

NOTE: This handout is based upon the *Publication Manual of the American Psychological Association* (5th ed.) (2001), and uses APA requirements. It has been modified from those requirements, however, to better fit the needs of student term papers.

The Political Thought of Eduard Bernstein:

A Marxist Revisionist

[centered,
inverted pyramid]

A Paper Submitted to

Dr. I. M. Wise

In Partial Fulfillment of

PADM 9999, Political Cosmetology

by

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Running head: Eduard Bernstein

[A running head is not to exceed a total of 50 spaces.]

[All line numbers are from the top of the page, not from the top margin.]

The Political Thought of Eduard Bernstein:(3rd line)

A Marxist Revisionist (5th line)

Unless otherwise instructed, the text (including all headings) should be double-spaced. No more than 40 spaces should go on one line for any level of a subheading (normally, not over one-half a line should be used).

Each section should contain an explanatory proposition or thesis statement. The introductory section of the paper, no matter what it is called, should contain the explanatory proposition for the overall paper. An example would be: Eduard Bernstein's general theory is based upon the ideas of Marx, but his belief in reason, his exposure to British socialism, and his experience as a political activist in Germany led him to make major revisions in Marx's basic arguments.

Always indent 5 spaces at the beginning of each paragraph, and do not leave more than the normal space (in most cases, two lines) between paragraphs. In short papers, which include the majority of seminar papers, you should not leave a blank space on the page so you can start the next section on the following page. This is done only in longer, book-length manuscripts. However, you should never place a heading as the last entry on a page. If there is not room for the heading and at least two additional lines of text, then go to the next page.

EDUARD BERNSTEIN THE MARXIST: HIS

[Level-5 subheading]

DEVELOPMENTAL YEARS

Use an explanatory proposition that relates to this section of the paper. For example: Eduard Bernstein's early political development was heavily influenced by the writings of Karl Marx.

Within this section, it may be appropriate to further subdivide the discussion. Using a first-level subheading, as shown below would do this.

Bernstein's Education

NOTE: APA calls for a minimum of 1 inch margins all around, as reflected in this handout. If the paper is to be bound in any way you must leave additional space on the left margin to accommodate this. Thesis and dissertation marginal requirements may differ.

First-level subheadings are centered, but not underlined. Second-level subheadings are italicized, centered, and use uppercase and lowercase script, as shown below.

NOTE: This section began with a Level 5 subheading. You will rarely, if ever, use five levels in a paper, but you should be aware of how to use them.

The Gymnasium

Third-level subheadings are italicized, and are placed at the beginning of the left margin, as shown below.

Herr Dortmunder's Class on the Marxian Dialectic

As with all subheadings, if the subheading is over one-half of the line, place it on two lines. Fourth-level subheadings run into (at the beginning of) a paragraph, as indicated below.

Class discussions on Marx. Herr Dortmunder's class often spent time discussing the arguments of Marx, and how those arguments Of course, Herr Dortmunder and his class are fictitious, but this is how to do the subheadings.

Fifth-level subheadings are centered, in uppercase, as shown above at the start of this section.

If fewer than five levels of headings are required, you should use the following guidelines to determine the level, position and arrangement of headings.

One level. For a short paper, one level of heading may be adequate. Use only centered uppercase and lowercase headings (Level 1).

Two levels. Most term papers require two levels; for these use Level 1 and Level 3 headings.

Three levels. For some papers, three levels are more appropriate. For these papers use Level 1, Level 3, and Level 4 headings.

Four levels. If four levels are needed, use levels 1 through 4.

Five levels. If five levels are used--and this would normally be done only in a book-length manuscript--subordinate all four levels indicated above by introducing a Level 5 heading, as illustrated in this handout.

Always number your pages, including footnote and bibliography pages. All pages, including the title page, are to be numbered with Arabic numerals in the upper right corner. If you are using a word processing package that will not do this, then place the numbers by hand.

Footnotes should be used only if you must add essential information that supplements the text, but cannot add it to the text for some reason--commonly because it destroys the "flow" of the writing. If you add such a footnote, use the endnote style. Endnotes are to be numbered consecutively throughout the paper, using arabic numerals set a half-line above the text, immediately following a punctuation mark, as shown.¹ Endnotes are to be placed after the text of the paper, on a separate sheet of paper labeled "Footnotes" (shown as a major subheading [in most papers, this will be in the Level 1 format]).

