

INSTRUCTOR'S GUIDE WITH LECTURE NOTES
TO ACCOMPANY

AMERICAN GOVERNMENT

SIXTH EDITION

JAMES Q. WILSON ★ JOHN J. DI IULIO, JR.

**Instructor's Guide with Lecture Notes
to Accompany**

**AMERICAN
GOVERNMENT**

INSTITUTIONS AND POLICIES

Sixth Edition

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and

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125 Spring Street
Lexington, MA 02173

Commissioned and developed for D. C. Heath and Company by P. S. Associates, Inc., Brookline, Massachusetts.

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Published simultaneously in Canada.

Printed in the United States of America.

International Standard Book Number: 0-669-35125-3

10 9 8 7 6 5 4 3 2 1

Introduction

The Sixth Edition of *American Government* by James Q. Wilson and John J. DiIulio, Jr., provides a thorough updating of material as well as new Critical Thinking features, a list of Key Terms with page references at the end of each chapter, and a new glossary providing definitions for the Key Terms in the text. Many chapters have been either rewritten or reorganized and several have entirely new sections. But in the end, continuity has been preserved.

This *Instructor's Guide* is designed to assist both in course preparation and in utilizing the text more fully. The essence of the *Instructor's Guide* is flexibility—allowing each instructor to decide how to use various teaching strategies and resources. Thus, more material is available than any teacher could incorporate in an introductory course.

The fundamental organization of the *Instructor's Guide* remains intact from the previous edition. However, the revision process devoted particular attention to the following features. First, the Lecture Outlines are somewhat expanded to supply a clearer presentation of the text's material. Second, about 40 percent of the Themes are new or rewritten. And third, new information has been included under each subsection of a chapter: Abstracts, Data and Perspectives for Analysis, and Discussion Questions. Because much of the earlier material has been retained, prior users of the *Instructor's Guide* will not experience difficulty in switching to the Sixth Edition.

Ways of Assigning the Text

Most American government instructors face either a semester (fifteen-week) or quarter (ten-week) schedule. Regardless of your particular time constraints, you should give each student a clear idea of your class objectives and goals, a schedule of reading assignments, possible outside research assignments, methods of evaluation (types of tests, frequency, respective weighting, etc.), and so forth. A good course syllabus should cover these important considerations. The American Political Science Association is conducting a project on exemplary course syllabi. Information on the project can be obtained by writing to: P. S. Course Syllabi Project, APSA, 1527 New Hampshire Ave. NW, Washington, D.C. 20036.

In addition, the first day of class might be spent in telling the class what your teaching philosophy and methodology is, whether you favor lectures primarily or a variety of teaching techniques, your policy on absences (this is usually incorporated on your course syllabus), availability of outside assistance and office hours, and so forth. Some instructors also try to introduce the theme of the importance of American politics to the lives of students through a number of relevant, contemporary examples. A “precourse” inventory of political questions probing the extent of student knowledge of American government can be illuminating, especially because it can tell the professor where to pitch the instructional level. Finally, some attention might be paid to the text's approach and structure.

The following represent two “schedules” for teaching American government—ten and fifteen weeks. Each schedule contains periodic Part Examinations, a Midterm Examination, and a Final Examination so that students can have multiple opportunities to test their knowl-

edge of content and concepts. Of course, instructors will vary in their preferences. Note that for some weeks (or for two consecutive weeks) both a Part Examination and a Midterm or Final Examination is indicated. These are presented as alternatives—you can choose either the shorter exam covering a single part of the text (Part Examination) or the longer exam covering approximately half of the text (Midterm or Final Examination). In addition, a “mid-course evaluation” is built into each schedule, so that the instructor can receive feedback from the class, resulting (in time) in possible instructional or substantive modifications.

Schedule 1: Fifteen Weeks (Three 45–60-minute classes per week)

NOTE: A fifteen-week course generally provides more time for student projects and for exploring institutions, personalities, etc., of American government than is possible in a ten-week course. Therefore, in the following syllabus, various student reports and activities have been suggested and possible outside speakers have been proposed. Again, each instructor's configuration will depend on individual preference and institutional variables. Naturally, an instructor who is on the quarter system can adopt some of the elements of the following semester syllabus.

