

# 8. LITERATURE REVIEWS

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“It always seems impossible until it's done.”

–Nelson Mandela

## WHAT IS A LITERATURE REVIEW?

A literature review is a written essay that documents previous academic research (i.e., scholarly journal articles, books, and other work by academics or professionals with particular expertise) on your research topic or aspects of your research topic to provide a clear sense of how your research topic fits into the larger sociological and social sciences discussion. It is not a completely exhaustive paper or subsection with *all* of the studies ever conducted on a particular topic, but it is a review of the most relevant and timely studies that highlight your research topic, question, proposal, and/or project.

The literature review first and foremost reveals your familiarity of the subject matter, specifically among the scholarly “collective enterprise” (i.e., the researchers who have explored your research topic). It synthesizes (i.e., connects and relates) the past and current understanding and knowledge of the research topic. Instead of merely summarizing the material, it clearly and concisely identifies, describes, organizes, and analyzes the main contributions and conclusions in the existing literature. The literature review typically involves an evaluation of the research as well (i.e., any debates, research method issues, and/or current deficiencies in the research). In other words, the literature review comments on the

relevance and importance of past research and highlights trends and gaps (i.e., missing elements) among the studies. Additionally, it may indicate how studies are similar or different from each other, and it may provide historical and/or theoretical context for your project. The literature review generally ends with the writers addressing how their specific research topic and research question build upon and will (or attempt to) advance *the current knowledge and understanding* (“the literature”) of the research topic more broadly.

## THE TERMS

Understandably, students may question when it is appropriate to use one word over another. For example, deciding whether to use the term “research” rather than “study” and vice versa might inspire confusion because these terms appear very similar. Both terms are nouns (i.e., person, place, or thing) as well as verbs (i.e., actions, such as “I am studying cat and human interactions,” “I am researching how cats influence human mental health” or “I am reviewing the literature on cat cafés”). An added confusion in academic writing is with the umbrella term, “the literature” (a noun, similar to “research”), which is sometimes singular and sometimes plural). To clear up some of the confusion about when to use terms, this section explains usage of common literature review terms, focusing on their use in noun form along

with examples of when they are singular or plural.

### Study and Research

*Study* is a singular noun whereas *studies* is a plural noun (e.g., while one study exposed people's explicit racism, many other studies revealed people's implicit racism).

*Research* is a singular noun *and* a plural noun. Academics usually use "research" in the plural form, however, they often write it with a singular modifier because it is also what we call a collective noun (i.e., a noun that denotes multiple persons, places, or things). For example, "the research highlights implicit racism." The word "research" is typically used when referring to "a body of research" (i.e., multiple studies or projects) on a particular topic.

In scholarly writing, "study" and "research" both refer to a specific "project" that a scholar has actually conducted (i.e., the collection of data and the analysis of those data). The major way to distinguish between "study" and "research" is that "research" does not always indicate that a scholar has originally or empirically collected and/or analyzed data. Research may include, for example, a review of academic results, a comparison of other scholars' studies, or a historical analysis of an event. The term study implies data were collected and analyzed.

### Data

The term *data* is a plural noun (plural for the singular term *datum*) and it is modified with an appropriate plural modifier (e.g., "the data show implicit racism" or "the data impart new evidence for explicit racism"). Ultimately, data are the recorded, analyzed, and reported results during data collection and following data examination. Data refer to the primary

information collected for analysis, such as surveys, observations, and interviews.

### The Literature

Similar to "research," the concept, "the literature" commonly refers to a "body of research or work" (i.e., multiple studies or projects) on a particular topic. When you *do* a "review of the literature," you are searching through appropriate scholarly journals, books, and other documents to gather the existing studies and research related to your topic, key concepts, and/or theories. Scholars have a responsibility to acquaint themselves with the literature (historical and contemporary) and identify the ways their particular research topic, question, proposal, and/or project will add to, challenge, or complicate (e.g., critique and/or prove inaccurate) this body of work.

