Course Objectives

We begin with the assumption that most people would prefer to live in a peaceful environment than in one torn by conflict, violence, and war. This assumption must be tempered with the observation that war and other forms of armed conflict are all too common features of politics within and between nations: since the end of World War II, there has not been a single day in which there was not a war of some sort going on somewhere in the world. This paradox defines the core purpose of this course: how do we understand the causes and forms of conflict and how do we understand the conditions and processes that contribute to the resolution of on-going conflicts and the prevention of future conflicts? Since this is a political science course, we will focus more on political questions such as the forms and causes of armed conflict and conflict resolution, and the conditions that contribute to a durable peace within and between nations. However, the field of peace studies encompasses theories from sociology, anthropology, philosophy, and psychology as well as political science. Insights from these other disciplines will broaden our understanding on the conditions of peace. We begin the course with an overview of the forms of organized armed conflict in the world, focusing on interstate conflict, revolution, terrorism and ethnic conflict. In this survey, we will review some of the dominant theoretical approaches to explaining why conflict occurs between and within nations. In the second half of the course we will proceed to an examination of the mechanisms employed to resolve, mediate, or prevent conflict.

COURSE REQUIREMENTS

Your final grade will be based on two exams (a take-home mid-term and a take-home final, combined worth 65% of your final grade) and an policy paper (worth 25% of your final grade), with 10% being determined by class participation.

A. Exams: (65%)  
There will be two exams during the course of the semester, and together they will determine 65% of your grade. The first exam will cover Part I Sources of Conflict/Methods of Conflict Management and the final exam will cover Part II on Challenges to Peace in the New Millennium. The mid-term exam will be distributed on MARCH 3 and will be due MARCH 10. The final exam for this course will be distributed MAY 3 and will be due MAY 10 (the date scheduled for the final exam for this class). Your exams should be typed, single spaced, with each essay labeled. You are also required to submit an electronic copy to TURNITIN.COM. Instructions for this will be distributed later.

B. Class Participation: (10%)  
A minimum of 10 percent of your grade will be determined by in-class participation, including attendance. Attendance is expected at all class sessions and I will check the role on a regular basis. An attendance score will be calculated, consisting of the percent of class sessions that you attend. The only excused absences are for University-sponsored events where your attendance is required. This figure, plus my estimate of your contributions to class discussions (in the form of informed participation in the discussion of the issues under consideration and/or attentive listening to the contributions of others) will determine your score on this portion of your final grade. "Informed" participation means that it is apparent that you have read the assigned readings prior to coming to class. Freely exchanging your ideas and arguments is necessary to having a successful class. You can’t exchange ideas that you don’t have because you haven’t done the reading. 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 failure to turn in assignments due that day. It is your responsibility to find out what you missed when you are absent and to keep up with the course.
C. Policy Paper (25%)
The remaining 25 percent of your grade will be determined by a policy paper on a subject of your choosing in the field of peace studies. The essay should consist of a 5-7 typed page (single spaced) analysis of some issue in the area of peace and conflict in the contemporary world. The purpose of this paper is to identify some policy issue in peace and conflict, analyze the causes and consequences of issue and the policy options available to resolve it, develop your own policy proposal, and defend your proposal (compared to the alternative solutions). Your analysis should be based on some theoretical understanding of the causes and critical dimensions of the problem and its solution, which you gain by reading scholarly journal articles on the subject. Your essay should clearly indicate that you have read enough scholarly sources that your understanding of the issue exceeds that of the average "person on the street".

You should select a topic that involves an issue in peace and conflict in the world today. It could focus on specific threats to peace and how they can be resolved or on specific conflicts (or forms of conflict) and how they can be resolved or prevented from erupting in the first place. Examples of legitimate topics would be

* conflict resolution in Iraq or Afghanistan or any other nation currently involved in an armed conflict;
* nuclear proliferation generally, on the Korean peninsula, in Iran, between India and Pakistan,
* terrorism and its prevention,
* peacekeeping and post-conflict peace building
* the role of human rights guarantees in preserving the peace,
* transitional justice (Truth and Reconciliation Commissions, international criminal tribunals).

