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- Physics
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- Psychology
- Sociology

# CAMBRIDGE JOURNALS ONLINE

Peer-reviewed and High-Impact Journals



Acta Numerica

**IF 8.455**

2019 JCR Ranking\*: 1/325  
Mathematics Category



Journal of Social  
Policy

**IF 2.592**

2019 JCR Ranking : 16/48  
Public Administration Category



Management and  
Organization Review

**IF 2.339**

2019 JCR Ranking : 121/226  
Management Category



Journal of Public  
Policy

**IF 1.750**

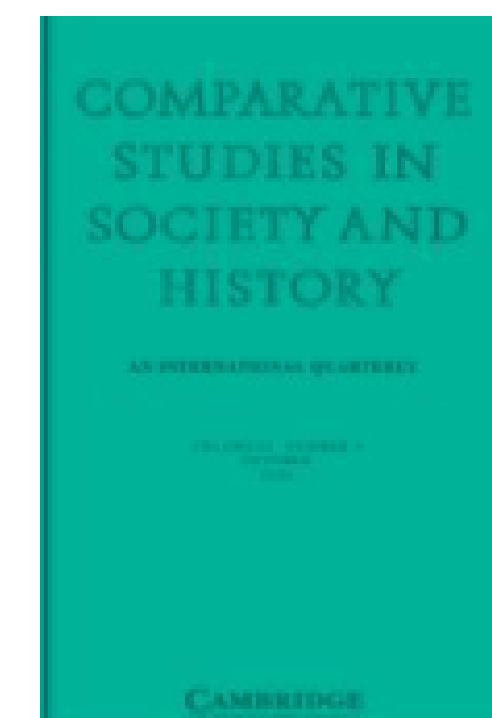
2019 JCR Ranking: 25/48  
Public Administration  
Category



Social Policy and  
Society

**IF 1.685**

2019 JCR Ranking: 9/44  
Public Social Work Category



Comparative Studies  
in Society and History

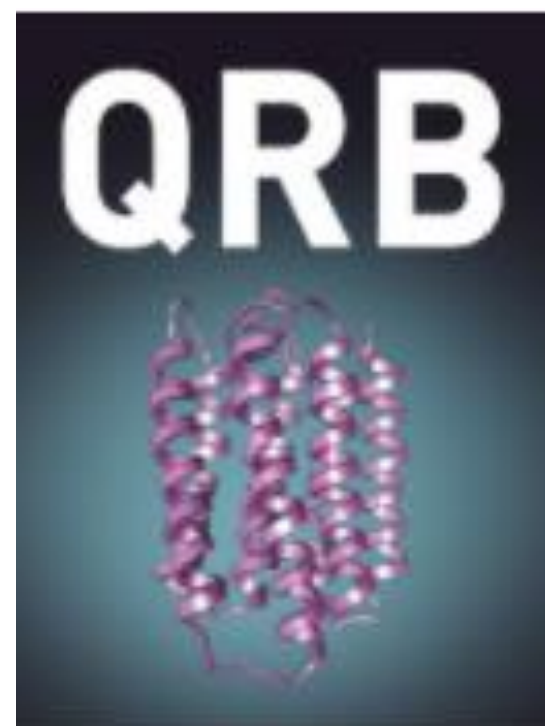
**IF 0.797**

2019 JCR Ranking: 55/91  
Anthropology Category

\*Journal Citation Reports 2019 (JCR) by Clarivate Analytics is a world-recognized journal citations source and monitors more than 11000 journals in 234 academic fields from 81 countries. 2019 issue was published in June of 2020.

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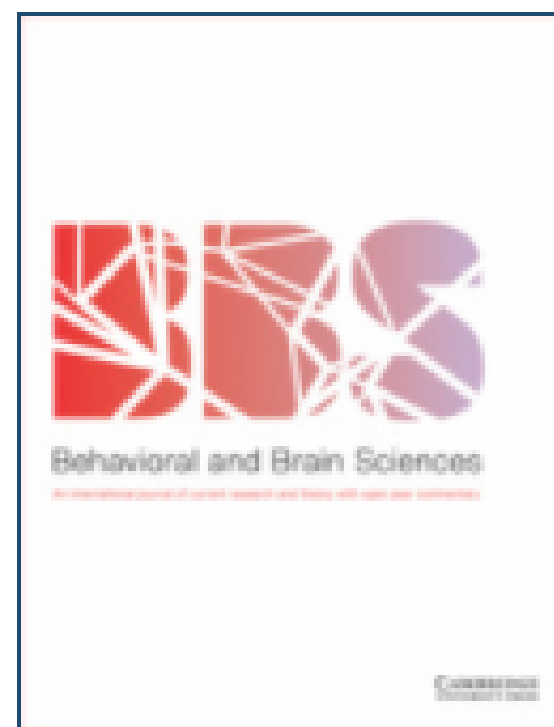
Peer-reviewed and High-Impact Journals