### Examples of Term Use in Sentences

- Shigihara (2019) completed a five-year study that investigated restaurants and restaurant employees in the United States. Her research highlighted the accounts of meaningfulness made in and outside of workplaces. After ethnographic analyses, the data showed that restaurants help facilitate meaning-making, and restaurant employees construct meaning from intrinsic *and* extrinsic rewards of their jobs.
- Over the course of the last 10 years, Sarabia has conducted several studies that have addressed the experiences of undocumented immigrants living in the United States. She has also done research along the U.S.-Mexico border with deported migrants from the United States. Overall, her data suggest that residing in the United States as undocumented persons shapes migrants' lives in the United States as well as in Mexico when they return there involuntarily.

- In Bekkers and Wiepking's (2011) scholarly review of the literature examining philanthropy, they identified eight major forces behind charitable actions. Among the upwards of 500 empirical studies they reviewed, the academic studies explain that people decide where to donate money based on organizational need, solicitation, altruism, reputation, efficacy, and values.

In sum, *study* signals a single project, *research* indicates a single project or multiple projects, *data* refer to multiple collected facts in a study, the studies or the research, and *the literature* is a broad term that functions to cover any number of published literature reviews, empirical studies, scholarly research, peer-reviewed reports, and/or others academic writings (e.g., sociological encyclopedia entries). In the next section, we discuss in detail what a literature review might entail.

## WHERE IS THE LITERATURE REVIEW LOCATED?

Generally speaking, in a scholarly proposal, paper, journal article, book or report, the literature is located directly between the introduction and the research methods section. Often, the introduction incorporates some literature and smoothly transitions into the literature review section. Other times, the introduction does not discuss the literature and remains separate from the literature review section. The structure and layout depends on the paper, journal, and book requirements as well as stylistic choices of the author, scholar, writer, and/or publisher.

## LITERATURE REVIEW LENGTH

*How long should the literature review be?* Well, the answer is: it depends. For sociology classes, literature reviews are usually short (3-5

pages comprising approximately 5-10 scholarly sources). In a master's thesis, the literature review should show a much stronger command over a particular sociological topic (e.g., the social psychological effects of U.S. law enforcement on unaccompanied migrant children). A literature review in a master's thesis likely does not have fewer than 50-100 scholarly sources, and it is as long as necessary to convey a firm grasp of the research topic among the scholarly collective enterprise. Published papers in academic journals also tend to have longer literature reviews (with numerous scholarly sources). Basically, the length is much less important than it is to clearly and concisely synthesize and communicate the extant literature.

## DOING A LITERATURE REVIEW IN A SOCIOLOGY COURSE

The majority of your references should be sources from the sociological discipline in order to actually engage the course's subject matter. However, students often draw from sources in other disciplines, such as social, medical, environmental, or educational fields of study. Sociology course literature reviews should follow American Sociological Association (ASA) format and style (see Shigihara's chapter in this manual for more details). In general, literature reviews might have subsections with subheadings that organize and highlight the central research topic themes. The structure of the literature review really depends on the research project and the existing literature on this topic, but it generally goes from broad to narrow. For example, if your research topic deals with understanding charitable activities in the U.S. restaurant industry, you might begin with macro-level statistics about the economic impact of restaurants, detailing revenue, number of employees, and charitable functions. Then, you might narrow your review to describe the specific type of restaurants on which you

will focus (e.g., chain restaurants), discussing the revenue, number of employee, and charitable donations of this subset of restaurants. Finally, you may discuss the specific employees who are the focus of the charitable donations (e.g., managers) in chain restaurants, highlighting micro-level thoughts, feelings, and behaviors. Ultimately, the literature review should inform the reader about the research topic as related to the existing literature and suggest why studying the research topic is critical, relevant and/or timely. If your literature review is part of a research proposal or MA prospectus/thesis, you will also utilize the literature review to justify why you are conducting your specific study. In other words, at the end of the literature review, you will address why your study matters, why your study is important, why the reader should care about your study, and how it is different or similar to past studies.

## THEORY IN THE LITERATURE REVIEW

*Does a literature review include a theory or theories?* Again, the answer is: it depends. The literature review might include what academics like to call a “theoretical framework” or sometimes a “conceptual framework.” So, yes, the literature review might include a theory (or major concept) or theories (or major concepts) to help you explain why certain social phenomena occur the way that they do. It is a good idea to discuss, address, and evaluate theory/theories (and/or concepts) when the past literature on the research topic has directly done so. You might also consider using a relevant theory (or theories/concepts) you read about in past sociological courses and/or textbooks, which could be helpful for understanding your particular research topic.