Week	Coverage	Assignment
1	Introductory comments; course syllabus and administrative issues, including testing and grading. Stress key definitions in these early chapters and encourage students to think about political life. A precourse quiz on students' knowledge of government and politics may be administered. Outside readings on American politics might also be assigned for later classroom discussion or reports. Choose appropriate lecture themes and resources from Chapters 1 and 2 of the <i>Instructor's Guide</i> .	Chapters 1, 2: <i>The Study of American Government</i> <i>The Constitution</i>
2	Cover Chapters 3–4 with themes and resources from the <i>Instructor's Guide</i> . A few students' reports based on assignments in Week #1 might be presented to the class. PART EXAMINATION I (Chapters 1–4).	Chapters 3, 4: <i>Federalism</i> <i>American Political Culture</i>
3	Cover chapters 5–6 with appropriate themes and resources from the <i>Instructor's Guide</i> . Discuss exam results.	Chapters 5, 6: <i>Public Opinion</i> <i>Political Participation</i>
4	Cover Chapters 7–8 using themes and resources from the <i>Instructors Guide</i> . If time permits, invite a local party official to speak to the class for special insights.	Chapters 7, 8: <i>Political Parties</i> <i>Elections and Campaigns</i>
5	Cover Chapter 9 only. Use interest-group simulation, student reports on lobbying activities, and videotapes and films listed in the <i>Instructor's Guide</i> . This week can also be used to review key themes encountered in the course thus far.	Chapter 9: <i>Interest Groups</i>
6	Cover Chapters 10–11 with selected <i>Instructor's Guide</i> resources such as a congressional simulation, film, or videotape. Student reports on how media influence elections, present news, and impact on public opinion could be used. These activities could extend into Week #7. PART EXAMINATION II (Chapters 5–10). Discuss exam results.	Chapters 10, 11: <i>The Media</i> <i>Congress</i>

<i>Week</i>	<i>Coverage</i>	<i>Assignment</i>
7	Possible “spill-over” from Week #6. Cover Chapter 12 in depth and present appropriate <i>Instructor’s Guide</i> films or videotapes and suggested resources and lectures. MIDTERM EXAMINATION (Chapters 1–10). Discuss exam results. Schedule midterm class evaluation and gauge student reactions so far.	Chapter 12: <i>The Presidency</i>
8	Cover Chapters 13–14 using appropriate <i>Instructor’s Guide</i> resources. PART EXAMINATION III (Chapters 11–14). This exam also could be given in Week #9.	Chapters 13, 14: <i>The Bureaucracy</i> <i>The Judiciary</i>
9	Return and review exam results. Take this week to bring in contemporary issues in American government that reflect upon previous text chapters.	Instructor’s discretion
10	Cover Chapters 15–16 with <i>Instructor’s Guide</i> resources as appropriate.	Chapters 15, 16: <i>The Policy-Making Process</i> <i>Economic Policy</i>
11	Cover Chapters 17–18 with appropriate <i>Instructor’s Guide</i> resources. Ask students to prepare position papers (individually or in groups) on possible political “solutions” to a policy problem facing American government, to be presented in class in Week #11 or 12.	Chapters 17, 18: <i>Social Welfare</i> <i>Civil Liberties</i>
12	Devote this week to Chapter 19 and use <i>Instructor’s Guide</i> resources, such as a film on civil rights. Students can report on their “position papers” from Week #11. Ask two teams of students to research the “guns vs. butter” issue vis-a-vis defense spending for following week.	Chapter 19: <i>Civil Rights</i>
13	Cover Chapters 20–22 with relevant resources in the <i>Instructor’s Guide</i> . PART EXAMINATION IV (Chapters 15–22).	Chapters 20, 21, 22: <i>Foreign Policy</i> <i>Military Policy</i> <i>Environmental Policy</i>
14	Cover Chapters 23–24 with <i>Instructor’s Guide</i> resources. Return and review exams. Debate “guns vs. butter” issue in class.	Chapters 23, 24: <i>Who Governs?</i> <i>To What Ends?</i>
15	Cover Chapter 25 with appropriate <i>Instructor’s Guide</i> resources. PART EXAM V (Chapters 23–25). Wrap-up of entire course. Review for Final Exam. FINAL EXAM (Chapters 11–25).	Chapter 25: <i>State and Local Government</i>