Quarterly Reviews of  
Biophysics

**IF 5.545**

2019 JCR Ranking: 7/71  
Biophysics Category



Behavioral and Brain  
Sciences

**IF 17.333**

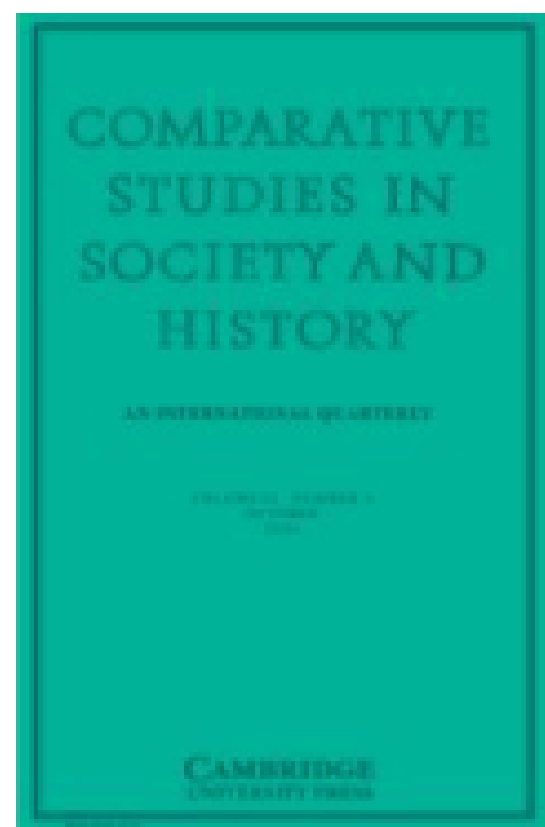
2019 JCR Ranking: 1/53  
Behavioral Sciences Category



International  
Organization

**IF 5.000**

2019 JCR Ranking: 2/181  
Political Science Category



Comparative Studies  
in Society & History

**IF 0.797**

2019 JCR Ranking: 12/100  
History Category



Development &  
Psychopathology

**IF 3.385**

2019 JCR Ranking: 13/77  
Psychology, Developmental  
Category



Journal of Economic  
History

**IF 1.532**

2019 JCR Ranking: 1/34  
History Of Social Sciences  
Category



# CAMBRIDGE JOURNALS ONLINE

## Homepage

Subjects

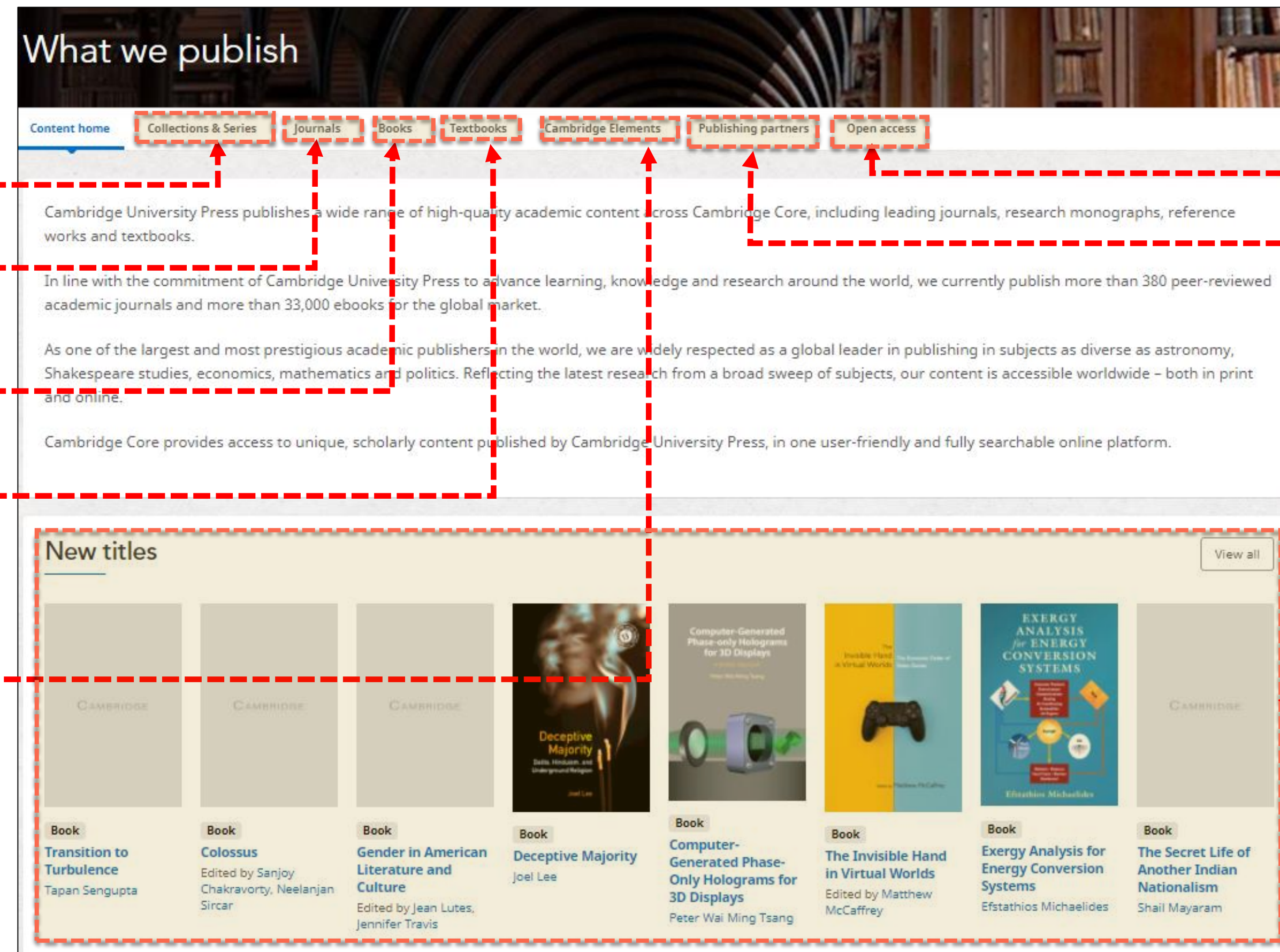
Editions published by  
Cambridge University Press