## SCHOLARLY/ACADEMIC SOURCES

*Why do I have to use scholarly sources?* Good question! First of all, a scholarly source may or may not be empirical (i.e., verifiable through observations and/or experiments). But, it is a peer-reviewed journal article, an academic book, or some other source that has been evaluated for accuracy and professionalism. Typically, it is *not* a news article, magazine, website/wiki, or blog. We say “typically” because, for instance, some blogs are peer reviewed (e.g., <https://contexts.org/blog/>). You need to use scholarly sources in your sociology courses and during your sociology degree completion because you adopt the role of a sociologist throughout these courses and degrees. You are becoming and practicing to become a sociologist even if you do not intend to become, let’s say, a sociology professor. The scholarly literature review allows your instructor and/or advisor to evaluate whether or not you have a strong sociological comprehension and/or mastery of your research topic. Precisely as you would not or should not adhere to medical advice from a movie star (or politician), you should not adhere (only) to an economist’s understanding about homelessness. We say “only” because you may cite statistics, for example, from economists (as they are scholars too), but you would not primarily or predominantly cite economists in a sociology course. Peer review also indicates that the research you are citing has been evaluated by other experts in the field, who have evaluated and/or confirmed the reliability, validity, and generalizability of the written results.

## SOCIOLOGICAL SOURCES

*Where do I find sociological academic sources?* One of the best and easiest ways to find sociological academic sources is to search the databased, *Sociological Abstracts*. Here are

instructions on how to access Sociological Abstracts through the Sacramento State Library:

1. Go to the Sacramento State Library: <https://library.csus.edu/>
2. Click on "Databases"
3. Under the "S," select "Sociological Abstracts (ProQuest)"
4. Begin your search

Of course, you can also search other relevant databases (just to name a few: JSTOR, Social Sciences Full Text, or Criminal Justice Abstract) for academic sources. You can also conduct general searches on [scholar.google.com](https://scholar.google.com). However, you cannot always get the full article on Google Scholar and may have to find it at or request it through the Sacramento State Library. Note: *do not* use articles in your literature reviews that you have not actually read (from start to finish). Reviewing an abstract is *not* the same thing as genuinely reviewing a scholarly source!

## DISSECTING AN ACADEMIC SOURCE ONCE YOU FIND IT

*What should I review in a literature review?* First, as mentioned above, read the whole source from start to finish. Depending on the difficulty of the source, you might need to read it a few times through. Once you have a solid understanding of the scholar's work, it is time to review the source. You review *only* the scholarly source's original contributions! You are not reviewing the source's literature review (generally, the early sections of the source that cite several sources)! While the source's literature review section will help you identify the scholarly "collective enterprise" on the topic and identify other sources, you will not review, dissect or report on it in your literature review; you are reviewing *only* the scholar's unique contribution. If you are reviewing a journal article, for example, *only* review from the

"Methods" section forward. If you are reviewing an academic book, for example, *only* review the chapters, or portions of the chapters, that are about the scholar's contributions (e.g., empirical data, arguments, or critical analysis/commentary). The same goes for any source you use (think: what has originated from the scholar's mind?). If the scholar did not create and/or invent the information, you need to go to the actual, original source that did create and/or invent that information; read it, write about it, and then cite that source. Just like ASA format and style, this is one of the most difficult parts of academic writing for students to master. But, do not despair; practice, practice, practice; ask your instructors and mentors for advice; read many literature reviews; and try, try again.

*How do I review, dissect, and write about an academic source?* In order to write about what the scholars have already contributed on your research topic, you will want to synthesize (i.e., connect and relate) the major arguments, noting similarities, differences, and the things that still need to be understood based on the literature you read (i.e., gaps). There is not one best way to write a literature review section, but an advantageous tip includes considering writing about a combination of a few of the following: the scholar's research topic, question, method(s), results, implications, and/or limitations. It helps to begin with the broad arguments and then narrow down to the more specific ones. After completing a literature review draft, you will hopefully see the patterns between the scholarly works on your research topic, which will likely get you to a place where you are able to synthesize the scholarly collective enterprise on your research topic.

