

SAIS Review Style Guide

The SAIS Review style guidelines are based on the *Chicago Manual of Style*, 15th edition (CMS). A copy of the CMS is available in the SAIS Review office, and many questions may be answered by referring to the CMS webpage: <http://www.chicagomanualofstyle.org>. The following guidelines include the sections of the CMS that are most relevant to our editors, as well as some areas not covered by the CMS¹. Feel free to contact the senior editors or members of the standards committee with questions.

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General guidelines

Use **spell check**.

Avoid the **passive voice**.

Use a **style sheet** to record unusual vocabulary, grammar, or style usage. Run ‘find/replace’ to ensure consistency throughout the article.

Write out **acronyms** in the first reference only. Ex : International Finance Corporation (IFC). In the next reference, it appears only as IFC.

Formatting

Each SAIS Review article or book review should start with a brief **author bio**.

Articles should include a 3-5 sentence **abstract** that summarizes the main points of the article.

¹ Much of the guide is based on the Journal of Public and International Affairs (JPIA) “Editor and Author Style Sheet”

Subheadings should be centered and bold, but not capitalized (as seen in this guide). Subdivisions under subheadings should be italicized and flush left. Subheadings do not need periods. The first paragraph after a subheading should be flush left, with subsequent paragraphs indented.

SAIS Review Endnote Format²

The SAIS Review uses endnotes written in a bibliographic format and placed in a 'Notes' section at the end of each article. For direct quotes, list the page number(s) at the end of the citation, as in the first example. No page numbers are needed unless there is a direct quote, except in the case of journal articles.

Books:

One author:

Doniger, Wendy. *Splitting the Difference*. Chicago: University of Chicago Press, 1999, 5.

Two authors:

Cowlshaw, Guy, and Robin Dunbar. *Primate Conservation Biology*. Chicago: University of Chicago Press, 2000.

Four or more authors:

Laumann, Edward O., John H. Gagnon, Robert T. Michael, and Stuart Michaels. *The Social Organization of Sexuality: Sexual Practices in the United States*. Chicago: University of Chicago Press, 1994.

Editor, translator, or compiler instead of author:

Lattimore, Richmond, trans. *The Iliad of Homer*. Chicago: University of Chicago Press, 1951.

Editor, translator, or compiler in addition to author:

Bonnefoy, Yves. *New and Selected Poems*. Edited by John Naughton and Anthony Rudolf. Chicago: University of Chicago Press, 1995.

Chapter or other part of a book:

Wiese, Andrew. "The House I Live In': Race, Class, and African American Suburban Dreams in the Postwar United States." In *The New Suburban History*, edited by Kevin M. Kruse and Thomas J. Sugrue, 99–119. Chicago: University of Chicago Press, 2006.

Chapter of an edited volume originally published elsewhere (as in primary sources):

Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship." In *Rome: Late Republic and Principate*, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of *University of Chicago Readings in Western Civilization*, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., *The Letters of Cicero*, vol. 1 (London: George Bell & Sons, 1908).

² Source: The Chicago Manual of Style Citation Quick Guide (http://www.chicagomanualofstyle.org/tools_citationguide.html).

Preface, foreword, introduction, or similar part of a book:

Rieger, James. Introduction to *Frankenstein; or, The Modern Prometheus*, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

Book published electronically:³

Kurland, Philip B., and Ralph Lerner, eds. *The Founders' Constitution*. Chicago: University of Chicago Press, 1987. <http://press-pubs.uchicago.edu/founders/>. Also available in print form and as a CD-ROM.

Journal article:

Article in a print journal:

Smith, John Maynard. "The Origin of Altruism." *Nature* 393 (1998): 639–40.

Article in an online journal:

Hlatky, Mark A., Derek Boothroyd, Eric Vittinghoff, Penny Sharp, and Mary A. Whooley. "Quality-of-Life and Depressive Symptoms in Postmenopausal Women after Receiving Hormone Therapy: Results from the Heart and Estrogen/Progestin Replacement Study (HERS) Trial." *Journal of the American Medical Association* 287, no. 5 (February 6, 2002), <http://jama.ama-assn.org/issues/v287n5/rfull/joc10108.html#aainfo>.

