leaders - Dot Leaders are used in Table of Contents and List of Tables to put the actual page number in Arabic numbers. Don't tap out periods as you'll never end up correctly. Use this function and it'll be fast, easy, and perfect as in this example:

1. An Example for You 14
In WordPerfect use "Flush Right with Dot Leaders" (under Format - Line; or hit ALT F7 twice).

In MS Word do the following: Format - Tabs - Clear all tab stops - set Tab Stop Position at 5.5 (this takes you to 7" across the page, which is 1" right margin; you need 5.5 because of 1.5" left margin) - set Default Tab Stops at 0 - set Alignment at Right - set Leader at 2... - OK. Now when you hit Tab you'll get the Flush Right with Dot Leaders

Widow/Orphan - May also be called something like "Keep Text Together." This protects against there being only one line of a new paragraph at the bottom of a page, or only the final line of the end of the paragraph at the top of a page.

Table - Learn to use the Table function properly, including the Align Right and Align Decimal to properly line up numbers. Numbers should be lined up on the right hand such that in whatever column, the final numeral going down is aligned. If using decimals then the numbers must line with under the decimal point.

Remember basic typing and grammar rules. Two spaces follow a period (.) at the end of a sentence. Two spaces follow a colon (:) when used as a grammatical construction to separate parts of a sentence.

TITLE GOES HERE: USE CAPITAL LETTERS AND DOUBLE SPACE

IF YOUR TITLE IS MORE THAN ONE LINE

by

Jane J. Jones

B.A. August 2002, Old Dominion University

A Thesis Submitted to the Faculties of
Old Dominion University and Norfolk State University
in Partial Fulfillment of the Requirement for the Degree of

MASTER OF ARTS

APPLIED SOCIOLOGY

OLD DOMINION UNIVERSITY AND NORFOLK STATE UNIVERSITY

May 2005

Approved by:

Susan S. Smith (Director)

David D. Doe (Member)

Janice J. Johnson (Member)

ABSTRACT

TITLE GOES HERE: USE CAPITAL LETTERS AND SINGLE SPACE IF YOUR
TITLE IS MORE THAN ONE LINE

Jane J. Jones
Old Dominion University and Norfolk State University, 2005
Director: Dr. Susan S. Smith

The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the

Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length. Every word (or numeral) with a space on either side of it counts as a word. Three hundred and fifty words is about this long. The text of the abstract starts one triple space below the Director line, with a paragraph indentation. The text is double-spaced (following the spacing in the body of your thesis or dissertation). The abstract must not exceed 350 words in length.

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Note that the chapter numbers are aligned to the left under the “r” of chapter. The page numbers are aligned to the right under the “e” of page. To get the word “Page” to the far right, use Flush Right. To get the page numbers correctly aligned with dot leaders use Flush Right with Dot Leaders.

All chapter titles are connected to their corresponding page number with leader dots.

Double space all major headings. If using subheadings in the text they must appear in the Table of Contents. Single space subheadings and use appropriate indentation for each level of subhead and capitalize and italicize in the same manner as they appear in the text. Follow the departmental journal for capitalization of subheadings. Remember any subheadings on this page must match the text exactly.

If your Table of Contents should run more than one page, the appropriate headings of Chapter and Page must appear at the top of the second page.

If you have only one Appendix, use the word APPENDIX and do not give the title

Table 1. Demographic Characteristics of Sample and Population of Eastern Virginia Medical Students.

Variable	Sample		E.V.M.S. Medical Student Population	
	N	Percentage	N	Percentage
<u>Gender</u>				
Male	96	49.5	231	56.9
Female	98	50.5	175	43.1
<u>Race</u>				
White/European	152	78.8	314	77.3
Black/African American	8	4.1	27	6.7
Hispanic	1	.5	4	1.0
Asian/Pacific Islander	23	11.9	60	14.8
Bi-racial/Multi-racial	5	2.6	-	-
Other	4	2.1	1	.2
<u>Year in Medical School</u>				
First	54	27.8	104	25.6
Second	59	30.4	103	25.4
Third	48	24.7	107	26.3
Fourth	33	17.0	92	22.7
<u>Marital Status</u>				
Single	124	63.9	333	82.0
Cohabitation	15	7.7	-	-
Married	53	27.3	73	18.0
Divorced	2	1.0	-	-
Widowed	0	0	-	-
Separated	0	0	-	-
<u>Age</u>				
	Mean	= 26.1	Mean	= 27.25
	Range	= 20 - 41		
	SD	= 3.7		

Table 2. Additional Characteristics of Sample.