Scan the syllabus and the readings if you need additional ideas on possible paper topics. If you have doubts about the appropriateness of your topic or the sources you are using, check with me!

In order to get you started thinking about your paper early, you are required to complete this project in two installments:

1. **Problem statement and annotated bibliography** (30%) Due: February 19
2. **Final Draft of your paper** (70%) Due: April 23

1. **Problem statement and annotated bibliography** (30%) Due: February 19
By FEBRUARY 19, you should turn in
a. a one page PROPOSAL (statement of the issue that you plan to analyze, its context, and why it is important to the study of peace and conflict) with
b. an ANNOTATED BIBLIOGRAPHY containing ½ page summaries (single spaced) of at least three (3) scholarly journal articles (none of which are assigned readings for this course) on your subject. Your summaries cannot be simply a restatement of the published abstract of the article. You have to demonstrate that you have read the article and grasped its important concepts and findings and their relevance to your policy issue.

c. A BIBLIOGRAPHY with full citations of FIVE articles on your topic (the three you summarize plus two more).

For this installment, you are restricted to scholarly journals only, a list of which is included at the end of this syllabus. A partial list would include: Peace and Change, Journal of Peace Research, World Politics, Comparative Politics, Comparative Political Studies, Current History, International Studies Quarterly, Journal of Conflict Resolution, International Security, Foreign Affairs, Foreign Policy, Political Science Quarterly or any number of other journals. Any journal in the JSTOR archive is acceptable. News magazines, such as Time, Newsweek, U.S. News and World Report, the Economist, or Far Eastern Economic Review do NOT count as scholarly journals. Nor to encyclopedias (including Wikipedia) or websites, government documents, blogs or other sources count for the first installment. These are fine for adding factual information, and you may use them in your final paper. However, scholarly journals will allow you to develop a more rigorous analytical understanding of the issue. Your sources must be cited in a bibliography at the end of the paper, and you should use a standard bibliographic citation format described later in this syllabus.

You should begin by reading at least five (5) articles from at least three different scholarly journals (note: you have to summarize only 3 in the annotated bibliography due February 19 but must demonstrate that you used at least five in your final draft). Don’t settle for the first 5 you happen to stumble upon. Part of the research process is identifying from the vast number of articles on the subject those that are directly relevant to the subject of your paper. All of the articles you cite and summarize should be directly relevant to the policy issues, not merely on the same general topic or nation (i.e., the first three that some search engine happens to cough up). Your analysis should cite those articles to a degree sufficient to demonstrate clearly that you have read them, understand the concepts they present, and have used their analyses to enhance your understanding of the issue. The idea is to demonstrate that your understanding and analysis of the issue surpasses in depth and rigor that of the average citizen. You will be graded on how clearly
you state your topic, how thoroughly you have mastered the nuances of the issue by reading the articles in your bibliography, and how well the three articles fit together to advance your understanding of the policy issue. The purpose of this installment is to get you thinking about the topic early and gathering the relevant research on the topic for your final draft. Failure to turn in this part of the assignment will result in a 30 point penalty on your final grade for the paper.

2. Final Draft of your paper (70%) Due: April 23

Use the material from these scholarly sources to develop a factual description of the issue and its context. This background analysis should be of sufficient breadth and depth to define the context within which you can present and justify your policy recommendation on how this issue should be resolved. The final part of your paper could involve suggestions of policies the U.S., the international community in general, or the leaders of the subject country or countries should pursue in order to resolve the problem you have defined. You must also explain why you think your policy recommendations and not some alternatives are the preferred solution to the problem. (This implies that you must discuss explicitly the alternative policy recommendations, including their strengths and weaknesses).

The final draft is NOT an extended summary of articles. The final draft of your paper is due November 20. Your paper will be graded according to:

1) how clearly and thoroughly you define the issue,
2) the extent and clarity of your factual understanding of the issue and its context, and
3) how well you state and defend your assessment of what policy should be pursued on this issue.

