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*Foreign Policy Analysis (FPA)*

*International Studies Perspectives (ISP)*

*International Political Sociology (IPS)*

*International Studies Quarterly (ISQ)*

*International Studies Review (ISR)*

**Technical Style Sheet**

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### Article elements

#### LEFT RUNNING HEAD

**Example:**

*U.S. Policy toward Israel, Iraq, and Saudi Arabia*

**Notes:**

- A short title running head is in italics, title case and centre-aligned
- Appropriate running head is suggested (if the running head is not provided) and the author queried

#### RIGHT RUNNING HEAD

**Example:**

**For 2 authors**

RACHEL BZOSTEK AND SAMUEL B. ROBISON

**For 3 authors**

JOHN A. VASQUEZ, PAUL HUTH AND YORAM Z. MAFTEL

**For 4 or more authors**

KENT J. KILLE ET AL.

**Notes:**

- Author name(s) in caps/small caps style
- First name expanded
- Up to 3 author names to be written out; for 4 or more authors – list out lead author followed by et al.
- ‘AND’ (in small caps) between the last and penultimate author
- ‘ET AL.’ (in small caps)

**TITLE**

**Example:**

**Active Learning across Borders**

**Notes:**

- Article title in boldface, title case, centre-aligned
- Uppercase letter after colon

**AUTHORS AND AFFILIATIONS**

**Example:**

**Different affiliations**

MARY ANN TÉTREAULT

*Trinity University*

KATHERINE MEYER

*The Ohio State University*

AND

HELEN RIZZO

*The American University in Cairo*

**Common affiliation**

KENT J. KILLE, MATTHEW KRAIN, AND JEFFREY S. LANTIS  
*The College of Wooster*

**Notes:**

- Placed below article title and aligned centre
- Author name(s) in roman, caps/small caps style
- First name expanded
- No degrees with names
- 'AND' (in small caps) to be used before the last author name for authors having common affiliation
- No links to authors and affiliations
- Affiliations are placed below author names and aligned centre
- Affiliations in italics
- Only University/Institute to be retained in the affiliations
- For ISR book reviews and review essays, department and institutional affiliation required

**AUTHOR CORRESPONDENCE**

**Example:**

Not applicable

**TITLE FOOTNOTE**

**Example:**

<sup>1</sup>This research was financially supported by..... . We thank the reviewers and colleagues for their invaluable contribution to the research

**Notes:**

- Placed at the bottom of the first page
- *Author's notes:* [In italics. notes is lowercase and there is a colon following notes]

**FOOTNOTES**

**Example:**

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<sup>2</sup>The 1981 redistricting increased the number of election districts from 10 electing five members each to 25, electing two members each. The goal of reducing the presence and power of the political opposition, which was primarily urban and liberal was achieved by districts that cut across some tribal lines, encouraging the spread of informal (and currently illegal) tribal primaries to increase their electoral power, and distributed Shi'i Kuwaitis in such a way as to reduce their weight in the parliament (Tétreault 2000).

**Notes:**

- Footnotes are linked by superscript numbers
- In the text, footnotes appear after punctuation (except semicolon and colon)

**COPYRIGHT LINE**

**Example:**

© 2009 International Studies Association

**Notes:**

- Placed at the bottom of the title page and in range left

**ABSTRACT/SUMMARY**

**Example:**

This paper elaborates a model of problem representation first presented by Billings and Hermann (1998). The foreign policy process begins when decision-makers specify policy goals and identify relevant constraints in response to a perceived problem. Although this initial problem representation often sets the course for subsequent policy, unanticipated constraints can arise that catch decision makers off-guard.