Following your endnote page (if you have one) you should have your list of references, beginning on a separate page, in the first level of subheading used in your paper. You are to list your references using APA style, as shown in the *Publication Manual of the American Psychological Association* (5th ed.). Examples of this style are provided in the next sections.

Citation Format

You must cite any work that you take data, words, or ideas from. APA citation style is easy to use. The author's last name and year of publication are inserted parenthetically in the text. Use paragraph numbers for electronic text.

As one study (Argyle & Barrilleaux, 1986) notes, "the next president should think carefully before eliminating the Cabinet Council system."

If either the author's name or the publication date is mentioned in the text, it should be omitted from the parenthetical information.

As Argyle and Finke (1986) point out . . .

A 1986 study of Hispanic voting behavior (Argyle & Finke) . . .

A 1986 study by Argyle and Finke . . .

In a work by more than two but fewer than six authors, cite all names in the first reference; after that, use only the name of the first author followed by "et al."

One introductory text in political science (Peterson, Allen, & Argyle, 1995) . . .

(Peterson, et al.) . . .

If a work has six or more authors, cite the surname of the first author followed by "et al."

As Jones et al. (1989) argue . . .

If you are citing a work that has an institution as the author, use the full name of the institution in the first cite. In subsequent citations, you may use an abbreviation.

(American Society for Public Administration [ASPA], 1995)

(ASPA)

Electronic correspondence (E-mail, chatroom, etc.) is cited as personal correspondence in the text only.

R. P. Gilboy (personal communication, March 25, 1999)

References

The list of references begins on a separate page, with the word "References" formatted as the first level subheading used in the paper (again, in most papers, this will be Level 1). List references alphabetically by the authors' last names. Indent every line after the first line of the reference by 5 spaces; the first line is to be flush with the left margin. Capitalize only the first word and any proper nouns of the title and the subtitle of books and articles. Capitalize all important words in the names of journals. For journals, give the issue number in parentheses after the volume number only if each issue begins on page 1.

Journal Article by One Author

Argyle, N. J (1993). Administrative thought in colonial America. *Southeastern Political Review*, 21, 30-56.

Journal Article by Two Authors

Nash, M. D. & Argyle, N. J. (1984). Services for the mentally ill: A reversal in federal policy. *Administration in*

Mental Health, 11, 111-123.

Journal Article by More Than Two Authors

Argyle, N. J., Felker, L. & Griffith, E. R. (1982). Is public personnel management bankrupt? Reflections of the current state of the art. *Public Service, 9*, 1-5.

Book by One Author

Argyle, N. J. (1979). *The bridge at kilometer 575*. New York: Manor.

Book by Two or More Authors

Meier, K. J., & Brudney, J. L. (1993). *Applied statistics for public administration* (3rd ed.). Belmont, Ca.: Wadsworth.

Edited Book

Peterson, J. W., Allen, L. M., & Argyle, N. J. (Eds.). (1994). *Perspectives on politics: Classic to contemporary*. Dubuque, IO: Kendall-Hunt.

Chapter in an Edited Book

Argyle, N. J. (1994). Public administration, administrative thought, and the emergence of the nation state. In A. Farazmand (Ed.) *Handbook of bureaucracy* (pp. 1-16). New York: Marcel Dekker.

Electronic Media

On-line Abstract

Meyer, A. S., & Bock, K. (1992). The tip-of-the-tongue phenomenon: Blocking or partial activation? [On-line]. *Memory & Cognition, 20*. 715-726. Abstract from: DIALOG File: PsychINFO Item: 80:16351

On-line Journal, General Access

Lieven, A. (1999, May). Divide and survive. *Prospect*. Retrieved November 20, 2000, from

<http://www.prospect-magazine.co.uk>

Refer to the 5th edition of the APA manual for additional references.

Annotated Bibliography Entry (Sample)

Argyle, N. J (1993). Administrative thought in colonial America., *Southeastern Political Review* 21, 30-56.

This article examines the intellectual heritage of the American administrative state. According to the author, the founding fathers who developed the administrative structure of the new nation drew on a rich intellectual heritage, a heritage that helped shaped their worldview; a worldview further shaped by the intense questioning of the relationship between church and state that dominated administrative development during this era, as well as by arguments concerning the proper relationship of the state to the individual. An understanding of the forces shaping the worldview of the founding fathers provides the contemporary student of administration with a greater appreciation of current arguments concerning the nature of the modern American administrative state.