Schedule 2: Ten Weeks (Four or five 45-minute sessions per week)

Week	Coverage	Assignment
1	Introductory comments; course syllabus and administrative issues, including testing and grading; stress key definitions in these early chapters and encourage students to think about political life; select appropriate lecture themes in the <i>Instructor's Guide</i> .	Chapters 1, 2, 3: <i>The Study of American Government</i> <i>The Constitution</i> <i>Federalism</i>
2	Reading can be accelerated; move into Part II, covering Chapters 4–6 with themes and resources from the <i>Instructor's Guide</i> . PART EXAMINATION I (Chapters 1–4). Discuss exam results.	Chapters 4, 5, 6: <i>American Political Culture</i> <i>Public Opinion</i> <i>Political Participation</i>
3	Cover Chapters 7–10, using <i>Instructor's Guide</i> themes and resources. PART EXAMINATION II (Chapters 5–10). Discuss exam results.	Chapters 7, 8, 9, 10: <i>Political Parties</i> <i>Elections and Campaigns</i> <i>Interest Groups</i> <i>The Media</i>
4	Cover Chapters 11–12 with appropriate <i>Instructor's Guide</i> resources. MIDTERM EXAMINATION (Chapters 1–10). Go over exam results in class; schedule midterm class evaluation; gauge students' reactions so far.	Chapters 11, 12: <i>Congress</i> <i>The Presidency</i>
5	Cover Chapters 13–14 with selected <i>Instructor's Guide</i> resources. Use lighter week to involve students in discussion of contemporary political issues.	Chapters 13, 14: <i>The Bureaucracy</i> <i>The Judiciary</i>
6	Cover Chapters 15–17 with appropriate <i>Instructor's Guide</i> resources. PART EXAMINATION III (Chapters 11–14). Discuss exam results.	Chapters 15, 16, 17: <i>The Policy-Making Process</i> <i>Economic Policy</i> <i>Social Welfare</i>
7	Cover Chapters 18–20 with selected themes and resources from the <i>Instructor's Guide</i> .	Chapters 18, 19, 20: <i>Civil Liberties</i> <i>Civil Rights</i> <i>Foreign Policy</i>
8	Cover Chapters 21–22 with appropriate <i>Instructor's Guide</i> themes. PART EXAMINATION IV (Chapters 15–22). Discuss exam results.	Chapters 21, 22: <i>Military Policy</i> <i>Environmental Policy</i>
9	Cover Chapters 23–25; review for Final Exam or administer PART EXAMINATION V (Chapters 23–25).	Chapters 23, 24: <i>Who Governs?</i> <i>To What Ends?</i> <i>State and Local Government</i>
10	Review key themes of the course, i.e., a week of reflection and synthesis; schedule student reports, employ a capstone simulation or some other teaching summary device. FINAL EXAMINATION (Chapters 11–25).	Instructor's discretion

Structuring the Course

Resources and References in American Government, beginning on page xv, is a comprehensive bibliography containing a wealth of background information relevant to setting up and teaching a course in American government, including numerous supplements and resources that might be assigned along with the text. Contained in this section are references and sourcebooks, some with annotation, on teaching American government; books covering history, theory, and additional background materials; introductory government readers; sources of reprints; and compendia of games and simulations in the government field. The function of this section is to provide alternatives: from the many teaching approaches and ideas offered, you choose those that fit your style and interests. Although these lists are not all-inclusive, they should serve as a good starting point for organizing your course or as a supplement to your existing compilation of resources. Note that these materials are general in nature and are not tied to specific chapters.

Using Films and Videotapes in American Government

The Film and Video Guide, beginning on page xxi, provides suggestions for films to be used in conjunction with *American Government*, Sixth Edition. It includes general information about using films in government courses, as well as sources of pertinent films and a chapter-by-chapter listing of films that might be used with each chapter of the text. The annotations for these films include both the film distributor and the length of the film. Recent video presentations relevant to chapters in the text are also listed.