There will be a penalty for late papers of 3 points for every day that your final paper or the paper proposal/annotated bibliography is late (weekends count). Students who turn their final paper in late may receive an incomplete for the course, with the paper being graded after the end of the semester at a time that is convenient for the instructor. For both parts of the assignment you MUST turn in a printed copy (single-spaced, one side of the page) AND an ELECTRONIC VERSION in MSWord, Word Perfect, of pdf format. You should submit the electronic version to www.turnitin.com. I will distribute information on how to submit your paper for this course at this web site as soon as I get the course set up at turnitin.com. The “late” clock keeps ticking until BOTH versions are submitted. This assignment is not optional, and regardless of your average on the two exams, you will receive a failing grade for the course if you fail to turn in an acceptable paper.

COMPLETING THESE INSTALLMENTS IS NOT OPTIONAL! You will receive a grade of "0" for each installment you fail to complete.

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, and you will receive a "0" for the assignment, and “F” for the course, and you will be referred to the appropriate student disciplinary office.

YOU MAY NOT DO A PAPER ON AN ISSUE IN U.S. DOMESTIC POLICY OR U.S. DOMESTIC POLITICS (such as gun control, abortion, budget deficits, health care reform). If you do, you will receive a grade of "0" for the paper assignment. If you have the slightest doubt concerning the legitimacy of your paper topic, clear it with me.

YOU MAY NOT CHANGE TOPICS AFTER YOU COMPLETE THE FIRST INSTALLMENT 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.

DEADLINES WILL BE ENFORCED! You will be penalized three points for every day you are late with either one of the installments.

BOTH INSTALLMENTS SHOULD BE TYPED, single spaced with 1 inch margins on all four sides with12 point font printed on one side of the page.

USE THE CITATION FORMAT OF THE INTERNATIONAL STUDIES QUARTERLY (posted on Blackboard and in this syllabus). Do NOT use MLA format. The correct citation format is described at the end of this syllabus. Failure to use the correct citation format will result in a 5 point penalty.

YOU MUST SUBMIT A PRINTED COPY AND AN ELECTRONIC COPY OF EACH INSTALLMENT and you are not counted as having completed the assignment until BOTH versions are submitted. The FILE NAME should be in the following format: lastname-psci3500-sp10-V1.doc. For example, my FIRST installment would be “mason-psci3500-sp10-v1.wpd” (the second installment would be mason-psci3500-sp10-v2.wpd).
3. **IMPORTANT DATES**: You should take note of the following dates. Please note that there will not be a test in this course prior to the last day that you may drop classes. Therefore, you must decide whether or not to drop this course on some basis other than your first test score. *Test dates are subject to change by the instructor; they may be postponed at the instructor's discretion.*

- Mid Term Exam distributed/due: March 3/March 10
- Final Exam distributed/due: May 3/May 10
- Policy paper topic & annotated bibliography due: February 19
- Policy papers due: April 23

### COURSE OUTLINE AND READING ASSIGNMENTS

What follows is a tentative outline of the course, including the assigned readings and the dates we will discuss particular topics and the corresponding readings. This schedule is tentative and subject to change. The required readings for each week are listed. You are expected to have completed the readings by the time that week begins. In this manner, you will be prepared to participate in class discussions in an informed manner. Failure to do so will result in a lower participation grade, which makes up 10% of your final grade for the course.

#### PART I: SOURCES OF CONFLICT/METHODS OF CONFLICT MANAGEMENT

The first half of the course will focus on the major forms of armed conflict in the world today: war between nations, civil war within nations, ethnic conflict between and within nations, and terrorism. We will study the major schools of thought that have evolved to explain these forms of conflict. For each form of conflict, we will also examine the methods that have evolved to resolve and prevent those forms of conflict.