## EXAMPLES OF SYNTHESIS IN LITERATURE REVIEWS: CONNECTING SOURCES

Among the following two examples (both only one paragraph from a larger literature review section in a peer-reviewed published journal article), take note of how the authors have led the reader from the broad themes in “the literature” to the more specific (or narrow) findings in the individual studies. In the first example, observe how Shigihara (2019) first discusses the literature’s broad topic of *meaning-making and trauma* and then delves into the narrow study findings that include several positive meaning-making processes that people experience during and after negative traumas. Similarly, in the second example, pay attention to how Armenta and Sarabia (2020) lead the reader from the literature’s broad topic of *undocumented immigrants and medical services access* to the more narrow issues in studies, such as the consequences of limited health care, negative perceptions of medical personnel, and public attitudes of unauthorized immigrants.

From Shigihara (2019:109-110):

*Most meaning-making studies focus on stressful life events. Scholars have analyzed the “utility” of suffering and indicated that it constitutes an integral part of meaning-making because people respond to misfortune by imputing meaning to it (Baumeister 1991). Often, people make sense of trauma by appointing a positive denotation to it. For example, women with breast cancer searched for meaning in their suffering; they acquired meaning by revising their attitudes about cancer, reordering their priorities, regaining a sense of control over their bodies, “mastering” the cancer, and maintaining positive attitudes (Taylor 1983).*

*Other studies on trauma have noted similar paths to meaningful lives. Researchers have described meaning-making after the loss of a loved one (Davis and Nolen-Hoeksema 2001). Scholars have also explored meaning-making among survivors of sexual abuse (Wright et al. 2007), survivors of the Holocaust (Armour 2010), and people living with medical conditions (Henrickson et al. 2013). In these cases, meaning-making entailed the extraordinary and a reconceptualization of the life event, where the people could “find meaning” in, “make sense” of, or “find benefit” out of the event or coping process. To illustrate, sexual abuse survivors used their experiences to help others and spent time making sense of their abuse by “understanding” their perpetrators (Grossman et al. 2006).*

From Armenta and Sarabia (2020:245):

*Studies to date have largely focused on the factors and circumstances that prevent undocumented immigrants from accessing medical services (Ortega et al., 2007; Vargas Bustamante et al., 2012). Considerably less attention has been paid to how these barriers shape undocumented immigrants’ experiences of health care service delivery. Patients’ experiences are important because negative experiences with doctors and medical staff are associated with delays in care seeking, non-adherence to treatment regimens, and poorer self-reported health (Perez et al., 2009). In this paper, we bridge the literatures on barriers to health care and perceptions of health care to examine the attitudes, experiences, and perceptions of unauthorized Mexican immigrant*

women seeking health care in Philadelphia, Pennsylvania.

## SUMMARIZING YOUR CONTRIBUTION IN THE LITERATURE REVIEW

Once you have reviewed the literature, your specific sociological contribution to the “body of research” from your research proposal, prospectus or project will become clear, and you will incorporate it into your writing. Often, in sociology courses, this part in the literature review is called “the statement of the problem,” “the problem statement,” “the research problem,” “the gap in the literature,” or even “the purpose of the paper.” In other courses you have taken, it might have been called something as simple as the “thesis statement.” Regardless of the contribution’s label, there are different types of contributions that you can show (i.e., write about) in your literature review. Below are just five examples of sociological contributions.

### ***Contribution Example 1: Addressing perspectives or experiences not already in the literature***

In Sarabia’s (2015) article about “Global South Cosmopolitans,” she explains how the literature on Mexicans crossing the border focuses mostly on Mexicans who are not authorized to cross legally. Thus, by studying middle-class Mexicans who cross the border legally with Border Crossing Cards, Sarabia contributes to the literature by highlighting experiences often neglected by past scholars.