**Notes:**

- No heading for "Abstract/Summary"
- Single paragraph – justified, indented (right and left margins)

**KEYWORDS**

**Example:**

**RECEIVED/REVISED/ACCEPTED DATES**

**Example:**

Not applicable

<b>LEVEL HEADINGS</b>
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**Examples:**

H1:

**Media and Public Attention as a Salient Constraint**

H2:

*Media and Public Attention to Foreign Affairs*

H3:

**Realism and the Great Debates**

**Notes:**

- **First-order heading**
  - Centered, boldface, title case
  - No Introduction heading
- **Second-order heading**
  - Centered, italicized, title case
- **Third-order heading**
  - Flush left, boldface, title case
- **Fourth-order heading**
  - Indented, italicized, lowercase paragraph heading ending with an em dash

<b>RUN-ON LISTS</b>
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**Example:**

are what will determine Turkey's accession to the EU. The utility-based arguments on Turkey's membership and the material costs and benefits for the future of Europe can be grouped as (i) its impact on European security; (ii) its impact on the EU institutions; and (iii) its impact on the EU budget and economy. However, there is a difference in terms of how the governments and the

**Notes:**

- Precede the list with a colon (where appropriate)
- Precede each item with lowercase Roman numbers in parenthesis
- Separate each item with a comma/semi-colon whichever is appropriate
- Precede the last item with "and"

- End the list with a full point

## DISPLAY LISTS

### **Example:**

to individual pedagogical approaches. Participants were provided with the following questions that captured the EEPA concepts in an accessible manner:

1. *What* teaching approaches have you used in your classroom? (Examples/Range of Applications)
2. *How* have you employed these teaching approaches? (Procedures)
3. *Why* have you been using these approaches? (Educational Objectives)
4. *How well* have these approaches used for teaching worked? (Assessment)
5. What advantages and challenges do you perceive for active teaching methods?

### **Notes:**

- **Numbered or Bulleted Lists without parentheses:**
  - Use “1.” or “•”
  - Para indent, line space above and below
  - No line space between
- **Numbered or Lettered List within parentheses:**
  - Use “(a) or (1)”
  - 2m indent, line space above and below
  - No line space between

## HYPOTHESIS

### **Example:**

**Hypothesis 2b:** *The relationship between the relative socioeconomic status of a region and civil conflict risk is u-shaped: The most relatively privileged and the most relatively deprived regions have higher conflict risks than the more equal regions.*

### **Notes:**

- Full justified, no indent
- Hypothesis heading in boldface
- Text are italicized
- Hypothesis—word flush left spell out, bf, followed by colon--**Hypothesis 1:** *ital text, turnovers flush left, line space above and below.*
- Proposition—same as hypothesis.
- Lemma—same as hypothesis.
- Corollary—same as hypothesis.
- Theorem—same as hypothesis.

- Assumption—same as above except no colon after word and number, “**Assumption 1**”
- Proof—word flush left, italic, followed by period. *Proof.* Run in to roman text. If second para., indent, ends with period followed by black proof box (box not set fl right). Line space above and below.
- Variables described in text—para. indent, unless first under 2 hd, ital, title case and lc, followed by em dash, roman text, ex: *Military Alliance*—coded 1 if the government...

## EQUATIONS

### Example:

$$C_E^J = (\partial J / \partial E)(E/J) \quad (1)$$

### Notes:

- Punctuate equations appropriately
- Variables in italics
- Multi-letter variables – “anything that qualifies a variable” – follow author
- Equation numbers flush right, indent equations by 1 em

## REFERENCE CITATIONS

### Example:

- (Hutchinson 2000)
- (Schmitz and Sikkink 2002)
- (Basch, Glick-Schiller, and Blanc 1994)
- three or more use “et al.” but include all names at first citation
- (2000:625)
- (Fredrick 2002, 2006)
- (Klein 2006:182, 201; 2007:177)
- (Kulka 1977:325-34; emphasis original; see also Lakos 1980)
- Moravcsik (1998: chapter 1) [outside spell out]

### Notes:

- Reference citations appearing within parentheses should be arranged chronologically
- More than one paper from the same author(s) are differentiated by the letters ‘a’, ‘b’, etc.
- For three or more authors, include all names at first citation but use “et al.” for subsequent citations

## REFERENCE LIST

### **Examples:**

#### **Journal**

BOYER, MARK A., PETER TRUMBORE, AND DAVID O. FRICHE. (2006) Teaching Theories of International Political Economy From the Pit: A Simple In-Class Simulation. *International Studies Perspectives* 7: 67–76.

