

**Teaching American Politics in Times of Uncertainty:  
Supplemental Resources with Annotated Bibliography**

| Resource  | Usage  | Student Learning Outcomes*             |
|---|--|--|
| Sources   |  |  |
| <a href="#">Our Common Purpose</a>  | Students analyze strategies for reinventing American democracy in scaffolded paper assignments.                        | Content 1, 2, 4; Skills 4; Value       |
| <a href="#">Packer's Four Americas</a><br>(behind a paywall)  | Students analyze the different perspectives of American culture and place themselves in the arguments.                 | Content 1, 2, 3; Skills 1, 3, 4; Value |
| <a href="#">Primary Sources</a> or <a href="#">Milestone Documents</a> (Declaration of Independence, U.S. Constitution, Federalist Paper, among others) | Students analyze primary documents to learn the content of American government.  | Content 1; Skills 3; Value             |
| Public-Facing Scholar Sources   |  |  |
| <a href="#">Monkey Cage</a>   | Political scientists' quantitative work is presented to a public audience (n.b. Monkey Cage stopped updating in 2022). | Content 1; Skills 1, 3, 5, 6.          |
| <a href="#">The Atlantic</a> (\$\$\$)   | Scholars' pieces are presented on a smaller scope.   | Content 1; Skills 1, 3, 5, 6.          |
| <a href="#">The Conversation</a>  | News written by experts for a public audience.   | Content 1; Skills 1, 3, 5, 6.          |
| <a href="#">Good Authority</a>  | Political scientists' work is presented to a public audience.  | Content 1; Skills 1, 3, 5, 6.          |
| <a href="#">Made By History</a>   | Scholars - mostly historians, some political scientists - contextualize current events.                                | Content 1; Skills 1, 3, 5, 6.          |
| Diagnostics   |  |  |
| <a href="#">Janda &amp; Goldman</a>   | Used for students to explore   | Skills 1, 4; Value                     |

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|   | their political identity.  |                                     |
| <a href="#">Four Quads</a>                      | Used for students to explore their political identity along a scatterplot mapping opinion on policy based on attitudes about community/individualism and hierarchy/equality. | Skills 1, 4; Value                  |
| <a href="#">Pew Diagnostic</a>                  | Used for students to explore their political identity along a linear spectrum aligning with American political parties.  | Skills 1, 4; Value                  |
| <a href="#">Political Identitree</a>            | Used for students to explore their political identity through political genealogical self-study, mapping social identities to political choices.                             | Skills 1, 4; Value                  |
| Dialogue  |  |                                     |
| <a href="#">Constructive Dialogue</a> (\$\$\$)  | Used for students to learn how to have a conversation with people who are politically different.   | Content 1; Skills 1, 2, 4, 6; Value |
| <a href="#">Unify America</a> (\$)              | Used for students to learn how to have a conversation with people who are politically different.   | Skills 1, 2, 4, 6; Value            |
| <a href="#">National Issues Forum</a>           | Used for students to learn how to discuss distinct policy approaches to ideological problems.  | Content 1; Skills 1, 2, 4, 6; Value |
| Indices and Data Sources                        |  |                                     |
| <a href="#">Economist Democracy Index Score</a> | Used for discussions about the health of democracy, comparative approach.  | Content 1; Skills 1, 3, 5.          |
| <a href="#">Brightline Watch</a>                | Used for discussions about the health of democracy, comparative approach.  | Content 1; Skills 1, 3, 5.          |
| <a href="#">Freedom House</a>                   | Used for discussions about the health of democracy,  | Content 1; Skills 1, 3, 5.          |

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|                                      | comparative approach.  |                            |
| <a href="#">Essential Elements</a>   | Used for discussions about the health of American democracy.   | Content 1; Skills 1, 3, 5. |
| <a href="#">VDem</a>                 | Used for discussions about the health of American democracy.   | Content 1; Skills 1, 3, 5. |
| <a href="#">Our World in Data</a>    | Used for discussions about the health of democracy, comparative approach.  | Content 1; Skills 1, 3, 5. |
| <a href="#">Fragile States Index</a> | Used for discussion about state fragility.   | Content 1; Skills 1, 3, 5. |
| <a href="#">Project Vote Smart</a>   | Used for finding information about elected officials' (President, congressmembers, etc.) so that students can research how well a representative aligns with their political party and ideology. | Skills 2, 3; Value.        |

- Student Learning Outcomes from the [APSA Presidential Task Force Report Rethinking Political Science Education](#).