Popular magazine article:

Martin, Steve. "Sports-Interview Shocker." *New Yorker*, May 6, 2002.

Newspaper article:

Nieder Korn, William S. "A Scholar Recants on His 'Shakespeare' Discovery." *New York Times*, June 20, 2002, Arts section, Midwest edition.

Book review:

Gorman, James. "Endangered Species." Review of *The Last American Man*, by Elizabeth Gilbert. *New York Times Book Review*, June 2, 2002.

Thesis or dissertation:

Amundin, M. "Click Repetition Rate Patterns in Communicative Sounds from the Harbour Porpoise, *Phocoena phocoena*." PhD diss., Stockholm University, 1991.

Paper presented at a meeting or conference:

Doyle, Brian. "Howling Like Dogs: Metaphorical Language in Psalm 59." Paper presented at the annual international meeting for the Society of Biblical Literature, Berlin, Germany, June 19–22, 2002.

Web Site:

³ Guidance: If a book is available in more than one format, you should cite the version you consulted, but you may also list the other formats, as in the second example below.

Evanston Public Library Board of Trustees. "Evanston Public Library Strategic Plan, 2000–2010: A Decade of Outreach." Evanston Public Library. <http://www.epl.org/library/strategic-plan-00.html>.

Weblog entry or comment:

Becker-Posner Blog, The. <http://www.becker-posner-blog.com/>.

Inclusive Language

Don't use 'he' when referring to an unspecified person. Instead, recast the sentence into the plural or avoid the use of pronouns all together.

Ex: Each student is expected to turn in his paper on Thursday.

Better: Students are expected to turn in their papers on Thursday.

Student papers are due on Thursday.

If it is impossible to solve the problem using these approaches, remember that 'he or she' is preferable to 'he/she.'

Avoid using gender specific titles or terms.

(Instead of ... say): chairman...chair
 businessman...business executive, manager
 congressman...Representative, Senator
 fireman...firefighter

Avoid using terms such as 'ours' and 'theirs' in favor of specific references to 'U.S allies' 'Chinese doctrine', 'NATO budgets', etc.

Punctuation

Use the **series comma**: students, faculty, and staff . . .

Commas and **periods** always go inside double quotation marks.

Periods are outside of parenthesis that are at the end of the sentence, unless the entire sentence is in parentheses. (If you have a question, refer to the dictionary.) A title is useful (for example on a letter or poster).

Italicize punctuation if it is part of a title: My favorite Beatles album is *Help!*

But not if it is not: Do you like it more than *Abbey Road*?

Semicolons should always be used between the two parts of a compound sentence when they are not connected by a conjunction.

Use only one space after periods, commas, semi-colons, etc.

Quotations

All quotation marks should be roman (not italicized).

Use **single quotes** for inner quotes, technical, or slang terms.

Use **double quotation marks**, in text for quotes of less than five lines.

Use **block quotations** for quotes of five lines or more, which should be indented five spaces on both sides.

Exclamation points and **question marks** go inside the double quotation marks when they are part of the material being quoted; they go outside the double quotation marks when they have been added by the author.

Ellipses should be used for information excluded from a quotation.

Dashes

Use an **en dash**, not a hyphen, to indicate inclusive page numbers and dates. Do not space before or after dashes.

We must read pages 16–345.

The conference will be held June 30–July 2.

Use **em dashes**, not hyphens, to indicate a break in thought. Do not put a space before or after dashes.

Bob tried begging, bribing, and even threatening his classmates—all of whom were swamped with other work—before he gave up and wrote the report himself.

Capitalization

Do NOT capitalize words to make them seem important. Use lowercase whenever possible.

Titles

A title is capitalized when it immediately precedes a person's name (becoming, in effect, part of the name). The title is not capitalized when it follows a name.

Bill Clinton, president of the United States; President Bill Clinton

Robert Dole, the senator from Kansas; Senator Robert Dole

Seymour Carmen, professor of history; Professor Seymour Carmen

When the title is a proper noun itself, it is capitalized.

Speaker of the House of Representatives; Speaker of the House

Endowed professorships are capitalized.
Elaine Showalter, Avalon Foundation Professor of the Humanities

Nationalities, Tribes and Other Groups of People

Capitalize names of racial, linguistic, tribal, religious and other groupings but not more general designations based on color, size, habitat or customs.

