PSCI 4670
THIRD WORLD POLITICS
Fall 2012 - MWF 10:00-10:50 WH 114

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Electronic Office Hours: 24 hours a day, 7 days a week at: masontd@unt.edu
Turnitin.com course code: 5381712; Password: mason

Required Text:

COURSE OBJECTIVES
The purpose of this course is to introduce students to the politics within Third World nations and the theoretical frameworks we use to explain politics within these nations. The Third World encompasses the nations of Asia, Africa, Latin America and the Middle East. Most of these nations were at one time colonial possessions of European powers. When they gained independence (in the early 19th century for Latin America, after World War II for most of Asia and Africa), they entered an international system already dominated, militarily, economically, and politically, by the major powers of Europe, East Asia, and North America. The colonial legacy and the politics of delayed development confronted these nations with a set of challenges that have profoundly affected their ability to achieve prosperity, stability, and development. This course will explore the special challenges facing these nations as they attempt to establish a stable and effective state, a prosperous economy, and an integrated society in a world already dominated by the major powers of the international system.

COURSE REQUIREMENTS
Grades: Your grade for the course will be determined by two take-home exams and a research project. Collectively, the exams will determine 60% of your final grade, and the research project will determine 30% with attendance and participation determining the other 10%.

A. Participation (10%): Attendance at all class sessions is expected and will be checked on a regular basis. Your attendance record and class participation will carry some weight in determining your final grade. As much as 10% of your final average will be determined by the percentage of class sessions you attend and your contribution to discussions in those classes. Obviously, you must be in attendance if you are to participate in discussions, and you must have read the assigned readings if you are to make informed contributions to class discussions. You are responsible for all material covered in class and for all other tasks assigned for completion outside of class. Absence from class does not excuse ignorance of the material covered or failure to complete assignments made that day or due that day. It is your responsibility to find out what you missed when you are absent and to keep up with the course.

B. Exams: There will be a mid-term exam and a final exam. Both will be take-home essay exams. You can use any books and notes that you have, but you are not to confer with other students on the test questions. Evidence of collaboration with anyone else will be treated as an instance of cheating and dealt with according to University rules on cheating. You will receive a grade of "O" for the exam and an "F" for the course. You should submit a printed copy on the due date (October 19 for the midterm; December 12 for the final). You are also required to submit an electronic version of your exam to www.turnitin.com. The course code is 5381712 and the password is mason.

C. Research Paper: You will be expected to complete a research paper on some topic having to do with politics in the contemporary Third World. This gives you considerable latitude in topic selection. My only requirements are, first, that your paper be an analytical/explanatory paper and not simply a descriptive or journalistic account of events or other phenomena. Second, the paper should focus on some contemporary issue in Third World politics. Third, you must base your research on a minimum of ten sources from scholarly journals.

The purpose of the research project is to help you develop your ability to conduct research, to think and write analytically and critically. This requires that you develop certain skills, such as a familiarity with the resources available to you at this University. In order to avoid the horrors of "over-night wonders", and give you some experience in the mechanics and process of social science research, I am requiring that you complete your project in two installments (the percent of your final grade on the research project that is determined by each installment is in parentheses):
1. Problem statement and annotated bibliography (30%) Due: October 5
2. Final Draft of your paper (70%) Due: November 16

Part 1: PROBLEM STATEMENT & ANNOTATED BIBLIOGRAPHY (30%) Due: October 5
In the first installment you are expected to prepare a detailed problem statement describing the puzzle that will be the subject of your research, the reasons that this question is important to our understanding of Third World politics, and the major theoretical issues that will have to be addressed. You should then summarize the major themes and findings on the subject from at least five (5) journal articles from scholarly sources. Finally, this installment should include a list of references containing a complete citation for each of the five articles you summarize plus full citations for five additional articles on the subject (which you do NOT have to summarize for this installment but which should be used in your final draft). You MUST use the International Studies Quarterly citation format (appended to this syllabus and posted on Blackboard). Your problem statement should reference the five articles and clearly demonstrate that you have read all five articles and have found in each of them material that is important to the definition and analysis of your research question. For this installment, you may NOT use books, book reviews, news sources, web sources, or other non-academic publications. Those can be used in the final draft but they do not count toward fulfilling requirement of five academic journal articles. Scholarly journals will allow you to develop some theoretically grounded understanding of the issue. Part 1 should be a minimum of 5-7 pages double spaced, 3-5 single spaced.

