

STATISTICS IN THE WORLD: ANNOTATED BIBLIOGRAPHY<sup>1</sup>  
Jo Hardin Fall 2021

The annotated bibliography is meant to facilitate and organize the research you do for your final ID1 paper. You will write a proposal for the research, and then you should start to engage with what others think about the topic, with the ongoing conversation, and with the work that will help you make your own claim (distinguishing it from others' claims).

Note: an abstract is the purely descriptive summary typically found at the beginning of scholarly journal articles. Annotations are both descriptive and critical: they may describe the author's point of view or authority; they may evaluate the usefulness of the source and compare it to others in the bibliography; they may reflect on the value of the source to the argument of the paper.

### Basic Guidelines and Expectations:

- You should have a minimum of three peer-reviewed, scholarly sources (they could be journal articles, book chapters, or full-length books). You are welcome to include other non-"scholarly" sources and non-peer reviewed pieces, but they will be in addition to the three peer-reviewed sources.
- The annotated bibliography will be typed, double-spaced, 12 point font, and at least 1 inch margins to write comments in.
- Do not use the jacket copy, review blurbs, or secondary / tertiary quoting. Your annotations must come directly from the text that you've read.

### Specific Guidelines

For the annotated bibliography, you will list your sources in alphabetical order and **begin** each entry with the full bibliographic citation (*please* look up style guides, e.g., APA, MLA, or Chicago, to make sure your entry is correct). Below the citation you will write, in full sentences, the following:

1. A brief summary of the piece you are including (or the parts of the work that you will use). Note that the work may make several claims, and you should include only the part of the source that is relevant to your argument. Which is to say, if you are using a book, it is unlikely that you will need to summarize the entire book.
2. Next, narrate the relevance of this piece to the word you are doing and offer a brief description of how you will use, engage with, and situate this work in your own writing and thinking and/or the other work you are reading and researching. You might choose to argue with it; you might use it to help define your terms; you might use it as a way to amplify and situate your claims in a broader conversation. Or something else.

### Example Annotations

Ex1 Maak, T. (2007). Responsible leadership, stakeholder engagement, and the emergence of social capital. *Journal of Business Ethics*, 74, 329-343. doi:10.1007/s10551-007-9510-5<sup>2</sup>

This article focuses on the role of social capital in responsible leadership. It looks at both the social networks that a leader builds within an organisation, and the links that a leader creates with external stakeholders. Maak's main aim with this article seems to be to persuade people of the importance

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<sup>1</sup>with thanks to Kara Wittman

<sup>2</sup>APA citation style, from [https://columbiacollege-ca.libguides.com/apa/annot\\_bib](https://columbiacollege-ca.libguides.com/apa/annot_bib)

of continued research into the abilities that a leader requires and how they can be acquired. The focus on the world of multinational business means that for readers outside this world many of the conclusions seem rather obvious (be part of the solution not part of the problem). In spite of this, the article provides useful background information on the topic of responsible leadership and definitions of social capital which are relevant to an analysis of a public servant.

- Ex2 Waite, Linda J., et al. "Nonfamily Living and the Erosion of Traditional Family Orientations Among Young Adults." *American Sociological Review*, vol. 51, no. 4, 1986, pp. 541-554.<sup>3</sup>

The authors, researchers at the Rand Corporation and Brown University, use data from the National Longitudinal Surveys of Young Women and Young Men to test their hypothesis that nonfamily living by young adults alters their attitudes, values, plans, and expectations, moving them away from their belief in traditional sex roles. They find their hypothesis strongly supported in young females, while the effects were fewer in studies of young males. Increasing the time away from parents before marrying increased individualism, self-sufficiency, and changes in attitudes about families. In contrast, an earlier study by Williams cited below shows no significant gender differences in sex role attitudes as a result of nonfamily living.

- Ex3 Lamott, Anne. *Bird by Bird: Some Instructions on Writing and Life*. Anchor Books, 1995.<sup>4</sup>

Lamott's book offers honest advice on the nature of a writing life, complete with its insecurities and failures. Taking a humorous approach to the realities of being a writer, the chapters in Lamott's book are wry and anecdotal and offer advice on everything from plot development to jealousy, from perfectionism to struggling with one's own internal critic.

In the process, Lamott includes writing exercises designed to be both productive and fun. Lamott offers sane advice for those struggling with the anxieties of writing, but her main project seems to be offering the reader a reality check regarding writing, publishing, and struggling with one's own imperfect humanity in the process. Rather than a practical handbook to producing and/or publishing, this text is indispensable because of its honest perspective, its down-to-earth humor, and its encouraging approach.

Chapters in this text could easily be included in the curriculum for a writing class. Several of the chapters in Part 1 address the writing process and would serve to generate discussion on students' own drafting and revising processes. Some of the writing exercises would also be appropriate for generating classroom writing exercises. Students should find Lamott's style both engaging and enjoyable.

- Ex4 Breeding evil. (2005, August 6). *Economist*, 376(8438), 9. Retrieved from <http://www.economist.com><sup>5</sup>

This editorial from the Economist describes the controversy surrounding video games and the effect they have on people who use them. The article points out that most critics of gaming are people over 40, and it is an issue of age not of the games themselves. While the author briefly mentions studies done around the issue of violence and gaming, he does not go into enough depth for the reader to truly know the range of studies that have actually been done in this area, other than to take his word that the research is unsatisfactory. The author of this article stresses the age factor over violence as the real reason for opposition to video games and stresses the good gaming has done in most areas of human life. This article is a good resource for those wanting to begin to explore the controversy surrounding video games, however for anyone doing serious research, one should actually examine some of the research studies that have been done in this area rather than simply take the author's word that opposition to video games is simply due to an issue of generational divide.

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<sup>3</sup>MLA style, from <https://guides.library.cornell.edu/annotatedbibliography>

<sup>4</sup>MLA style, from [https://owl.purdue.edu/owl/general\\_writing/common\\_writing\\_assignments/annotated\\_bibliographies/annotated\\_bibliography\\_samples.html](https://owl.purdue.edu/owl/general_writing/common_writing_assignments/annotated_bibliographies/annotated_bibliography_samples.html)

<sup>5</sup>APA style, from [https://sites.umuc.edu/library/libhow/bibliography\\_tutorial.cfm](https://sites.umuc.edu/library/libhow/bibliography_tutorial.cfm)