Arab; Caucasian; Hispanic; Catholic
bushmen, white, black

Geographical Names

Geographical proper names are capitalized but descriptive geographical terms, cultural or climactic terms, or latitudinal or longitudinal descriptions are not.

Central America, Western Hemisphere
the equator, tropic of Cancer

East, west, north, and south are capitalized when they refer to regions but not points on the compass.

the East; the West
east, west, north, south

Political Divisions

Words such as empire, state, county, and city are capitalized when part of a proper name but are otherwise not capitalized.

Washington State; state of Washington
New York City; city of New York

Legislative and Administrative Bodies

The full name of legislative and administrative bodies are capitalized but derived adjectives and other paraphrastic designations are not.

United States Congress; congressional
Parliament; parliamentary; both houses of Parliament
Department of State; State Department; the department

The following are not usually capitalized.

administration; Eisenhower administration
federal government
state powers, state laws

Acts, Treaties and Programs

Full names of acts and treaties and the programs resulting from them are capitalized but incomplete descriptions are not.

Federal Housing Act of 1961; the 1961 act
Constitution of the United States

Numbers

Spell out only numbers one through nine and very general numbers in the narrative text.

There were seven people at the meeting.

There were 36 students in the class.

There are approximately 4,500 undergraduates.

There are a thousand reasons.

Spell out any number that is the first word of a sentence.

Thirteen students ran across the lawn.

When two or more numbers apply to the same category in a series or list, use figures for all.

There are 25 graduate students in the art department, 9 in the music, and 8 in the

Romance language department, making a total of 42 students in three departments.

(“Three” is spelled out because it is under 10 and is not part of the same series as the other figures.)

Express all percentages as figures, with percent written as a word: 3 percent, 130 percent.

For very large sums of money use figures with a dollar sign and spell out million or billion.

\$1.8 million; between \$1 and \$2 billion; U.S.\$17 million. If money is listed in foreign currency, include the dollar amount in parentheses. EX: 56 million pesos (\$5.2 million).

Fractions other than those used in mathematical equations should be spelled out.

Ex: Three-fourths of the student body was present at the assembly.

Time of Day

Even, half, and quarter hours are spelled out.

Students must arrive by noon on Friday.

She left at four o'clock. He ate at half past six.

When emphasizing an exact time or using a.m. or p.m., use figures.

4:00 p.m.; 11:30 a.m.

The program will begin at 8:30 tonight.

Plurals

Don't use punctuations: The three Rs, in twos and threes; the early 1960s; MAs and PhDs

Class Numerals

When class numerals are used, there is a single space and an apostrophe before the numbers. John Doe '92.

Dates

Use day-month-year order, both in text and references. 14 July 1789.
If month-year: July 1789.
For decades: 1840s (no apostrophe), the forties.
For date ranges: "in 1950-51" or "from 1950 to 1951," but in titles "in 1950-1951."
Note: 2000 B.C., but A.D. 500.
Spell out months of the year.

Word Usage

Many words in English have similar/confusing meanings. Below is a selection of commonly misused words that frequently appear in SAIS Review articles. If you encounter other misused words, please consult a dictionary and make a note on your style sheet. Foreign words should always be italicized.

Affect/Effect	Happy hours have a positive <i>effect</i> on student productivity. The latest political scandal may <i>affect</i> the outcome of the elections.
Amid/Among	<i>Amid</i> talk of war. <i>Among</i> the students. (Avoid amidst and amongst).
Censor/Censure	To <i>censor</i> is to suppress. To <i>censure</i> is to criticize.
Complacent/ Complaisant	A <i>complacent</i> person is content with the status quo. A <i>complaisant</i> person is easygoing or eager to please.
Comprise/Compose	The whole <i>comprises</i> the parts. The parts <i>compose</i> the whole.
Connotation/ Denotation	<i>Connotations</i> convey an additional meaning. <i>Denotations</i> specify the literal meaning.
Continual/ Continuous	A <i>continual</i> event occurs intermittently or is repeated often. A <i>continuous</i> event never stops.
Economic/ Economical	An <i>economic</i> policy. An <i>economical</i> purchase.
Elicit/Illicit	<i>Elicit</i> means to draw out. <i>Illicit</i> is illegal.
Ensure/Insure	The chef <i>ensured</i> she had the correct ingredients. The athlete <i>insured</i> her body against injury.
Forego/Forgo	To <i>forego</i> is to go before (i.e. foregone conclusion). To <i>forgo</i> is to do without (i.e. he chose to forgo payment).
Historic/Historical	The professor has a <i>historical</i> to give daily quizzes on <i>historic</i> events.