Variable	(N)	Percent
<u>Religious Affiliation</u>	(192)	
Catholic	46	24.0
Jewish	9	4.7
Protestant	66	34.4
Atheist	8	4.2
Agnostic	28	14.6
Other	35	18.2
<u>Strength of Religious Affiliation</u>	(190)	
Not Very Strong	54	28.4
Somewhat Strong	48	25.3
Strong	49	25.8
Very Strong	39	20.5
<u>Area(s) of Medicine In Which Want to Specialize</u>	(231)	
Family Medicine	33	14.3
Internal Medicine	44	19.1
Obstetrics/Gynecology	18	7.8
Pediatrics	46	20.0
Psychiatry	6	2.6
Surgery	26	11.3
Other	28	12.2
Undecided/Unknown	30	13.0
<u>Setting Where Hope to Practice</u>	(171)	
Urban Area	45	26.3
Suburb	74	43.3
Small Town	25	14.6
Rural Area	9	5.3
Other	18	10.5
<u>Number of Children Have Now</u>	(192)	
0.0	179	93.2
1.0	5	2.6
2.0	7	3.6
4.0	1	.5

Table 2. Continued.

Variable	(N)	Percent
<u>Number of Sexual Partners</u>	(181)	
Mean = 5.2		
Std. = 5.6		
Range = 0 - 30		
<u>Respondent or Sexual Partner Ever Been Pregnant</u>		
Total Responding	(192)	
Yes	29	15.1
No	163	84.9
<u>Respondent or Sexual Partner Has Ever Received an Abortion</u>		
Total Responding	(191)	
Yes	18	9.4
No	173	90.6
<u>Personal Acquaintance Has Had An Abortion</u>		
Total Responding	(192)	
Yes	134	69.1
No	58	30.2
<u>Has Abortion Been Topic of Medical School Training</u>		
Total Responding	(193)	
Yes	117	60.6
No	76	39.4
<u>Has Respondent Received Any Training in Abortion Practices, Indications, or Procedures</u>		
Total Responding	(193)	
Yes	43	22.3
No	150	77.7

Table 3. Hypothesis 1: Percentage of Students Willing to Perform an Abortion Based Upon Gender.

Gender	Would you ever be willing to perform an abortion for a patient?	
	Yes	No
Male (N = 94)	58.5% 55	41.5% 39
Female (N = 95)	65.3% 62	34.7% 33
p = 0.339 Chi-square = 0.914, d.f. = 1		

Table 4. Hypothesis 2: Impact of Age on Willingness to Perform Abortions.

Would you ever be willing to perform an abortion for a patient?	N	Mean	SD	SE of Mean
Yes	115	26.40	4.14	.39
No	71	25.51	2.87	.34
t-score	1.735 ^a			
t-test ^a (d.f. = 181.503) of difference between means.				
p = 0.084				

Table 6. Hypothesis 4: Percentage of Medical Students Willing to Perform an Abortion Based Upon Degree of Religiosity.

Degree of Religiosity	Would you ever be willing to perform an abortion for a patient?	
	Yes	No
Very Strong (N = 39)	14 35.9%	25 64.1%
Strong (N = 47)	26 55.3%	21 44.7%
Somewhat Strong (N = 47)	33 70.2%	14 29.8%
Not Very Strong (N = 52)	41 78.8%	11 21.2%
p = .000	Chi-square = 19.692, d.f. = 3	
p = .001	Kolmogorov-Smirnov Z = 1.965	

Table 7. Hypothesis 5: Impact of the Number of Sexual Partners Over One's Lifetime and Willingness to Perform Abortions.