Using Chapter Resources with *American Government*, Sixth Edition

Beginning on page 1 of the *Instructor's Guide*, a variety of chapter-related summaries, outlines, lecture topics, projects and activities, book and article abstracts, and other resource items have been supplied for each chapter of the text. The components of each chapter are as follows.

Overview and Objectives. This section provides both a brief overview of the chapter and a list of specific learning objectives for the student reading the chapter. The objectives (which, along with the overview and chapter outline, also appear in the *Student Handbook*) constitute what the authors believe to be the key topics for students to master. They are phrased in the form "Describe . . .," "Explain . . .," "Give an example of . . .," and so forth, thus encouraging students to develop their own abilities to summarize and apply what they have read.

Lecture Outline with Keyed-in Resources. This section contains a detailed outline of the text chapter, along with (1) references (in parentheses next to relevant outline entries) to lecture topics found in the *Instructor's Guide* that supplement or illustrate the topics covered in the text chapter, and (2) lecture inserts that expand on information in the text. The purpose of this section is to familiarize you with what is in the text and to suggest ways to elaborate on the text's treatment of certain key themes. The lecture outline has been created in the expectation that instructors will adapt it to suit their individual interests and perspectives, the amount of time available for teaching a given chapter, and the amount of supplementation desired. The outline covers more text material than you would probably want to cover in a single lecture. It is up to you, therefore, to decide what to omit. We suggest that you choose those themes that appeal to you most and then supplement them with ideas that reflect your own research, teaching style, and personal experiences.

Important Terms. This is a handy list of glossary items discussed in the chapter, with definitions. Those terms that are also listed at the end of each chapter of the text to help the student are marked with an asterisk (*).

Themes. The actual resource materials chosen for each chapter are organized around two or more general themes or topics (such as “Federal versus Unitary Systems”). Many of these themes correspond directly to a single major heading within a text chapter. Others cut across several headings in the chapter, helping the instructor to present broad relationships among major chapter topics. All themes contain a Summary and several Discussion Questions. Many include a book or article Abstract, a section of Data and Perspectives for Analysis, and Additional Lecture Topics focused on the theme. This thematic organization in each chapter of the *Instructor’s Guide* helps address the questions “What’s really important in the chapter? What should students come out of the chapter knowing?” The resources that follow then provide the necessary background for one or more lectures based on one of these central themes.

Summary. The summaries function in two ways: They *describe* what is in the text, and they *elaborate* on what is in the text. Although some of the descriptive information contained in the lecture outline is repeated in the summary, considerably more attention is given here to the theories and history behind political processes than you may want to cover in the lecture.

Discussion Questions. These are designed to be addressed to students in lecture or in small discussion groups. Discussion questions that accompany each theme include some fairly straightforward questions that merely require students to repeat what is in the text, as well as some broader, more demanding questions that can be used as the basis for an extended discussion or debate and that are intended to provoke student involvement. There are plenty of questions to choose from; you will want to select those that seem most appropriate to the level and interests of your class.

Data and Perspectives for Analysis. Here students are given the opportunity to analyze data, events, and theoretical perspectives drawn from the political arena and to follow through on simple projects that are focused on the chapter theme. Some of the research data (tables, graphs, and the like) are meant to be copied and distributed in class. Other exercises involve presenting scenarios or reading brief passages that call for assessment and interpretation by students. Most of the Data and Perspectives ideas call for some planning by the instructor.

Abstracts. Many chapter themes offer a synopsis of an article or book relevant to the theme. Sources of abstracts have been chosen for timeliness, interest, and appropriateness to the chapter and to the particular theme. Sufficient information has been provided in each abstract to allow you to use it as the basis for part of a lecture or discussion without having to go back to the original article or book, though you may find it desirable to spend some time with the resource if you plan to make it a major part of your presentation. Questions for Discussion follow all abstracts.

Additional Lecture Topics. Many themes also include a supplementary list of lecture ideas that might be expanded into part or all of a class presentation. A list of references is given for each suggested topic.