Part 2: FINAL DRAFT (70%) Due: November 16
The final draft should begin with a clear and detailed explication of your research puzzle and why it is important. A review of the relevant literature should extract from the annotated bibliography (Part I) the major themes in the relevant literature and what each author has to say about each theme. This should be followed with your own theoretically grounded analysis of the research question: a logically coherent theoretical explanation for the research question. It should be grounded in existing theory and provide some answers to the question of how do we explain the phenomenon under investigation and what questions remain to be addressed in the existing literature on that topic. For the final draft, you may use books, book chapters, or other source in addition to academic journal articles.

My purpose in using this format is to help you learn something about the process of doing research. One skill that you can develop in courses such as this one is the ability to do research. This assignment approximates the way that serious social science research is done. By working on the assignment throughout the course of the semester, you will gain some experience in doing research the way it should be done. We will spend some time in class discussing possible topics, and once you come up with an idea, you should come by and talk to me about it or contact me by email. I can give you some suggestions on where to find material and help you think through your research problem.

RULES FOR RESEARCH PAPERS:
1. Completing both installments is not optional! You will receive a failing grade for the course if you fail to complete either part of the paper assignment.
2. YOU MAY NOT USE A PAPER THAT YOU HAVE WRITTEN (OR ARE WRITING) FOR ANOTHER CLASS. If you do, this will be treated as an instance of plagiarism: you will receive a “0” for the assignment and “F” for the course, and you will be referred to the appropriate student disciplinary office.
3. YOU MAY NOT DO A PAPER ON AN ISSUE IN U.S. DOMESTIC POLICY OR POLITICS (such as gun control, budget deficits, health care reform). If you do so in Part 1, you will be required to start over with a new topic that is approved by me. If you have any doubts concerning the legitimacy of your paper topic, clear it with me.
4. YOU MAY NOT CHANGE TOPICS AFTER YOU COMPLETE PART 1 without my permission. If I do approve a topic change, you will have to complete the first installment on the new topic and take a late penalty.
5. DEADLINES WILL BE ENFORCED! There is a 5 point penalty for each day you are late with either one of the installments.
6. Both installments should be typed, single spaced with 1 inch margins on all four sides, 12 pt font printed on one side of the page.
7. USE THE CITATION FORMAT OF THE International Studies Quarterly (posted on Blackboard and in this syllabus). Do NOT use MLA or APA or any other format. Failure to use the correct citation format will result in a 5 point penalty.
8. YOU MUST SUBMIT A PRINTED COPY AND AN ELECTRONIC COPY (to www.turnitin.com) OF EACH INSTALLMENT. You are not counted as having completed the assignment until BOTH versions are submitted. The FILE NAME should be in the following format: lastname-psci4670-Fall2012-V1.doc. For example, my first installment would be “mason-psci4670-Fall2012-v1.doc” (the second installment would be mason-psci4710-Fall2012-v2.doc). Class ID and password for turnitin.com are listed on the first page of this syllabus.

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IMPORTANT DATES:

Take note of the following deadlines and important dates. Keep in mind that deadlines will be enforced.