The screenshot shows the Cambridge University Press homepage. At the top, there is a navigation bar with the Cambridge University Press logo and several menu items: Academic, English Language Learning, Education, Bibles, Digital Products, About Us, and Careers. Below this is a secondary navigation bar with links for 'Browse subjects', 'What we publish', 'Services', and 'About Cambridge Core'. On the right side of this bar, there are links for 'Access provided by', 'My account', and 'Cart (0)'. The main content area features a large banner with the text 'Cambridge Core' and 'The home of academic content' over a background image of a petri dish with colorful cells. A search bar is positioned in the middle of the banner, containing the word 'digital'. A dropdown menu is open below the search bar, displaying search results under the heading 'Book title matches'. The results include 'Digital Authorship', 'Digital Innovations in European Archaeology', 'Digitally-Assisted Analog and Analog-Assisted Digital IC Design', 'Is Digital Different?', and 'Digital Consumers'. A link 'More matches available, keep typing to refine' is at the bottom of the dropdown. At the bottom of the page, there is a footer with links for 'Accessibility', 'Our blog', 'News', 'Contact and help', 'Cambridge Core legal notices', 'Feedback', and 'Sitemap'. On the right side of the footer, there are social media icons for Facebook, Twitter, LinkedIn, YouTube, and Instagram, along with the text 'Join us online'. The Cambridge University Press logo and copyright information '© Cambridge University Press 2020' are also present in the footer.



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## Homepage



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# CAMBRIDGE JOURNALS ONLINE

## List of Published Journals

Choose journal

Search and filter by subject and A/Z

Cambridge Journals

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### Journals

At Cambridge University Press, we currently publish more than 380 peer-reviewed academic journals covering subjects in the arts, humanities, life and physical sciences, technology and medicine.

**Please note:** As of 1 July 2020 we have resumed the printing of journals. Please visit [this page](#) for more information.

Search and filter All titles Art

- arq: Architectural Research Quarterly
- Art Libraries Journal**
- Renaissance Quarterly
  - Previous title: Renaissance News (1948 - 1966)
  - Previous title: Studies in the Renaissance (1954 - 1974)

Art Libraries Journal

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2020s (Vol 45)		Access	-
- 2020 - Volume 45		Access	
Issue 3	July 2020	pp. 83-124	
Issue 2	April 2020	pp. 45-82	
Issue 1 (Photo Archives)	January 2020	pp. 1-44	
2010s (Vol 35-44)	Archive content	Partial access	+
2000s (Vol 25-34)	Archive content		+
1990s (Vol 15-24)	Archive content		+
1980s (Vol 5-14)	Archive content		+
1970s (Vol 1-4)	Archive content		+

Art Libraries Journal volumes from 1973 to 2020.