The Test Item File

A separate *Test Item File* of about 4,800 true/false, multiple-choice, and essay questions is available to users of *American Government*, Sixth Edition. (If you have not received your copy of the *Test Item File*, call the College Sales Division at 800-235-3565 or your local Heath sales representative.) A list of chapter topics (major chapter headings) and of questions pertaining to them appears on the first page of each *Test Item File* chapter. Within the chapter, questions are identified in the margin as either Factual or Conceptual, to assist you in making selections of items. In addition, text page references for all item answers are given in the marginal answer key. Quizzes and examinations can be constructed from the *Test Item File* or with D. C. Heath’s computerized testing program. This program provides access to all questions in the *Test Item File* and allows instructors to tailor tests for their own classes. Instructors may also use the software to delete, add, or even change questions, as well as to print an answer key with page references for each question.

In addition to the *Instructor's Guide* and the *Test Item File*, a *Student Handbook* is available for purchase by students. This comprehensive workbook contains both summary and self-test materials designed to help students master factual information contained in the text, and a variety of applied exercises that test the students' ability to work with this factual information. Included in the *Student Handbook* are three major sections: "Reviewing the Chapter"—study objectives, chapter outline, key terms, list of possible misconceptions students may have, and a set of exercises based on text data; "Practicing for Exams"—a three-part exam offering true/false, multiple-choice, and essay questions; and "Applying What You Have Learned"—a detailed, interesting study activity that requires the student to gather, analyze, and interpret data. Also included in the *Student Handbook* are "Classic Statements" at the end of each part. These primary-source documents (by such authors as Weber and Tocqueville) are followed by discussion questions and give students historical perspective on the information and concepts presented in the part. A Practice Midterm Exam and a Practice Final Exam are also provided. The questions on these exams are selected from the True/False and Multiple Choice questions in the *Student Handbook*. Finally, answers are provided at the back of the *Student Handbook* along with text page references. We strongly recommend that you bring the *Student Handbook* to the attention of your class at the beginning of the term, even if you do not plan to make it a required part of the course.

Other Supplements

Video Study Guide (39124-7)

This new, one-of-a-kind aid allows students to review the main points of the text and to view relevant video footage that brings these points to life. Twenty units of approximately 6 minutes each provide a study and review resource both lively and convenient.

Transparencies (35127-X)

This package includes approximately fifty riveting, four-color transparencies, graphically illustrating key points and statistical data in the text.

Heath Guest Lectures in American Government series

The Supreme Court: Where Has it Been and Where is it Going?
William Lasser, Clemson University (35301-9)

Mexican-American Politics

Peter Skerry, University of California, Los Angeles (35302-7)

Showcasing the expertise of some of the leading scholars in political science, the *Guest Lectures* conveniently supplement classroom lectures and provide provocative insights on timely subjects.

Computerized Testing for MS-DOS, Macintosh, and Apple computers

Media Policy

D. C. Heath will offer to adopters of *American Government*, Sixth Edition, a variety of media supplements for classroom use. Choices include hands-on software simulating city management, political redistricting, passing legislation, the judicial process, polling, and political campaigning as well as a multitude of videos that are both current and popular.

Free with Every Student Copy:

Studying American Government: A Vade Mecum (28255-3)

Kenneth M. Holland

Memphis State University

Designed for the beginning student, this helpful guide to doing college-level work in political science covers reading and study strategies, library research, and writing assignments and is included free with every copy of the text ordered from D. C. Heath.

American Government, Interactive Edition

A Pathbreaking CD-ROM Resource

American Government, Sixth Edition, is also available in a CD ROM–based interactive edition, giving learners an integrated set of tools and resources for studying American politics.

The interactive edition of *American Government*, Sixth Edition, comprises the complete text of the book, including all the new Critical Thinking boxes; illustrations from the book as well as from other sources; video footage of campaign commercials, debates, and contemporary and historical events; on-screen video commentaries by James Q. Wilson and John Dilulio, authors of the *American Government* text; and self-tests including multiple-choice and true-false questions. Other features include suggested readings; glossary definitions of key terms; a customizable, on-line notebook; a Stick-on Notes feature; an index; primary sources; and a Feature Index that enables students to browse quickly the special media resources and boxed text features. The *Interactive Instructor's Edition*, available free to adopters, also offers a presentation tool for creating and saving lecture slideshows.