<table>
<thead>
<tr>
<th>Event</th>
<th>Date</th>
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<tbody>
<tr>
<td>Last day to drop courses</td>
<td>November 7</td>
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<tr>
<td>Literature Review due</td>
<td>October 5</td>
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<tr>
<td>Final Research paper due</td>
<td>November 16</td>
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<tr>
<td>Mid-Term Exam distributed</td>
<td>October 12</td>
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<tr>
<td>Mid-Term Exam due</td>
<td>October 19</td>
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<tr>
<td>Final Exam distributed</td>
<td>December 5</td>
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<tr>
<td>Final Exam due</td>
<td>December 12</td>
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CLASSROOM ETIQUETTE

All students must treat the instructor, the other students, and the classroom setting with respect. This includes arriving on time and staying for the entire class (or notifying the instructor in advance if this will not be possible), turning off cell phones and similar devices during class, and refraining from reading, passing notes, talking with friends, and any other potentially disruptive activities. This also means showing respect for alternative opinions and points of view, listening when either the instructor or a fellow student is speaking to the class, and refraining from insulting language and gestures. Repeated or egregious instances of classroom disruption will result in referral to the Center for Student Rights and Responsibilities to consider whether the student’s conduct violated the Code of Student Conduct. The Code of Student Conduct can be found at [www.unt.edu/csrr](http://www.unt.edu/csrr).

Other rules:

1. As a courtesy to your fellow students (and the instructor) get to class on time every day and remain in the classroom for the duration of the class.
2. Make your bathroom and food/drink visits BEFORE class. It is disruptive and distracting to get up and wander in and out of the room while class is in session. If you must leave early for some reason, let me know ahead of time and sit near the door so that you can leave with a minimum of disruption.
3. Turn off your cell phone and if you use an electronic device to take notes, refrain from using it for activities that might be distracting to other students.

COURSE OUTLINE

The outline of the course and the corresponding reading assignments are listed below. You should have the assigned readings for a section completed by the time we BEGIN that section. Only if you keep up with the readings will you be adequately prepared to participate intelligently in class discussions. Also much of the reading material will not be covered explicitly in class sessions. However, because it is directly relevant to topics that are covered in class, you will be responsible for reading and assimilating this material on your own. Feel free to bring up questions about assigned readings. Indeed, such questioning is strongly encouraged!

I. INTRODUCTION: WHAT IS THE THIRD WORLD

The Third World encompasses the nations of Asia, Africa, and Latin America. Most are former colonial possessions of European powers. Most of Latin America gained independence by 1830. However, decolonization did not come to much of Africa and South Asia until after World War II. The emergence of over 100 newly independent nation states in an international system already dominated by the major powers of Europe and North America has confronted those nations with a staggering array of social, economic, and political challenges. We begin by discussing the emergence of the Third World and the features of Third World nations that make the analysis of Third World politics different from what social scientists were accustomed to dealing with: advanced industrial nations of Europe and North America.

1. August 29-31

II. COLONIAL LEGACY

With the exception of Latin America, most of the nations of the Third World only came into existence as independent nations since World War II. We begin our study of the Third World by examining the nature of colonial rule and the impact that the colonial legacy is still having on politics in these nations even today.

2. September 5-7 (no class on September 3: Labor Day)
III. COMPETING PARADIGMS OF POLITICAL DEVELOPMENT

With the creation of a host of newly independent nation states in the post-World War II era, and the emergence in these nations of a staggering array of social, economic, and political problems, social scientists were compelled to "retool" if they intended to play any role in the effort to analyze these problems and propose remedies for them. Consequently, the 1960s saw numerous efforts to develop new analytical schemes or "paradigms" that would allow us to make some sense out of the politics of newly independent nations of the Third World. We will contrast the "Modernization" school with the "Dependency" school and assess the strengths and weaknesses of each.