### ***Contribution Example 2: Considering social issues differently than the literature has done***

Sarabia’s (2016) article about borderland attachments exposes how the literature on

border crossing experiences tends to focus either on those who cannot cross legally (undocumented immigrants from the Global South) or on those who cross as tourists (Global North Citizens). Juxtaposing these two border crossing experiences—unauthorized versus authorized U.S.-Mexico border crossing into the United States—in the context of living along the border, reveals how citizenship is structured along the U.S.-Mexico border. Here, Sarabia contributes an alternative way to think about border crossing by converging ideas from different themes in the literature.

### ***Contribution Example 3: Investigating questions not yet asked about in the literature***

In Sarabia’s (2019) article about Citizenship in the Global South, the literature shows that illegality (the way the state produces subjects outside of the law) has been typically explored at the national level (e.g., how illegality is produced in the United States). Adopting a transnational perspective, showing how the United States has exported illegality into Mexico by pressuring Mexico to detain/deport Central Americans, Sarabia contributes to the literature by asking new questions pertaining to illegality beyond nation-state borders, revealing consequences of pressuring Mexico to filter illegality and police citizenship.

### ***Contribution Example 4: Examining a topic in the literature hardly explored before***

Shigihara’s (2013) article about restaurants and theft introduces how the literature is limited on the topic of restaurant employees’ justifications for stealing from their workplaces. She contributes to the

literature by examining the “techniques of neutralization” (justifications for deviant behavior) used by restaurant workers. Data analyses uncover their widespread use of eight—including two newly identified—techniques of neutralization.

**Contribution Example 5: Broadening the depth of understanding of a topic in the literature**

In Shigihara’s (2015) article about restaurant workers and life course paths, the literature review details traditional and contemporary understandings of the transition to adulthood. Shigihara broadens the topic of subjective aging by challenging and complicating the characteristics of developmental stages. She advances the life course literature by establishing the concept of “strategic adulthood.”

**EXAMPLES OF COMPREHENSIVE LITERATURE REVIEWS**

One way to develop your literature review writing is to read as many published literature reviews as possible. Here are some examples of well-written and comprehensive literature reviews:

- \* On the topic of unaccompanied minors: Chavez, Lilian, and Cecilia Menjívar. 2010. “Children without Borders: A Mapping of the Literature on Unaccompanied Migrant Children to the United States.” *Migraciones Internacionales* 5(18):71-111.
- \* On the topic of fertility: Greil, Arthur L., Kathleen Slauson-Blevins, and Julia McQuillan. 2010. “The Experience of Infertility: A Review of Recent Literature.” *Sociology of Health & Illness* 32(1):140-162.

- \* On the topic of borders: Menjívar, Cecilia. 2014. “Immigration Law Beyond Borders: Externalizing and Internalizing Border Controls in an Era of Securitization.” *Annual Review of Law and Social Science* 10:353-369.
- \* On the topic of religion: Pearce, Lisa D., Jeremy E. Uecker, and Melinda L. Denton. 2019. “Religion and Adolescent Outcomes: How and Under What Conditions Religion Matters.” *Annual Review of Sociology* 45:201-222.
- \* On the topic of race and jobs: Pedulla, David S. and Devah Pager. 2019. “Race and Networks in the Job Search Process.” *American Sociological Review* 84(6):983-1012.
- \* On the topic of precarious work: Schneider, Daniel and Kristen Harknett. 2019. “Consequences of Routine Work-Schedule Instability for Worker Health and Well-Being.” *American Sociological Review* 84(1):82-114.
- \* On the topic of identity work and the homeless: Snow, David A. and Leon Anderson. 1987. “Identity Work Among the Homeless: The Verbal Construction and Avowal of Personal Identities.” *American Journal of Sociology* 92(6):1336-1371.
- \* On the topic of gaslighting: Sweet, Paige L. 2019. “The Sociology of Gaslighting.” *American Sociological Review* 84(5):851-875.
- \* On the topic of transnationalism and health: Villa-Torres, Laura, et al. 2017. “Transnationalism and Health: A Systematic Literature Review on the Use of Transnationalism in the Study of the Health Practices and Behaviors of Migrants.” *Social Science & Medicine* 183:70-79.
- \* On the topic of the political consequences of social movements: Amenta, Edwin, Neal Caren, Elizabeth Chiarello, and Yang Su. 2010. “The political consequences of social

movements." Annual Review of Sociology 36: 287-307.