# CAMBRIDGE JOURNALS ONLINE

## Volume Information

About journal

Refine listing

Article info

The screenshot displays the Cambridge Journals Online interface for the Art Libraries Journal. The page title is "Art Libraries Journal" and the current view is "Volume 45 Issue 3". The breadcrumb trail is "Home > Journals > Art Libraries Journal > Volume 45 Issue 3". The page includes a search bar, navigation links for "Journal home", "All issues", "Latest issue", and "Most cited", and buttons for "Submit your article" and "Information".

Annotations with red dashed arrows point to specific features:

- About journal:** Points to the navigation menu containing "Journal home", "All issues", "Latest issue", and "Most cited".
- Refine listing:** Points to the "Refine listing" sidebar on the left, which includes filters for "Access" (Only show content I have access to) and "Publication date" (Last 3, 6, 12 months, 3 years).
- Article info:** Points to the "Actions for selected content" sidebar, which includes buttons for "View selected items", "Save to my bookmarks", "Export citations", and "Download PDF (zip)".

The main content area shows the "Volume 45 - Issue 3 - July 2020" page, sorted by "Page/Article number: low to high". It lists several articles, including an "Editorial" by Michael Wirtz and a "Research Article" by Cait Peterson titled "'Inspiration' and how it is found: Exploring psychological and information behaviour theories".

# CAMBRIDGE JOURNALS ONLINE

## Brief Article Information

Title

**Syntactic development in early foreign language learning: Effects of L1 transfer, input, and individual factors**

Holger Hopp, Anja Steinlen, Christina Schelletter, Thorsten Piske

Journal: *Applied Psycholinguistics* / Volume 40 / Issue 5 / September 2019

Published online by Cambridge University Press: 23 July 2019, pp. 1241-1267

Print publication: September 2019

Abstract

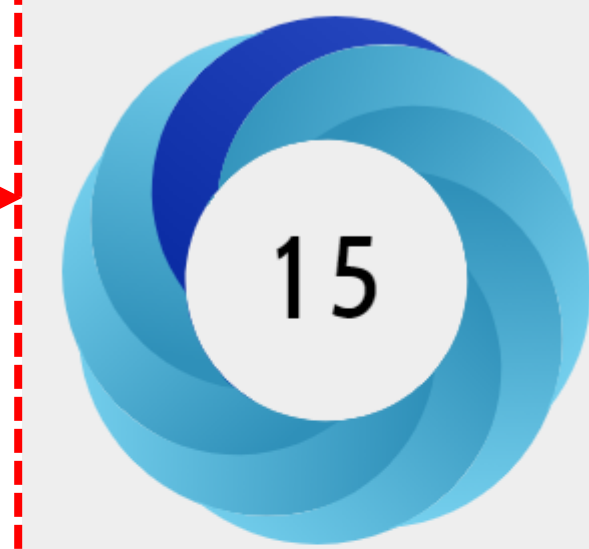
Article  Access PDF HTML [Export citation](#)

Hide abstract

This study explores parallels and differences in the comprehension of *wh*-questions and relative clauses between early foreign-language (FL) learners and monolingual children. We test for (a) effects of syntactic first-language (L1) transfer, (b) the impact of input on syntactic development, and (c) the impact of individual differences on early FL syntactic development. We compare the results to findings in child second language (L2) naturalistic acquisition and adult FL acquisition. Following work on adult FL acquisition, we carried out a picture-based interpretation task with 243 child FL learners in fourth grade at different regular, partial, and high-immersion schools in Germany plus 68 monolingual English children aged 5 to 8 years as controls. The child FL learners display a strong subject-first preference but do not appear to use the L1 syntax in comprehension. Input differences across different schools affect overall accuracy, with students at high-immersion FL schools catching up to monolingual performance within 4 years of learning. Finally, phonological awareness is implicated in both early FL learning and naturalistic child L2 development. These findings suggest that early FL development resembles child L2 acquisition in speed and effects of individual factors, yet is different from adult FL acquisition due to the absence of L1 transfer effects.