3. September 10-14


Suggested Readings


IV. STATE-SOCIETY RELATIONS: WEAK STATES

Many contemporary Third World nations are torn by instability and internal conflict. These problems can be understood as the failure to establish a stable, legitimate system of state-society relations following the breakdown of the traditional order in that society. Joel Migdal's book offers an explanation of this failure: when the modern state attempts to extend its institutional authority to the grass-roots level, it comes into conflict with entrenched patron-client networks. In this section we will examine the origins and nature of these grass-roots social organizations, the nature of the conflict that arises between them and the institutions of the modern state, and the factors that determine the outcome of this clash.

4. September 17-21: A Model of State-Society Relations

Joel Migdal, Strong States and Weak Societies, Chapter 1-4

5. September 24-28: The Modern State and Traditional Patterns of Social Organization

Joel Migdal, Strong States and Weak Societies, Chapter 5-8


V. STATE-SOCIETY RELATIONS: STRONG SOCIETIES

In many Third World nations, large portions of the population still live in rural areas and make their living from agriculture. Agriculture still constitutes a substantial share of the nation's economy. We begin by examining the politics of patron-client networks in rural societies and how the shift to export agriculture disrupts these patterns of social organization and contributes to political instability in the countryside.

6. October 1-5: The Rational Peasant vs. Moral Economy Perspective


Suggested Readings:


V. ETHNICITY AND ETHNIC CONFLICT
One source of group identity and sub-national social organization is ethnic identity. Ethnic identity and ethnic conflict are especially prevalent in many regions of the Third World because the formal boundaries of the nation-states (especially in Africa and parts of Asia) were drawn by European powers during the colonial era, and they were drawn with little or no regard for the geographic distribution of “nations” of people who shared a common language, religion, culture and heritage. Thus many Third World nations are characterized by multiple ethnic groups coexisting (uneasily) as citizens of a single nation state and/or identifiable ethnic groups being divided between two or more nation states. In this section we will examine the ethnic dimension of politics in the Third World.

6. October 8-12: Structure of Multi-Ethnic Societies

7. October 15-19: Resolving Ethnic Conflict

Suggested Readings:

VII. STATE CAPACITY AND THE POLITICIAN’S DILEMMA
One persistent pattern in Third World politics is the “weak state syndrome”. The state often lacks the economic resources and institutional capacity to provide citizens with the services they require or the opportunities that would allow them to enjoy a relatively secure and prosperous standard of living. We will begin by examining the elements, sources, and consequences of state weakness in Third World nations. We will then explore the different types of authoritarianism that have evolved in Third World nations to deal with the challenges of the weak state syndrome.

10. October 29-November 2: Regime Types and State-Society Relations

Suggested Readings:
VIII. TRANSITIONS TO DEMOCRACY IN THE THIRD WORLD

The last quarter of the 20th century was marked by what Samuel Huntington has termed the “third wave” of transitions to democracy. Most of these occurred in the Third World. In this section we will explore the politics of transition from various forms of authoritarian, non-democratic rule to democratic governance. Of particular interest will be consideration of how the structure of the non-democratic regime (e.g., corporatist, bureaucratic authoritarian, neopatrimonial) affects the trajectory of the transition to democracy and the prospects for successful consolidation. We will also consider the “resource curse” argument – that oil rich nations are not hospitable to democracy – and the debate on whether Islam is compatible with democracy.

11. November 5-9: Regime Types and Democratic Transitions


Suggested Readings:

12. November 12-16: Oil, Ethnicity, and Democracy


Suggested Readings:

IX. ECONOMIC DEVELOPMENT STRATEGIES

Third World nations have pursued a variety of strategies to achieve economic development. In this section, we will discuss neo-classical versus dependency schools of thought on why so many nations in the Third World lag behind the North in terms of economic development. Each of these perspectives contains a different set of policy prescriptions. We will focus on the import substitution strategy that emerged from the dependency school and the export-led strategy that emerged from the neo-classical school.