**January 20:** **Peace and Conflict in the Post-Cold War Era**

We will spend this day going over the course requirements and the outline of the course. We begin with a brief overview of the patterns of conflict in the last half century. The big changes that have occurred are 1) wars within nations have replaced wars between nations as the predominant conflict modality, and 2) the locus of most conflict has shifted from the major power system (Europe, North America, China, Japan) to the Third World (Asia, Africa, and Latin America). We then examine the further shifts in the form and locus of armed conflict that have occurred with the end of the Cold War.

**Readings:**

**January 25-27** **When is Violence Justified?**

Under what conditions is violence of any sort justified? Pacifist doctrine contends that violence is not justified under any circumstances. At the other end of the spectrum are theories that war grows out of human nature. We will explore three perspectives on this question that grow out of the nonviolent resistance movements in the U.S. civil rights movement and the South African anti-apartheid movement.

**Readings:**
- Martin Luther King, Jr. “Letter from a Birmingham Jail”
  - [http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf](http://www.stanford.edu/group/King/frequentdocs/birmingham.pdf)
- Nelson Mandela, “I am Prepared to Die”

**February 1-3:** **Just War Doctrine**

Under what conditions is war between nations justified? What has evolved in the modern international system is “just war doctrine”: a set of criteria that specify conditions under which the resort to war is justified.

**Readings:**
February 8-10: Conflict Between Nations
The first form of conflict we will study is interstate war: conflict between nations states. We begin by examining how the structure of the international system can make war more likely or more peaceful. Contending schools center around notions of balance of power, hegemonic stability (one dominant power), and hierarchical equilibrium.

Readings:

February 15-17: Conflict within Nations: Revolution
*** policy paper problem statement & annotated bibliography due February 19 (Friday)
Since the end of World War II, revolution and other forms of war within nations has been far more common than interstate war between nations. In this section we will examine the factors that contribute to the outbreak of revolutionary violence in the Third World.

Readings:

February 22-24: Conflict within Nations: Ethnic Conflict
The other predominant form of armed conflict within nations is ethnic conflict. 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 ethnic divisions contribute to conflict in the Third World.

Readings:

March 1-3: Terrorism
** Mid Term Exam distributed March 3; due March 10 ***
The events of September 11 brought home to the U.S. the destructive potential of terrorist violence. Terrorist violence has been used by opposition groups and by states for centuries. During the Cold War, it became a favored tactic of ethnonationalist groups that lacked the capacity to mount a full-scale revolutionary challenge. With the end of the Cold War it has become a favored tactic of transnational groups opposed to U.S. hegemony. In this section we will examine the types of terrorist groups, their motives, why they choose terrorist violence, and how terrorist violence serves their goals.

Readings:
PART II: CHALLENGES TO PEACE IN THE NEW MILLENNIUM

In the second half of the course, we will examine some of the emerging approaches to conflict resolution and peacekeeping/peace-making. We begin by examining how the international community can intervene in ways that bring wars to a quicker and less destructive end. We will then explore what is required to build a sustainable peace in nations previously torn by war. We will then examine the dangers of nuclear proliferation and nuclear war in the post-Cold War era. We will then consider how arms control has evolved as a means of preventing war. The course will conclude with a consideration of citizen activism in the form of the peace movement and the role that enforcing guarantees of basic human rights can have on the prospects for peace in the future.

March 8-10: How Wars End
One promising trend in the post-cold war era has been the frequency with which civil wars have been brought to a conclusion through mediation and negotiated settlements. In this section we will explore the conditions that make wars “ripe for resolution” and the initiatives that third parties can take to bring conflicts to a peaceful conclusion.

Readings:

MARCH 15-17 - SPRING BREAK - enjoy!

March 22-24: Negotiating Peace
A critical barrier to bringing conflicts to an end is getting the protagonists to the bargaining table in the first place. We will examine the question of (1) “ripeness”: when a conflict is ripe for third party mediation, (2) credible commitments: getting the protagonists to disarm and demobilize, and (3) spoilers: preventing factions on both sides who opposed a negotiated settlement from sabotaging the negotiations by resuming conflict.