Home in/Hone	The shooter <i>homed in</i> on the target. The shooter <i>honed</i> her skills through daily practice.
Less/Fewer	Use <i>less</i> with singular nouns (i.e. less pepper/lotion). Use <i>fewer</i> with plural nouns (i.e. fewer clothes/objections).
More than/Over	They ordered <i>more than</i> 30 sandwiches for the meeting. The brown fox jumped <i>over</i> the lazy dog.
Principal/Principle	The speaker’s <i>principal</i> goal was to defend the <i>principle</i> of sovereignty.
Proscribe/Prescribe	To <i>proscribe</i> is to prohibit. To <i>prescribe</i> is to appoint/dictate/specify.
Systematic/Systemic	A <i>systematic</i> decline in admissions led to the program’s closure. A <i>systemic</i> disease affects multiple organs.
United States /U.S./America/American	President of the United States (United States is a noun). The U.S. policy on immigration (U.S. is an adjective). Avoid America/American.

Random Tips

- ‘**Congressional decision making**’ vs. ‘**decision-making process**’—hyphenate the adjective, not the noun. Use hyphens as rarely as possible.
- ‘**because of**’ is preferred to ‘due to’
- ‘**compared with**’ is preferred to ‘compared to’
- ‘**this contrasts with** that’ vs. ‘this is **a contrast to** that’
- **Avoid using the first person.** If unavoidable, make sure the reference is clear.

How to Create and Use a STYLE SHEET⁴

- Most publishers have two types of style sheets, those that list the house rules and are distributed to authors, and those created and used by the copyeditors. The latter serves as a useful reference guide for both the copyeditor(s) and the managing editors.
- The goal in preparing a style sheet, for *SAIS Review* purposes, is to maintain consistency throughout. In the team editing process, the first editor will pass the style sheet along to the second editor, who will then give it to the senior editors along with the edited article. Unlike the memo, the style sheet will not be sent to the author.
- Although we provide editors with a ‘house guide,’ issues may arise with spelling or the usage of words that aren’t addressed in the guide or are otherwise problematic. For example, if the

⁴ Much of this summary comes from Judd, Karen. *Copyediting: A Practical Guide*. Crisp Publications Inc.: Menlo Park, CA, 2001.

author prefers to drop the comma from a number (7000 instead of 7,000), write it down on the style sheet the first time you encounter it. Often, author choice or preference conflicts with our own preference, yet unless it's obviously incorrect, we can defer to the author's style. The style sheet can help to keep track of these preferences.

- Style sheets are also helpful when looking for repetitive phrases or unimaginative language. If you encounter the same phrase several times, you can write it down and try to look for a better way to express the same sentiment. Also, if you're just not sure of a word, such as whether or not springwater should be one or two words, write it down and look it up.
- Remember: authors may have our 'house guide,' but that doesn't mean they have to follow it. The style sheet can be a useful tool in making sure the language in the article adheres to our grammatical and style rules, a way of recording stylistic issues not included in our guide, and maintaining a consistent style throughout—which is one of the most important things editors can do to improve the writing of a piece. In addition, the line numbers provided in the articles can also be referenced in the style guide, to make life a little easier for the second editor and the senior editors.
- The structure of a style sheet is straightforward. The most common version looks like this:

AB	CD	EF	GH
IJK	LM	NO	PQ
R	S	TU	VWXYZ
Style Punctuation	Numbers Abbreviations	Footnotes/Bibliographies Tables	Typography Miscellaneous

Generally if you use a lined yellow pad, a half page for each box is sufficient (for an article). Not every category is necessary and the editor can use their discretion as to how they want to organize it. Paper or electronic style sheets are both fine.