Collier, The Bottom Billion, Chapters 6-11
Stephen Haggard, Pathways from the Periphery, Chapters 1-2
Suggested Readings:

X. WOMEN AND DEVELOPMENT
There is a growing body of research that shows that improvements in the status of women in Third World nations can produce substantial improvements in economic growth and development. Relatively small investments in programs such as education for women, micro-loans to female entrepreneurs, opening labor markets to women not only improve their economic well-being and that of their families but reduce some of the drags on economic growth (such as population growth) that have retarded development in many nations. The World Bank’s report on gender and development presents some interesting research findings and policy recommendations for us to consider on this matter.

14. November 26-30:

X. IS THE THIRD WORLD DIFFERENT?
We conclude the course with a book that is about politics in a small rural county in the United States. In McIntosh County, Georgia, local politics in the 1960s and 1970s could be understood with the same theories of political development that we have been studying in the Third World context. Politics there was a patron-client system dominated by a strongman who dispensed favors in return for political support. *Praying for Sheetrock* describes how the sheriff’s system of political control was challenged and ultimately brought down by a challenger from below who could mobilize support from among the same impoverished people that had traditionally been dependent on the sheriff’s political machine. The book also suggests one way that the state deals with challengers.

15. December 3-5:

FINAL EXAM WILL BE DISTRIBUTED FOLLOWING THIS SECTION
EXAMS ARE DUE December 12
The UNT Code of Student Conduct and Discipline defines cheating and plagiarism as the use of unauthorized books, notes, or otherwise securing help in a test; copying others' tests, assignments, reports, or term papers; representing the work of another as one's own; collaborating without authority with another student during an examination or in preparing academic work; or otherwise practicing scholastic dishonesty.

Normally, the minimum penalty for cheating or plagiarism is a grade of "F" in the course. In the case of graduate departmental exams, the minimum penalty shall be failure of all fields of the exam. Determination of cheating or plagiarism shall be made by the instructor in the course, or by the field faculty in the case of departmental exams.

Cases of cheating or plagiarism on graduate departmental exams, theses, or dissertations shall automatically be referred to the departmental Graduate Studies Committee. Cases of cheating or plagiarism in ordinary coursework may, at the discretion of the instructor, be referred to the Undergraduate Studies Committee in the case of undergraduate students, or the Graduate Studies Committee in the case of graduate students. These committees, acting as agents of the department Chair, shall impose further penalties, or recommend further penalties to the Dean of Students, if they determine that the case warrants it. In all cases, the Dean of Students shall be informed in writing of the case.

Students may appeal any decision under this policy by following the procedures laid down in the UNT Code of Student Conduct and Discipline.

STATEMENT OF ADA COMPLIANCE
The Political Science Department cooperates with the Office of Disability Accommodation to make reasonable accommodations for qualified students with disabilities. Please present your written accommodation request on or before the sixth class day (beginning of the second week of classes).

ACADEMIC INTEGRITY - PLAGIARISM AND CHEATING
You are expected to do your own work for this course, and it must be original work for this course. Unfortunately, some students cheat and some students plagiarize other people's work. If you plagiarize or turn in as your own work something that someone else did either in its entirety or in large part, or if you turn in work that does not properly cite the sources from which you got your material (thereby creating the impression that the work is your original work), you will receive a grade of "F" for the course, and you will be referred to the appropriate student judicial authorities for violation of the University's academic honesty policies. If you do not understand what constitutes cheating or plagiarism, ask me.

Specifically, the following are unacceptable:
1. You may not turn in a paper that someone else wrote either in whole or in part.
2. You may not turn in a paper that you have purchased from a term paper/research service. Nor may you turn in your paraphrased or otherwise rewritten version of a paper you obtained from one of these services or from another student. YOU are supposed to do the research AND the writing.
3. You may not turn in a paper that you have turned in for another class, regardless of whether that other class is this semester or some previous semester.
4. You may not quote or paraphrase long passages from books, journals, or web sites without attribution. Even with proper citation, it is not wise to turn in a paper that is largely a collection of quotes.
5. Plagiarism also includes using passages from the works of others without citing the source. Any time you use more than ten consecutive words from a source, you should put that passage in quotation marks and cite the source (including the page numbers where the quote can be found). When you paraphrase a source (so that quotation marks are not needed) you still need to cite the source (including the page number). When in doubt, provide a citation. Otherwise, you may be guilty of plagiarism, and I consider that a very serious offense.