Syntactic develop  
Overview of attention for article published



About this Attention Score

In the top 25% of all research outputs scored by Altmetric

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- 1 Facebook page

Citations

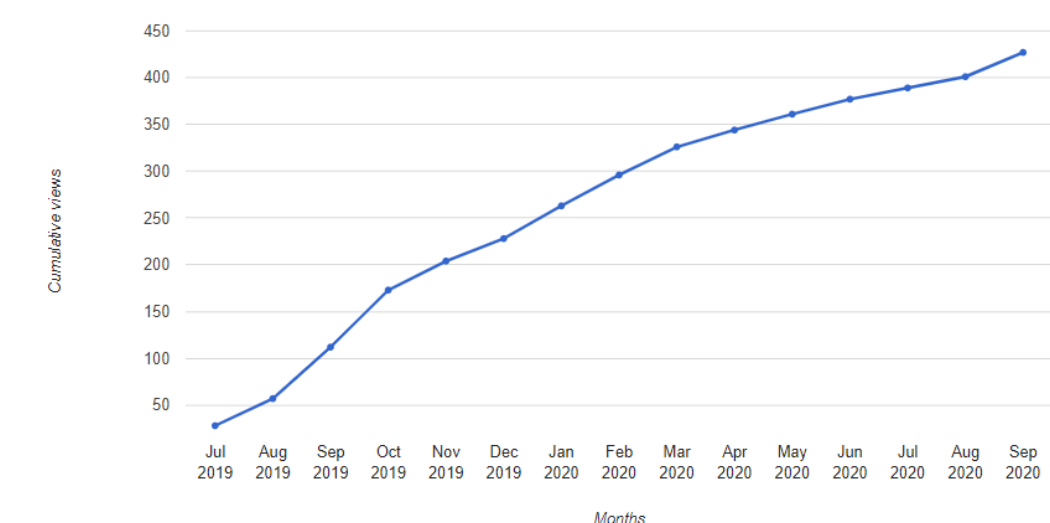
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Full text views

Total number of HTML views: 41 Total number of PDF views: 206



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## Full Article Information

The screenshot shows the article page for "Applied Psycholinguistics". Red dashed boxes and arrows on the left side of the image point to the following sections:

- Journal title:** Applied Psycholinguistics
- Masthead:** Volume 40, Issue 5 September 2019, pp. 1241-1267
- Article title, authors:** Syntactic development in early foreign language learning: Effects of L1 transfer, input, and individual factors; Holger Hopp, Anja Steinlen, Christina Schellert, and Thorsten Biske
- Abstract:** This study explores parallels and differences in the comprehension of wh-questions and relative clauses between early foreign-language (FL) learners and monolingual children. We test for (a) effects of syntactic first-language (L1) transfer, (b) the impact of input on syntactic development, and (c) the impact of individual differences on early FL syntactic development.
- View article, share, export citation:** View HTML, Share content, Export citation, Request permission
- References:** Adani, F. (2011). Rethinking the acquisition of relative clauses in Italian: Towards a grammatically based account. *Journal of Child Language*, 38, 141-165. CrossRef | OpenURL query | Google Scholar | PubMed

On the right side of the page, there are two sections highlighted with red dashed boxes and arrows:

- Keywords:** child foreign-language acquisition, individual differences, morphosyntax, transfer
- Related content:** Chapter: Relative clauses: transfer and universals; Article: FACTORS AFFECTING THE PROCESSING OF JAPANESE RELATIVE CLAUSES BY L2 LEARNERS; Article: Cross-linguistic influence in simultaneous Cantonese-English bilingual children's comprehension of relative clauses

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## Article View and Citation Download



### Syntactic development in early foreign language learning: Effects of L1 transfer, input, and individual factors

Information:

Access

Cited by Applied Psycholinguistics, Volume 40, Issue 5, September 2019, pp. 1241-1267

Holger Hopp<sup>(a1)</sup>  
Anja Steinlen<sup>(a2)</sup>  
Christina Schelletter<sup>(a3)</sup>  
Thorsten Piske<sup>(a4)</sup>

<sup>(a1)</sup> Technische Universität Braunschweig  
<sup>(a2)</sup> Friedrich-Alexander-Universität Erlangen-Nürnberg  
<sup>(a3)</sup> University of Hertfordshire  
<sup>(a4)</sup> Friedrich-Alexander-Universität Erlangen-Nürnberg

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DOI: <https://doi.org/10.1017/S0142716419000249>  
Published online by Cambridge University Press: 23 July 2019

#### Abstract

This study explores parallels and differences in the comprehension of *wh*-questions and relative clauses between early foreign-language (FL) learners and monolingual children. We test for (a) effects of syntactic first-language (L1) transfer, (b) the impact of input on syntactic development, and (c) the impact of individual differences on early FL syntactic development. We compare the results to findings in child second language (L2) naturalistic acquisition and adult FL acquisition. Following work on adult FL acquisition, we carried out a picture-based interpretation task with 243 child FL learners in fourth grade at different regular, partial, and high-immersion schools in Germany plus 68 monolingual English children aged 5 to 8 years as controls. The child FL learners display a strong subject-first preference but do not appear to use the L1 syntax in comprehension. Input differences across different schools affect overall accuracy, with students at high-immersion FL schools catching up to monolingual performance within 4 years of learning. Finally, phonological awareness is implicated in both early FL learning and naturalistic child L2 development. These findings suggest that early FL development resembles child L2 acquisition in speed and effects of individual factors, yet is different from adult FL acquisition due to the absence of L1 transfer effects.