The interactive edition of *American Government* benefits students in all phases of the survey course. While reading a chapter, they can consult a glossary and index, access audio and video as well as supplementary text and graphics, write notes or annotate the text, and read relevant primary sources. After studying the chapter, learners can take a self-test and receive suggestions for further study. The *Instructor's Edition* makes all of these tools available to instructors and also allows them to arrange the full-screen graphics and illustrations into slideshows tailored to their lectures. In short, the interactive edition of *American Government* adds exciting new dimensions to the study of American politics for students and instructors.

Resources and References in American Government*

General References/Teaching American Government

The following sources contain a wide range of information on teaching ideas, philosophies, and approaches to teaching American government. They are also important sources of articles and book reviews.

The American Political Science Review. The profession's leading journal. Regional journals that are associated with the American Political Science Association include

- a. *The Journal of Politics*. Subscriptions include membership in the Southern Political Science Association. Editor, Department of Political Science, Texas A & M University, College Station, TX 77843.
- b. *American Journal of Political Science*. Subscriptions include membership in Midwest Political Science Association. 6525 N. Sheridan Rd. Chicago, IL 60626.
- c. *Political Research Quarterly* (formerly *Western Political Quarterly*). Subscriptions include membership in the Western Political Science Association. Editor, Department of Political Science, University of Colorado, Boulder, CO 80309.
- d. *Polity*. Subscriptions include membership in the New England Political Science Association. Editor, Thompson Hall, University of Massachusetts, Amherst, MA 01002.
- e. *Social Science Quarterly*. The journal of the Southwestern Political Science Association and the Southwestern Social Science Association. Subscriptions include membership. Editor, University of Houston, Houston, TX 77204.

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- Perspective*. Published eight times a year by Heldref Publications, 4000 Albemarle Street, Washington, DC 20016. Editor, Jerome J. Hanus, School of Government, American University, Washington, DC 20016. A monthly review of new books on government, politics, and international affairs.
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- The Political Science Teacher (Formerly DEA News: For Teachers of Political Science)*. Published by the American Political Science Association, 1527 New Hampshire Ave., NW, Washington, DC 20036. A quarterly that is distributed to all association members and focuses on instructional techniques and materials.
- Political Science Thesaurus*. Xerox University Microfilms, 300 North Zeeb Road, Ann Arbor, MI 48106. A major reference tool in political science. This volume represents a terminology-control device for a computer-based information-retrieval service.
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- Sherrill, Robert. *Why They Call It Politics*, 5th ed. New York: Harcourt-Brace, 1990.
- Shively, W. Philips. *Power and Choice: Introduction to Politics*, 2nd ed. New York: Random House, 1991.
- Spanier, John W. *American Foreign Policy Since WW II*, 12th ed. Washington, DC: Congressional Quarterly Press, 1990.
- Strauss, Leo, and Joseph Cropsey, (eds.). *History of Political Philosophy*, 3rd ed. Chicago: University of Chicago Press, 1987.
- Tinder, Glenn. *Political Thinking—The Perennial Questions*, 4th ed. Boston: Little, Brown, 1986.
- White, Morton. *Philosophy, the Federalist and the Constitution*. New York: Oxford Press, 1987.
- Wittkopf, E. R., and C. Kegley. *American Foreign Policy—Pattern and Process*, 3rd ed. New York: St. Martin's Press, 1987.

Readers

There are many good readers in political science. The choice depends largely on the area of interest of the instructor. A representative sampling of relevant readers follows.

- Annual Editions, *Readings in American Government*. This volume is published annually by The Dushkin Publishing Group of Guilford, Connecticut.
- Bressler, Robert, J., ed. *Contemporary Controversies: An American Government Reader*. New York: HarperCollins, 1993.