#### **Books**

DOCHERTY, JAYNE SEMINARE. (2001) *Learning Lessons From Waco: When Parties Bring Their Gods to the Negotiation Table*. Syracuse: Syracuse University Press.

#### **Edited book**

HOLSTI, OLE R. (2000) Reflections on Teaching and Active Learning. In *The New International Studies Classroom*, edited by Jeffrey S. Lantis, Lynn M. Kuzma and John Boehrer. Boulder: Lynne Rienner.

ROCHON, THOMAN, AND DAVID MEYER, Eds. (1997). *Coalitions and Political Movements: the Lessons of the Nuclear Freeze*. Boulder, CO: Lynne Rienner.

#### **Proceedings**

MARUYAMA, MASAO. (1990) Economic Crisis in Japan's Foreign Policy: The 1973 Oil Crisis. Paper Presented at the annual meeting of the International Studies Association, Washington, DC, April 10–14.

#### **Others**

- Saad, Lydia. (June 14, 2000) Americans Agree that Mideast is Vital to U.S. Interests. Available at <http://www.gallup.com/poll/2821/Americans-Agree-Mideast-Vital-Important-To-US-Interests.aspx>. (Accessed April 15, 2008.)
- Senator Hagel (NE). (2002) United States Senate. Next Steps in U.S. Policy Towards Iran. 107th Cong., 2 sess. Washington: United States Government Printing Office, March 21.

- MARUYAMA, MASAO. (2003) *The Rise and Fall of the Submarine Threat: Threat Politics and Submarine Instructions in Sweden, 1980–2002*. Unpublished Doctoral Dissertation, Department of Government, Uppsala University.
- *European Convention on Transfrontier Television*. (1990) European Treaty Series No. 132. Strasbourg: Council of Europe.
- BUZGALIN, ALEXANDR. (2002) *Russia and America: A New Twist in the Confrontation?* Prism 8 (3): www.Jamestown.com.
- TALBROT, STROBE. (1999) *The New Europe and the New NATO*. Available at <http://www.mtholyoke.edu>. (Accessed February 15, 2005)
- UN DEVELOPMENT PROGRAMME. *Human Development Report 2003*. New York: Oxford University Press.
- BAKER, PETER. (1998) *Clinton Defends China Approach*. *Washington Post*, June 12: A1–A20.
- WORLD BANK. (2004) *World Development Indicators*. Washington: World Bank.

**Notes:**

- Unpublished data is not listed in the reference list; cite within the text, e.g., Smith and Jones, unpub. data or per. comm. (personal communication)
- Author names in caps/small caps style
- “and” before the last author name (in small caps)
- Article title in title case
- Caps after colon in article title
- Journal name in full, italics
- Year within brackets after authors
- Page range in full, i.e. 193–198 not 193–8
- For single page, list only one number, e.g., 102 not 102–102
- Retain issue numbers
- Do not include page numbers for articles in *edited* books; stet for journal articles
- Seasons capitalized
- **No et al in references, query to author for all author names**
- Book name: title case, italics
- Publisher names. Leave publisher names as they are unless they are inconsistent. Include state abbreviations only when there could be confusion or the city or publisher

is not well known. (In the cases of Lynne Rienner and Westview in Boulder, do not use CO. Also, Lynne Rienner sufficient on its own; no need to add "Publishers.")