In many countries, the start of instructed second language (L2) acquisition has been moved forward from the teens to the beginning of primary school in recent years. As a consequence, foreign-language (FL) learners typically are not late (i.e., postpubescent) learners of the L2 anymore; rather, learners start getting FL exposure between the ages of 5 and 8 years. To better understand the acquisition type and the developmental trajectory among early FL learners, this paper explores parallels and differences in FL syntactic development among first-language (L1) German child instructed FL learners of English who started learning English at age 6 in comparison with monolingual children. We also compare our results to findings from early naturalistic child L2 acquisition, on the one hand, and from adult FL acquisition, on the other.

Specifically, we explore similarities and differences between acquisition types in terms of (a) syntactic L1 transfer, (b) input

Applied Psycholinguistics (2019), 40, 1241–1267  
doi:10.1017/S0142716419000249

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ARTICLE

### Syntactic development in early foreign language learning: Effects of L1 transfer, input, and individual factors

Holger Hopp<sup>1\*</sup>, Anja Steinlen<sup>2</sup>, Christina Schelletter<sup>3</sup> and Thorsten Piske<sup>4</sup>

<sup>1</sup>Technische Universität Braunschweig, <sup>2</sup>Friedrich-Alexander-Universität Erlangen-Nürnberg, <sup>3</sup>University of Hertfordshire and <sup>4</sup>Friedrich-Alexander-Universität Erlangen-Nürnberg  
\*Corresponding author. E-mail: [h.hopp@tu-braunschweig.de](mailto:h.hopp@tu-braunschweig.de)

(Received 26 August 2018; revised 09 April 2019; accepted 16 April 2019)

#### ABSTRACT

This study explores parallels and differences in the comprehension of *wh*-questions and relative clauses between early foreign-language (FL) learners and monolingual children. We test for (a) effects of syntactic first-language (L1) transfer, (b) the impact of input on syntactic development, and (c) the impact of individual differences on early FL syntactic development. We compare the results to findings in child second language (L2) naturalistic acquisition and adult FL acquisition. Following work on adult FL acquisition, we carried out a picture-based interpretation task with 243 child FL learners in fourth grade at different regular, partial, and high-immersion schools in Germany plus 68 monolingual English children aged 5 to 8 years as controls. The child FL learners display a strong subject-first preference but do not appear to use the L1 syntax in comprehension. Input differences across different schools affect overall accuracy, with students at high-immersion FL schools catching up to monolingual performance within 4 years of learning. Finally, phonological awareness is implicated in both early FL learning and naturalistic child L2 development. These findings suggest that early FL development resembles child L2 acquisition in speed and effects of individual factors, yet is different from adult FL acquisition due to the absence of L1 transfer effects.

**Keywords:** child foreign-language acquisition; individual differences; morphosyntax; transfer

In many countries, the start of instructed second language (L2) acquisition has been moved forward from the teens to the beginning of primary school in recent years. As a

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Hopp, H., Steinlen, A., Schelletter, C., & Piske, T. (2019). Syntactic development in early foreign language learning: Effects of L1 transfer, input, and individual factors. *Applied Psycholinguistics*, 40(5), 1241-1267. doi:10.1017/S0142716419000249

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Home > Journals > Art Libraries Journal > Volume 45 Issue 2 > The Digital Cicognara Library: ... > Core reader English | Français

## The Digital Cicognara Library: transforming a 19th century resource for the digital age

**Information:**

- Access
- Art Libraries Journal, Volume 45, Issue 2
- April 2020, pp. 47-54
- Holly Hatheway <sup>(a1)</sup>
- Roger Lawson <sup>(a2)</sup>
- Charlotte Oertel <sup>(a3)</sup>

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**(a2)** Executive Librarian, National Gallery of Art Library, Washington, DC, USA Email: [r-lawson@nga.gov](mailto:r-lawson@nga.gov)

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DOI: <https://doi.org/10.1017/alj.2020.2>  
Published online by Cambridge University Press: 14 April 2020

**Abstract**

The Digital Cicognara Library is an international initiative to recreate in digital form the private book collection of Count Leopoldo Cicognara (1767-1834). His collection of five thousand early imprints comprises foundational literature of art and archaeology, and includes a diverse range of publications in all areas of the visual arts. Our partnership's 21st-century effort advances Cicognara's Enlightenment-era ideals by making digital copies of his library available through an open access web application, where they will be fully searchable from a centralized database as well as relevant subject research interfaces. The aggregated images and text offer a potentially transformative opportunity for the discipline of art history and allied disciplines. By offering a new interface for Cicognara's collection, the endeavour allows open access availability to nearly all of the key historical volumes, the illustrations within, and the searchable metadata. The Digital Cicognara Library offers a corpus that will allow scholars to ask and answer new questions in disciplines beyond art history and archaeology, and will offer scholars of early printed books a new access point to study both the individual volumes and their relationship to each other in an accessible digital collection.