If you are unsure whether you need to cite a source, cite it. You will not be penalized for having too many citations. You will be penalized for failure to cite sources.

Plagiarism of any form will not be tolerated. If you have any doubts about whether what you are doing amounts to plagiarism, see me.
1. Titles
Title, subtitles, and text subheadings should be chosen for succinctness and interest. Primary (an "A Head") and secondary (a "B Head") text headings should be centered with double line spacing above and below. Primary headings should be typed in capitals: secondary headings should have initial capital letters. Subsidiary headings under a secondary heading should be marked by "C Head," "D Head," etc. to indicate the priority level of heading.

2. Quotations
Quotations must correspond exactly with the original in wording, spelling, and punctuation. Short quotations within the text should be noted by quotation marks; longer quotations or extracts should be indented from the left margin and require no quotation marks. Changes and additions to quotations should be identified by bracketing; ellipses (...) should be used to identify omissions; emphasis added should also be indicated.

3. Citations
All citations should be specified in the text in the following manner:
(a) If the author is named in the text, cite by year of publication:
   Emile Durkheim (1966) has suggested...
(b) If the author is not named in the text, cite by last name and year of publication:
   It has been noted (Zinnes 1979) that...
(c) If necessary, pagination should follow the year of publication, separated by a colon:
   It was argued (Modelski 1983, 22) that by...
(d) Dual authors should be joined by "and"; multiple authors should be listed in full on first citation and indicated by et al. thereafter:
   Other approaches (Snyder and Diesing 1977, 392-97) concede...
   Many assume (George et al. 1971, 271-72) that...
(e) If an author has multiple references for any single publication year, indicate specific works by use of lower case letters:
   On the one hand (Lacan 1974a, 45; Derrida 1977b, 22) it is...
(f) Series of references should be enclosed chronologically within parentheses and separated by semicolons with multiple works in the same year listed alphabetically by author:
   Proponents of the position (George 1982; Holsti 1983; Starr 1983)
(g) Citations from electronic sources: Citations for information found on the World Wide Web, an e-mail message, a listserv message or other electronic forms should follow the common in text pattern of author, year and, if available, the page number. If the electronic source does not have page numbers, it is appropriate to use internal divisions such as section numbers or chapter heading to assist the reader in finding the original information.
   (CIA 1999, Afghanistan/Government)
(h) Repeat citation each time it is necessary. Avoid "ibid.," "op. cit.," or "supra." Be sure that every cited work is included in the reference section and that the spellings of the authors' names and dates of publications are accurate in both citations and references.

4. References
The reference section should be double-spaced and begin on a new page following the text.
The reference form is modified from the Style Manual of the American Political Science Association (Draft, 1985) prepared by the APSA Committee on Publications. Works should be listed alphabetically by author, or by institution or title of any material not attributed to a specific author or authors. References should conform to the following format:

Books
References to books should list author(s), year, title of publication, publisher. Chapter and page numbers should be in the citation, not the reference.:

Journal Articles
References to journal articles should list author(s), year, title of article, journal name, volume, and inclusive pages:

Articles in Edited Volumes
References to works in edited volumes should list author(s), year, essay title, volume title, volume editor(s), inclusive pages, place of publication, and publisher:
Monographs
Reference to monographs in a series should list author(s), year, title, series title, place of publication, and publisher:

Newspaper and Magazine articles
References to newspaper and magazine articles should list author(s), date of the article, title, and magazine or newspaper.
  Use the in-text citation: (Why Vote at All? 1980, 14)

English Translations
References to English Translations should list author(s), date, title, and translator's Name etc. (see example below):

Sources in Foreign Languages
References to sources in foreign languages should list the translated titles of books and long articles (in brackets, not underlined); do not translate the names of well-known periodicals. Romanized or foreign language words after the first work (except for proper names and for nouns in German) ordinarily begin with small letters.