Readings:

March 29-31: Peacekeeping
With the end of the Cold War, the international community, though international organizations such as the UN, has had unprecedented success at mediating conflicts in the Third World. During the Cold War, many of these conflicts had implications for the Cold War balance of power. Therefore mediation was precluded by the use or threatened use of major power veto in the Security Council. Now the threat of such vetoes has diminished substantially and the global community has taken a more active and direct role in mediating conflicts that do occur.

Readings:

April 5-7: Post-War Reconstruction and Reconciliation
Ending the war is only the first step in building peace. Building a sustainable structure of peace requires measures that resolve the issues that led to conflict in the first place and reconciling the former combatants to a future of peaceful coexistence. In this section we will explore the steps that the international community can take to build a sustainable peace in the aftermath of war.
Readings:


April 12-14: Human Rights

We consider the question of how peace can be supported (and conflict constrained) by international guarantees of basic human rights. Enforcing those guarantees would remove the major sources of grievances that motivate civil wars, including ethnic conflicts. And human rights guarantees would represent another constraint on nations’ willingness to engage in armed aggression against other nations.

Readings


April 19-21: Nuclear Weapons of Mass Destruction:

***Final Draft of Policy Paper due April 23 (Friday)***

The end of the Cold War defused the long-standing nuclear stand-off between the U.S. and the Soviet Union. Today the global community is faced with a different challenge: how to prevent the proliferation of nuclear and other weapons of mass destruction. In this section, we shall examine the danger posed by WMDs and the strategies for controlling their spread.

Readings:


April 26-28: Arms Control

During the Cold War, arms control emerged as a means of stabilizing the deterrence regime between the U.S. and the Soviet Union. With the end of the cold war, we should consider how arms control might contribute to peace in the new global environment, whether it be a multi-polar world or one in which the U.S. attempts to assert its dominance.

Readings:


May 3-5: The Peace Movement:

One theme in the “democratic peace” literature is that democracies are less likely to fight each other precisely because elected officials fear the electoral costs of committing their nation to war; it is voters who have to bear the costs of war. With this in mind, we conclude the course by examining the role that grassroots social movements can play in constraining national leaders from engaging in war.

Readings:

I. Categories of Academic Dishonesty

A. Cheating. The use of unauthorized assistance in an academic exercise, including but not limited to:

   1. use of any unauthorized assistance to take exams, tests, quizzes or other assessments;
   2. dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems or carrying out other assignments;
   3. acquisition, without permission, of tests, notes or other academic materials belonging to a faculty or staff member of the University;
   4. dual submission of a paper or project, or re-submission of a paper or project to a different class without express permission from the instructor;
   5. any other act designed to give a student an unfair advantage on an academic assignment.

B. Plagiarism. Use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student's intent, including but not limited to:

   1. the knowing or negligent use by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement or citation.
   2. the knowing or negligent unacknowledged use of materials prepared by another person or by an agency engaged in selling term papers or other academic materials.

C. Forgery. Altering a score, grade or official academic university record or forging the signature of an instructor or other student.

D. Fabrication. Falsifying or inventing any information, data or research as part of an academic exercise.

E. Facilitating Academic Dishonesty. Helping or assisting another in the commission of academic dishonesty.

F. Sabotage. Acting to prevent others from completing their work or willfully disrupting the academic work of others.

II. Available Academic Penalties

The following academic penalties may be assessed at the instructor’s discretion upon determination that academic dishonesty has occurred. Admonitions and educational assignments are not appealable.

A. Admonition. The student may be issued a verbal or written warning.

B. Assignment of Educational Coursework. The student may be required to perform additional coursework not required of other students in the specific course.

C. Partial or no credit for an assignment or assessment. The instructor may award partial or no credit for the assignment or assessment on which the student engaged in academic dishonesty, to be calculated into the final course grade.

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).
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, place 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, and 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:
Some Journals To Consult

The following is a partial listing of the scholarly journals that are legitimate sources for your research 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
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 Journal of Politics, Culture, and Society
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
Theory and Society
Third World Quarterly
War and Society
West European Politics
World Politics