**Introduction**

Established in 2015, *The Digital Cicognara Library* is an international collaborative project to recreate, in digital form, the renowned private book collection of Count Leopoldo Cicognara (1767-1834), a distinguished and highly influential Venetian art historian, critic, and bibliophile. Cicognara's legacy endures through the two-volume 1821 bibliography *Catalogo ragionato dei libri d'arte e d'antichità posseduti dal Conte Cicognara*, documenting his collection of approximately 5,000 titles covering art history and related subjects. This publication quickly became an essential tool for scholars of art and architectural history as well as ancient, Renaissance, and early modern cultural history. Three years after publishing his *Catalogo*, Cicognara sold his library to the Vatican, and since 1824 the original volumes have been housed in the *Biblioteca Apostolica Vaticana* (Vatican Library) forming the *Fondo Cicognara*. To this day, the *Catalogo* and the *Fondo* remain key scholarly resources for the literature of art history and allied subjects.

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## Search and Filter

Filter by relevance, title, publication date

Refine search by trying different search queries

Access to the content

Content type (article, chapter, book, journal, etc.)

Author

The screenshot shows a search results page for 'syntactic development' with 256,344 results. The page includes a left sidebar for refining the search and a main results area. Red dashed boxes and arrows highlight specific features:

- Sort by Relevance:** A dropdown menu in the top right corner of the results area, highlighted by a red dashed box and an arrow from the text 'Filter by relevance, title, publication date'.
- Refine search:** A search box in the sidebar containing 'syntactic development', highlighted by a red dashed box and an arrow from the text 'Refine search by trying different search queries'.
- Access:** A section in the sidebar with two radio buttons: 'Only show content I have access to (114541)' (checked) and 'Only show open access (5207)', highlighted by a red dashed box and an arrow from the text 'Access to the content'.
- Content type:** A section in the sidebar with radio buttons for 'Articles (155744)', 'Chapters (88709)', 'Books (11643)', 'Journals (120)', 'Elements (72)', and 'Series (56)', highlighted by a red dashed box and an arrow from the text 'Content type (article, chapter, book, journal, etc.)'.
- Author:** A search box in the sidebar containing 'e.g. John Smith', highlighted by a red dashed box and an arrow from the text 'Author'.

The main results area shows two search results:

- 11 - Syntactic development in Danish L2**  
By Anne Holmen  
Edited by Kenneth Hyltenstam, Ake Viberg  
Book: *Progression and Regression in Language*  
Published online: 06 July 2010  
Print publication: 27 January 1994, pp 267-288  
Chapter | Get access | Export citation  
View extract
- Variations in the recruitment of syntactic knowledge contribute to SES differences in syntactic development**  
KATHRYN A. LEECH, MEREDITH L. ROWE, YI TING HUANG  
Journal: *Journal of Child Language* / Volume 44 / Issue 4 / July 2017  
Published online by Cambridge University Press: 07 June 2016, pp. 995-1009  
Print publication: July 2017  
Article | Access | PDF | HTML | Export citation  
View abstract

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## Search and Filter

The screenshot shows the search and filter interface of Cambridge Journals Online. On the left is a sidebar with filter categories: Tags, Journals, Publishers, Societies, Series, and Collections. Each category has a list of items with checkboxes and counts. In the center is a filter panel with sections for Publication date, Time range, and Subject. On the right is a list of search results, each with a checkbox, title, author, journal information, and publication details. Red arrows and dashed boxes highlight the filter sections and their corresponding search results.

**Tags**

**Journals**

**Publishers**

**Societies**

**Series**

**Collections**

**Publication date:**

- Forthcoming (222)
- Last week (95)
- Last month (433)
- Last 3 months (1283)
- Last 6 months (6556)
- Last 12 months (10961)
- Last 3 years (25517)
- Over 3 years (230424)

**Time range**

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**Subject:** [Show more](#)

- Medicine (36429)
- Life Sciences (34861)
- History (33579)
- Engineering (29254)
- Physics and Astronomy (27876)
- Politics and International Relations (26355)
- Area Studies (25458)
- Earth and Environmental Sciences (18674)
- Mathematics (16517)
- Economics (15773)
- Psychiatry (15649)
- Law (15254)
- Chemistry (14373)