Government Documents
References to Government Documents should list "author(s)" and date, title (underlined) and the term, session, place of publication, and publisher:

Electronic Sources
World Wide Web: The reference listing for a WWW citation should contain the author's name; date of publication or last revision; title of document; title of complete work (if applicable), underlined; URL, in angle brackets; and date of access, in parentheses:

Email Message:
To document an email message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the type of communication (personal email, distribution list) in square brackets; and the date of access, in parentheses:

Newsgroup Message:
To document a newsgroup message, you need to provide the author's name; the author's email address, in angle brackets; the date of publication; the subject line from posting; the name of the newsgroup, in angle brackets; and the date of access, in parentheses:

Television and Radio Programs
References to television and radio programs should list the station, date, and title of show:

5. Notes
Notes should be listed double-spaced and on separate sheets at the end of the manuscript with their location in the text clearly marked by superscript numbers.
Some Journals To Consult

The following is a partial listing of the scholarly journals that are legitimate sources for your paper. It is not an exhaustive list. If you have a question as to whether or not some other journal counts as a "scholarly source", ask me. Any journal in JSTOR is acceptable.

African Studies
African Studies Review
American Behavioral Scientist
American Journal of Economics and Sociology
American Journal of International Law
American Journal of Political Science
American Journal of Sociology
American Political Science Review
American Review of Canadian Studies
American Sociological Review
Annals of the American Academy of Political and Social Science
Asian Affairs
Asian Pacific Viewpoint
Asian Profile
Asian Survey
Australian Journal of International Affairs
British Journal of Political Science
British Journal of Sociology
Cambridge Journal of Economics
Cambridge Journal of Political Science
Canadian Journal of Political Science
Central European History
China Journal
Chinese Studies in History
Communist and Post-Communist Studies
Comparative Politics
Comparative Political Studies
Comparative Studies in Society and History
Conflict Management and Peace Science
Current History
Decision Science
East European Politics and Society
Economic Development and Cultural Change
Economic Geography
Economic Inquiry
Electoral Studies
Ethnic and Racial Studies
European Journal of Political Research
Foreign Affairs
Foreign Policy
Gender and Society
Government and Opposition
Human Rights Quarterly
International Economic Review
International Interactions
International Journal of Comparative Sociology
International Organization
International Relations
International Security
International Studies Quarterly
Journal of Conflict Resolution
Journal of British Studies
Journal of Comparative Economics
Journal of Democracy
Journal of Developing Areas
Journal of Development Economics
Journal of Development Studies
Journal of Economic Studies
Journal of International Studies and World Affairs
Journal of Japanese Studies
Journal of Latin American Studies
Journal of Modern History
Journal of Peace Research
Journal of Peasant Studies
Journal of Political and Military Sociology
Journal of Political Economy
Journal of Politics
Journal of Southern African Studies
Latin American Perspectives
Latin American Research Review
Middle East Journal
Modern China
Orbis
Pacific Affairs
Parliamentary Affairs
Political Behavior
Political Quarterly
Political Research Quarterly
Policy Review
Political Research Quarterly (Western Political Quarterly)
Political Science Quarterly
Political Science
Political Studies
Politics and Society
Polity
Post Soviet Affairs
Review of International Studies
Review of Politics
Russian Review
Slavic Review
Sociological Review
Sociological Spectrum
Southeastern Political Review
Soviet Studies
Studies in Comparative Communism
Studies in Comparative International Development
Studies in Conflict and Terrorism
Terrorism and Political Violence
Third World Quarterly
World Politics