- If the name of the State is given in the publisher's name (for example, University of Michigan Press), do not add the state to the location.
- Names of newspapers: Per Chicago, do not italicize or capitalize the name of a newspaper in the text. For example: the *New York Times*, and the *Washington Post*. NOT *The New York Times*.
- Abbreviations followed in the list

Chapter	chapter	Volume (as in Vol. 4)	Vol.
Edition	edition	Volumes (as in 4 vols.)	vols.
Revised edition	Revised edition	Number	No.
Second edition	2nd edition	Part	Pt.
Editor(s)	Ed. (Eds.)	Technical report	Tech. Rep.
Translator(s)	Trans	Supplement	Suppl.
No date	n.d.		
Page	p. (pp.)		

## FIGURE LEGENDS

**Example:**

### FIG 1. Course Curriculum Model Based on Concepts

**Notes:**

- Figure legend id in caps/small caps style
- Period after legend id
- Figure caption in title case, roman, centered under figure
- No period at the end of the caption
- Figure Notes: Figure notes in Sentence case, underneath Figure caption, left-justified, in parentheses. See example:

(Notes. There are a total of 185 observations for crawling peg/band regimes, but only 14 observations ended up with currency crises.)

## FIGURE CITATIONS IN TEXT

**Notes:**

- Figure 1, Figure 2, Figures 3 and 4
- Figures 2–5

## TABLES

### **Example:**

TABLE 2. Logit Analysis of Membership in the Congressional Taiwan Caucus, Republicans only

<i>Independent variable</i>	<i>Coefficient</i>	<i>z</i>
Left–right ideology	2.86***	2.79
Human Rights Caucus member	.75**	2.26
Defense industry in district	.70*	1.57
Defense contributions (% total)	–3.35	–1.06
% District population born in Taiwan	–85.57	–.98
% District population born Mainland	59.85	.81
International Relations Committee member	.57	1.22
Median district income (ln)	1.31*	1.63
District Exports to China (ln)	–.04	–.25
Term in office	.06	1.25
Member vote percentage in 2004	–.02*	–1.46
China caucus	.71**	1.79
Constant	–15.30**	–1.81

(Notes. Number of observations: 226; pseudo *R*-squared: .0965; \*\*\*significant at 99% level of confidence; \*\*significant at 95%; \*significant at 90%, one-tailed tests).

### **Notes:**

- Table legend id in caps/small caps style
- Period after legend id
- Table caption in title case, roman
- No period at the end of the caption
- Column headers in italics
- Initial caps for row headers

## TABLE NOTES

### **Notes:**

- Unlinked footnotes are allowed  
Notes should appear within parentheses and be in sentence case and left-justified. For example.

(Notes. CI, confidence interval; SE, standard error.)

\*, \*\*, \*\*\* also used for footnote links

## TABLE CITATIONS IN TEXT

### **Notes:**

Table 1, Tables 2 and 3, etc.

Also: Table 1.1, Tables 1.2 and 1.3, etc.

## APPENDICES

### **Example:**

### **Appendix 1: Variables Used for Quantitative Analysis**

*Image (P-1):* Speeches coded were taken from Whitehouse.gov and respective presidential library websites (Bush 2005a,b; Clinton 2005; Reagan 2005). Ultimately 1,406 speeches were coded. For a more complete description of the sampling process see Robison 2005. Coding performed by the *ProfilerPlus* program (see Young 2001 for a description), self references not included.

### **Notes:**

- Placed before references section
- “Appendix 1” heading in boldface
- Appendix follows after a colon in title case

## SUPPORTING INFORMATION

## **Supporting Information**

Additional Supporting Information may be found in the online version of this article:

**Figure S1.** Cell images in JPG format. The mitochondria can be clearly seen.

**Figure S2.** Photograph of apparatus used in this experiment in JPG format.

**Table S1.** Data set of trial one in Microsoft Excel format.

**Video Clip S1.** Clip of cells taking up dye molecules. The video clip is in Quicktime.

**Appendix S1.** Detailed methodology (Word document)

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### **Notes:**

- Standard text to be included above and below legends
- Citations – Figure S1, Table S1, Appendix S1 etc.