## LITERATURE REVIEW CHECKLIST

Although this checklist is not completely exhaustive, if you are able to satisfy the following literature review criteria, you will likely have a strongly written paper on your research topic.

- Use: scholarly/academic sources
- Gather: the majority of your sources on your topic from the discipline of sociology
- Read: your sources from start to finish (*do not* review a source in your literature review that you have not fully read)
- Review: *only* the author's original contribution (*do not* review the source's literature review)
- Organizational tip: begin by grouping sources by similar themes, concepts, time/historical period or social context, and major arguments, findings, results, conclusions or outcomes (*and* take notes about these points while you read the sources in full)
- Begin writing: remember, primarily synthesize rather than summarize
- When writing: it helps to go from broad to narrow in each paragraph or sub-headed section
  - Introduce your research topic
  - Write about the general large themes discussed in the literature as a whole
  - Detail what the key scholars on your topic specifically found in their studies
  - Describe how the sources relate or differ
  - Indicate why we need to continue studying the topic (i.e., what is still unknown - the gaps)
- Conclude with what you will (hope to) contribute, and roadmap where the paper is heading (e.g., First, I will explain..., Next, I will discuss... Finally, I will sum up...)
- Evaluate: the strengths, weaknesses, and/or limitations in the literature
- Discuss: *the problem statement* based on the literature to guide what you will contribute
- Consider: including a direct statement, such as "The purpose of this paper is..."
- Write: about important numbers, trends, issues, affected people, and/or historical context
- Mention: key ideas, debates, theories, directions, and/or methods and results in the literature
- Fit: your paper, proposal, project, or thesis in the scholarly collective enterprise on your research topic
- Restrict: quotes, using short ones only when absolutely necessary (e.g., key term definitions)
- Avoid: absolutist, superlative, and deterministic language (e.g., always, never, the best, or X surely caused Y); hint: if you cannot be 100 percent certain, or prove 100 percent certainty, of something, do not write as if you can
- Be: consistent in voice, tone, grammar/spelling, and punctuation
- Write: in ASA style and format!
- Get: peer evaluation/feedback from classmates, instructors, and/or advisors
- Revise: your literature reviews based on the peer evaluations and feedback
- Try: your best, but do not strive for perfection, writing is a continual process of practice
- Have: fun writing and good luck!

## ADDITIONAL LITERATURE REVIEW RECOMMENDED RESOURCES

Efron, Sara Efrat and Ruth Ravid. 2019. *Writing the Literature Review: A Practical Guide*. New York, NY: The Guildford Press.

Fink, Arlene. 2019. *Conducting Research Literature Reviews: From the Internet to Paper*. 5<sup>th</sup> Ed. Thousand Oaks, CA: SAGE Publications, Inc.

Galvan, Jose L. 2014. *Writing Literature Reviews: A Guide for Students of the Social and Behavioral Sciences*. 6<sup>th</sup> Ed. Glendale, CA: Pycszak Publishing.

Pan, M. Ling. 2017. *Preparing Literature Reviews: Qualitative and Quantitative Approaches*. 5<sup>th</sup> Ed. New York, NY: Routledge.

## REFERENCES CITED

Armenta, Amada, and Heidi Sarabia. 2020. "Receptionists, Doctors, and Social Workers: Examining Undocumented Immigrant Women's Perceptions of Health Services." *Social Science & Medicine* DOI :10.1016/J.SOCSCIMED.2020.112788.

Bekkers, René and Pamala Wiepking. 2011. "A Literature Review of Empirical Studies of Philanthropy: Eight Mechanisms That Drive Charitable Giving." *Nonprofit and Voluntary Sector Quarterly* 40(5):924-973.

Bustamante, Arturo Vargas, Hai Fang, Jeremiah Garza, Olivia Carter-Pokras, Steven P. Wallace, John A. Rizzo, and Alexander N. Ortega. 2012. "Variations in Healthcare Access and Utilization Among Mexican Immigrants: The Role of Documentation

Status." *Journal of Immigrant and Minority Health* 14(1):146-155.

