

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. Content within each issue of *DBR* falls within three 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 <https://hutchinscenter.fas.harvard.edu/dubois-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, please send a copy of the manuscript via E-mail to the Managing Editor at the 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.

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The *Du Bois Review* publishes only original, previously unpublished (whether hard copy or electronic) work.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*.

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Manuscript Preparations and Style

Final manuscripts must be prepared in accordance with the *DBR* style sheet (see instructions for authors at cambridge.org/dbr) 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 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 number and E-mail address. 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 five 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 JPG, 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.

Too much focus has been given to the micro-effects of school desegregation (e.g., changes in test scores and racial attitudes), while ignoring the later-life constructive meso- and macro-societal effects of the process. [Research] found that desegregated schools led not only to improved test scores but also to higher annual earnings and better health as adults...This article [examines how these] positive outcomes of desegregated education [have enabled] talented Black Americans to crack into the nation's pipeline of privilege.

— THOMAS F. PETTIGREW

This paper interrogates the analytical utility of the racialization concept as it has most recently been defined. Adam Hochman's...conceptualization of the term relies on an alleged disarticulation of the causal order between race and racism, which is meant to render the concept sufficiently general. By conflating analyses of causality with description, Hochman unknowingly co-signs an ideological conception of race [and] allows a description of the appearance of race to stand in for an explanation for race.

— DENIZ UYAN

Deniz Uyan critiques what she describes in numerous places as my “theory” of racialization. However, I do not defend a theory of racialization, but the concept of racialization...a concept worth defending [because] it offers a way of talking about the various processes through which groups come to be understood as races without implying that they actually are races. ...There would be no need to have concepts such as racialization and racialized group if races were real—we could just talk about racial formation and race instead.

— ADAM HOCHMAN

Contrasting perspectives on racism and racial inequality collide in contemporary Cuba. Government officials argue that...though vestiges of historical racism subsist, systematic discrimination does not. Social movement actors denounce that racism and discrimination are systemic and affect large sectors of the Afro-Cuban population. Our analysis shows how different data can convey profoundly different pictures of racial inequality, [and that] significant contradictions can coexist in the lived experiences of racism and racial inequality within a single country context.

— ALEJANDRO DE LA FUENTE AND STANLEY R. BAILEY

Previous research has demonstrated that Black men are perceived to be more threatening than White men. Relatedly, public discourse suggests that respectable dress may reduce this perception. In this study, we test whether professional attire reduces associations of threat with Black men. Overall, findings indicate that participants associate Black men with threat more than White men, regardless of attire. Moreover, contrary to expectations, participants more strongly associate professional than casual dress with threat.

— MALISSA ALINOR AND JUSTINE TINKLER

PLUS: Mary Pattillo, Rosa Emilia Bermúdez Rico, and Ana María Mosquera Guevara; Alexis C. Dennis; Amaka Okechukwu; and Farid Asey

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