

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 submit your manuscript at <https://mc.manuscriptcentral.com/dbr>. 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The *Du Bois Review* publishes only original, previously unpublished (whether hard copy or electronic) work.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, an Author Publishing Agreement, with certain specified rights reserved by the author, must be signed and returned to the Managing Editor. Please find more information about author publishing agreements at <https://www.cambridge.org/core/journals/du-bois-review-social-science-research-on-race/information>.

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.

Those who study segregation may be surprised by changes happening in Detroit since 1990, namely a peaceful exodus of African Americans from the city to the formerly White suburban ring. By 2019, 45% of the metropolitan African American population lived in the not-so-segregated suburban ring. And, since the end of the city's bankruptcy in 2014, substantial investments have been made in improving the quality of life in the city.

— REYNOLDS FARLEY

This study documents public opinions about [paying college athletes and athletes protesting during the national anthem] just prior to the 2016 Presidential election. [...] These sports-related issues [were] filtered through both a White racial frame that encourages colorblind racism and a counter frame that promotes antiracist activism. [We offer] further evidence of how sports provide cultural terrain for individuals to enact and negotiate racialized and politicized views of sports and society.

— RACHEL ALLISON, CHRIS KNOESTER, AND B. DAVID RIDPATH

Why is the Conservative Movement today so much more powerful than [...] in the immediate post World War II period? [...] This study builds upon suburban history, the critical Whiteness paradigm, and group threat theory to provide an amendment to the materialist theory of political change that more fully recognizes the role of anti-Black racism at shaping broader political change. I adapt the emphases of these three schools of thought to the case study of political change in Ohio, from 1932 to 2016.

— JASON HACKWORTH

[T]here is not one uniform type of “rural White” within an Appalachian region of western North Carolina. To gain more White American support for inequality reducing healthcare policies, it is necessary to deconstruct how Whiteness, White identity, and place-based cultural factors influence Whites' perceptions of health and healthcare. [R]esearchers should consider how regional and cultural factors reinforce Whiteness and shape White Americans' sense of identity and subsequent health beliefs and voting behaviors.

— CAROLINE R. EFIRD

The model minority myth is a narrative that has permeated discussions of education and race in the United States. [The] myth itself is predicated on justifying slavery as educational.... When Black communities are discursively positioned as a model of civilization then they are portrayed as being indebted to slavery as a civilizing force, therefore framing slavery as a benevolent and less violent institution.

— BAYLEY J. MARQUEZ

PLUS: John Hagan, Bill McCarthy, and Daniel Herda; Emilce Santana; Christopher Rogers; and Arthur L. Whaley

Cambridge Core

For further information about this journal please
go to the journal website at:

[cambridge.org/dbr](https://doi.org/10.1017/S1742058X2200011X)

CAMBRIDGE
UNIVERSITY PRESS