Ortega, Alexander N., Hai Fang, Victor H. Perez, John A. Rizzo, Olivia Carter-Pokras, Steven P. Wallace, and Lillian Gelberg. 2007. "Health Care Access, Use of Services, and Experiences Among Undocumented Mexicans and Other Latinos." *Archives of Internal Medicine* 167(21): 2354-2360.

Perez, Debra, William M. Sribney, and Michael A. Rodríguez. 2009. "Perceived Discrimination and Self-Reported Quality of Care Among Latinos in the United States." *Journal of General Internal Medicine* 24(3):548.

Sarabia, Heidi. 2015. "Global South Cosmopolitans: The Opening and Closing of the USA-Mexico Border for Mexican Tourists." *Ethnic and Racial Studies* 38(2):227-242.

Sarabia, Heidi. 2016. "Borderland Attachments: Citizenship and Belonging along the US-Mexico Border" *Citizenship Studies* 20(3-4):342-358.

Sarabia, Heidi. 2018. "Citizenship in the Global South: Policing Irregular Migrants and Eroding Citizenship Rights in Mexico." *Latin American Perspectives* 46(6):42-55.

Shigihara, Amanda M. 2013. "It's Only Stealing A Little A Lot: Techniques of Neutralization for Theft Among Restaurant Workers." *Deviant Behavior* 34(6):494-512.

Shigihara, Amanda M. 2015. "'Strategic Adulthood': A Case Study of Restaurant Workers Negotiating Nontraditional Life Course Development." *Advances in Life Course Research* 26:32-43.

Shigihara, Amanda M. 2019. "I Mean, Define Meaningful!: Accounts of Meaningfulness Among Restaurant Employees." *Qualitative Sociology Review* 15(1):106-131.

## Transitional Words and Phrases

Use	Transition Word or Phrase
To show purpose	for this purpose, for this reason, to this end, with this object
To add	and, again, and then, besides, equally important, finally, further, furthermore, nor, too, next, lastly, what's more, moreover, in addition, first (second, etc.)
To compare and/or contrast	whereas, but, yet, on the other hand, however, nevertheless, on the contrary, by comparison, where, compared to, although, conversely, meanwhile, in contrast, although this may be true, similarly, also, in the same way, likewise, although, at the same time, but, conversely, even so, however, in contrast, nevertheless, nonetheless, notwithstanding, on the contrary, otherwise, still, yet
To prove	because, for, since, for the same reason, obviously, evidently, furthermore, moreover, besides, indeed, in fact, in addition, in any case, that is
To show time or sequence	immediately, thereafter, soon, finally, then, later, previously, formerly, first (second, etc.), next, and then
To give an example	for example, for instance, in this case, in another case, on this occasion, in this situation, take the case of, to demonstrate, to illustrate, as an illustration
To summarize or conclude	in brief, on the whole, summing up, to conclude, in conclusion, as I have shown, as I have said, hence, therefore, accordingly, thus, as a result, consequently, on the whole
To emphasize	definitely, obviously, in fact, indeed, absolutely, positively, naturally, surprisingly, always, forever, unquestionably, without a doubt, certainly, undeniably
To repeat	in brief, as I have said, as I have noted, as has been noted
To show cause and effect	consequently, therefore, accordingly, as a result, because, for this reason, hence, thus
To reference something	speaking about (this), considering (this), regarding (this), with regards to (this), as for (this), concerning (this), the fact that on the subject of (this)
To clarify	that is (to say), I mean, (to) put (it) another way in other words
To make a concession	but even so, nevertheless, even though, on the other hand, admittedly, however, nonetheless, despite (this), notwithstanding (this), albeit (and) still, although, in spite of (this), regardless (of this), (and) yet, though, granted (this), be that as it may

Adapted from: "Purdue Online Writing Lab." Available online at: [https://owl.purdue.edu/engagement/ged\\_preparation/part\\_1\\_lessons\\_1\\_4/transitions.html](https://owl.purdue.edu/engagement/ged_preparation/part_1_lessons_1_4/transitions.html)