**2 - Semantic and syntactic development of pragmatic markers**  
Laurel J. Brinton, University of British Columbia, Vancouver  
Book: [The Comment Clause in English](#)  
Published online: 12 July 2009  
Print publication: 20 November 2008, pp 24-48  
[Chapter](#) [Get access](#) [Export citation](#)  
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**On the development of the expression of causativity: a syntactic hypothesis \***  
Rosa Attié Figueira  
Journal: [Journal of Child Language](#) / Volume 11 / [Issue 1](#) / February 1984  
Published online by Cambridge University Press: 26 September 2008, pp. 109-127  
Print publication: February 1984  
[Article](#) [Access](#) [PDF](#) [Export citation](#)  
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**Variations in the recruitment of syntactic knowledge contribute to SES differences in syntactic development\* - ERRATUM**  
KATHRYN A. LEECH, MEREDITH L. ROWE, YI TING HUANG  
Journal: [Journal of Child Language](#) , [First View](#)  
Published online by Cambridge University Press: 04 July 2016, p. 1  
[Article](#) [Access](#) [PDF](#) [HTML](#) [Export citation](#)

**8 - Syntactic change: the development and change of constructions**  
Joan Bybee, University of New Mexico  
Book: [Language Change](#)  
Published online: 28 May 2018  
Print publication: 28 May 2015, pp 161-187

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- [Cambridge Quarterly of Healthcare Ethics](#)
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- [Ecclesiastical Law Journal](#)
- [European Constitutional Law Review](#)
- [European Journal of Risk Regulation](#)
- [German Law Journal](#)
- [Global Constitutionalism](#)
- [Health Economics, Policy and Law](#)
- [ICSID Reports](#)
- [International Annals of Criminology](#)
- [International & Comparative Law Quarterly](#)
- [International Journal of Cultural Property](#)
- [International Journal of Law in Context](#)
- [International Journal of Legal Information](#)
- [International Law Reports](#)
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- [International Review of the Red Cross](#)
- [Israel Law Review](#)
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The *Journal of African Law* has been in existence for over 60 years and in that time has reflected changing trends in law and legal reform. The earlier focus on legal pluralism and customary law has evolved to include a focus on issues of international law in the African context, legal and institutional regional and sub-regional developments, post conflict resolution, constitutionalism, commercial law and environmental law. In recent years the Journal has published articles ranging from the Shariah debate in Nigeria, LGBT rights in Malawi, the new constitutional dispensation in Southern Sudan to case notes including on the rights of indigenous peoples under the African Charter on Human and Peoples' Rights. The Journal welcomes articles on all legal issues pertaining to the African continent in its entirety. It particularly invites articles that have a regional or sub-regional, comparative or cross-cutting dimension, and which focus on major challenges and developments across the continent. The *Journal of African Law* now also invites special issue or special section proposals on themes falling within its remit.

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Bookmark content you are interested in

The screenshot displays the Cambridge Journals Online interface. The main article page is for 'Inspiration' and how it is found: Exploring psychological and information behaviour theories by Cait Peterson. The article is from Volume 45, Issue 3, July 2020, pp. 85-89. The interface includes a search bar, navigation tabs for 'Article' and 'Metrics', and various sharing and citation options. A red dashed box highlights the 'Add bookmark' button in the top right corner, with a red circle and the number '1' next to it. Another red dashed box highlights the 'My bookmarks' sidebar on the right, with a red circle and the number '2' next to it. The sidebar shows a list of bookmarked items, including 'The Digital Cicognara Library: transforming a 19th century resource for the digital age' and 'Applied Psycholinguistics'. The sidebar also includes a dropdown menu for sorting by 'Recently bookmarked', a filter for content type (All bookmarks (2), Books (0), Elements (0), Chapters (0), Journals (1), Articles (1), Collections (0)), and buttons for 'Export citations' and 'Remove selected bookmarks'.

You can bookmark any type of content (books, journals, chapters, articles, collections)

# CAMBRIDGE JOURNALS ONLINE

Use alerts to receive updates

The screenshot displays the Cambridge Journals Online interface. The top navigation bar includes the 'Art Libraries Journal' title and the ARLIS logo. A search bar is present, and a notification bubble indicates an alert has been added. The main content area shows the article 'The Digital Cicognara Library: transforming a 19th century resource for the digital age' by Holly Hatheway, Roger Lawson, and Charlotte Oertel. The abstract and sharing options are visible. On the right, a 'Journal alerts' panel is highlighted with a red dashed box. This panel lists 'Applied Psycholinguistics' and 'Art Libraries Journal' with a dropdown menu for selecting alert frequency (Weekly, Daily, Monthly, Never) and a 'Remove' button for each. An 'Add alert' button is at the bottom left of the panel, and a 'Remove all alerts' button is at the bottom right. A red circle with the number '1' points to the notification bubble, and a red circle with the number '2' points to the 'Journal alerts' panel.

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Journal Title	Alert Frequency	Action
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