Would you ever be willing to perform an abortion for a patient?	N	Mean	SD	SE of Mean
Yes	110	6.10	6.16	.59
No	67	3.75	4.46	.55
t-score	2.926 ^a			
t-test ^a (d.f. = 169.680) of difference between means.				
p = .004				

Table 11. Hypothesis 9: Medical Students Will Be Unwilling to Perform Abortions for the Reasons Women Want Them. A Rankings Comparison of Willingness to Perform Abortions Within Different Research Studies.

Reason Women Request Abortion	Torres & Forrest (N =1900)	Faria et al. (N = 517)	Rank & % E.V.M.S. (N = 187)
Mother's life is in danger	-	-	86.1%
Fetus will suffer fatal genetic defects	-	-	67.4%
Not ready to become a parent/ Unready for responsibility (Torres & Forrest)	5 31%	1 33.6%	3 33.2%
Lacks financial resources to raise another child	2 68%	2 25.9%	3 33.2%
Concerned about how having child will change her life	1 76%	-	7 24.1%
No partner to help raise child	3 51%	3 15.3%	11 18.7%
Unable to care for more children	-	4 13.5%	2 34.8%
Too old to have child	-	5 12.6%	9 22.5%

Table 11. continued.

Reason Women Request Abortion	Torres & Forrest (N = 1900)	Faria et al. (N = 517)	Rank & % E.V.M.S. (N = 187)
Concerned about how having child will interfere with education/career plans	-	7 11.0%	6 24.6%
Patient and spouse having relationship problems	3 51%	8 4.6%	12 16.0%
Patient already has as many children as she wants	8 26%	-	7 24.1%
Pregnant as a result of an extramarital affair	-	9 2.5%	10 21.4%
Doesn't want others to know has had sex or is pregnant	6 31%	-	13 14.4%
Pregnant as a result of rape	12 1.0%	11 0.8%	1 70.1%
Birth control failure	-	10 0.8%	5 33.2%
Husband or spouse wants abortion	9 23%	12 0.4%	15 1.1%
Parents want her to have an abortion	11 7.0%	-	14 2.7%

Table 12. Krupa Culpability Chart.

LEAST CULPABLE*CLEARER AREA/ LACK OF CONTROL BY WOMAN/ MISFORTUNE:*

Pregnancy has caused life-threatening kidney malfunction.

Molestation of a minor by her father.

Patient raped by an unknown assailant.

Tay-Sachs detected in fetus which will result in a painful death by the ages of three to six years.

Edward's Syndrome (Trisomy 18) detected in fetus which will cause death within six months after birth.

Spina bifida detected in fetus which will cause paralysis from waist down.

GRAY AREA/INTRODUCTION OF CULPABILITY

Patient has made a personal decision to abort the fetus.

She is in the first trimester (9 - 12 week old fetus) of her pregnancy.

Your patient requests RU-486 (mifepristone) or methotrexate for a medical abortion as opposed to surgical abortion.

Huntington's Chorea has been detected and neurological deterioration will begin in the forties followed by death.

Patient suffering from depression and experiencing suicidal thoughts due to pregnancy.

Patient cannot afford another child.

Patient has made a personal decision to abort the fetus.

Patient's medical education will be jeopardized by pregnancy.

Patient is a grandmother who unexpectedly became pregnant in late 40's

An expectant cerebral palsy couple requesting an abortion because will be incapable of meeting child's physical needs.

Patient in fifth pregnancy and has requested abortion.

Patient is single and does not want to marry the man with whom she has become pregnant.

Patient is pregnant as result of extramarital affair.

Patient has been offered starring role in ballet, but will be seven months pregnant on opening night.

Personal decision to abort fetus. She is in second trimester (13 - 24 week old fetus) of her pregnancy.

A couple committed to having one child of each sex. A fetal test reveals they are going to have another male.

MOST CULPABLE

VITA

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