- Bryan, Frank (ed.). *Readings in American Government*. St. Paul, MN: West, 1991.
- Cigler, Allan, and Burdett Loomis. *American Politics: Classic and Contemporary Readings*. Boston: Houghton-Mifflin, 1989.
- Davidson, Roger H., and Walter J. Oleszek, (eds.). *Governing: Readings and Cases in American Politics*, 2nd ed. Washington, DC: Congressional Quarterly Press, 1991.
- DiClerico, R., and A. Hammock eds. *Points of View: Readings in American Government*, 5th ed., New York: Random House, 1992.
- Dodd, Lawrence C., and Calvin Jillson, eds. *New Perspectives on American Politics*. Washington, DC: Congressional Quarterly Press, 1993.
- Glover, William F., and Joseph G. Peshek, eds. *Voices of Dissent: Critical Readings in American Politics*. New York: HarperCollins, 1993.
- Harmel, Robert, ed. *American Government—Readings on Continuity and Change*. New York: St. Martin's Press, 1988.
- Harris, Fred R., ed. *Readings on the Body Politic*. Glenview, IL: Scott, Foresman/Little, Brown, 1987.
- Krieger, Joel, ed. *The Oxford Companion to Politics of the World*. New York: Oxford University Press, 1993.
- Krislov, Samuel, and Raymond Lee, eds. *The Clash of Issues: Readings and Problems in American Government*, 9th ed. Englewood Cliffs, NJ: Prentice Hall, 1989.
- Levine, Herbert M., ed. *Point-Counterpoint: Readings in American Government*, 3rd ed. New York: St. Martin's Press, 1994.
- . *Political Issues Debated*, 3rd ed. Englewood Cliffs, NJ: Prentice Hall, 1990.
- McKenna, George, and S. Feingold eds. *Taking Sides*, 7th ed. Guilford, CT: Dushkin, 1991.
- Milkis, Sidney M., and Richard A. Harris, eds. *Remaking American Politics*. Boulder, CO: Westview, 1988.
- Murphy, Bruce Allen. *Portraits of American Politics: A Reader*, 2nd ed. Boston: Houghton-Mifflin, 1994.
- Nelson, Michael, ed. *The Presidency and the Political System*, 3rd ed. Washington, DC: Congressional Quarterly Press, 1990.
- Nivola, Pietro S., and David H. Rosenbloom, eds. *Classic Readings in American Politics*, 2nd ed. New York: St. Martin's Press, 1990.
- Opposing Viewpoints—Sources*, 1987–1988. St. Paul, MN: Greenhaven Press, Inc.
- Reichley, James A. ed. *Elections—American Style*. Washington, DC: Brookings, 1987.
- Serow, Ann G. et al., eds. *The American Polity Reader*, 2nd ed. New York: W. W. Norton, 1993.
- Woll, P., ed. *American Government: Readings and Cases*, 11th ed. Boston: Little, Brown, 1993.
- . *Behind the Scenes in American Government: Personalities and Politics*, 8th ed. Glenview, IL: Scott, Foresman/Little, Brown, 1991.

Reprints

1. Bobbs-Merrill Reprints in the Social Sciences
4300 West 62nd Street
Indianapolis, IN 46206
2. Eno River Press, American Politics I and II
Box 4900, Duke Station
Durham, NC 27706-4900

Selected Reading Lists

3. Ginn Press
160 Gould Street
Needham, MA 02194
Phone: 617-455-7000

Simulations and Games

- Alper, David. "Teaching the Federalist Papers by Simulating a Constitutional Convention," *The Political Science Teacher*, Vol. 2, No. 2 (Spring 1989), p. 6. Washington, DC: APSA.
- American Political Science Association. *Supplementary Empirical Teaching Units in Political Science* (SETUPS). Washington, DC: APSA. A number of American politics games have been published.
- Binford, Michael B. "Decision-Making and Participation." *NEWS for Teachers of Political Science*, No. 41 (Spring, 1984), p. 26. Washington, DC: APSA.
- Claude, Richard and Paul E. Parker. "A Moot Court for Constitutional Issues." *NEWS for Teachers of Political Science*, No. 43 (Fall, 1984), p. 7. Washington, DC: APSA.
- Coplin, William. *Simulation in the Study of Politics*. Chicago: Rand McNally, 1968.
- Godek, Stephen. "Urban Revitalization Simulation," *The Political Science Teacher*, Vol. 3, No. 3 (Summer 1990), p. 11. Washington, DC: APSA.
- Greenblat, Cathy. *Designing Games and Simulations: An Illustrated Handbook*. Beverley Hills, CA: Sage, 1987.
- Greenblat, Cathy, and Richard Duke. *Gaming-Simulation*. New York: Halsted Press/John Wiley, 1975.
- Gump, W. Robert, and James Woodworth. *Atlantis: Role-Playing Simulations for American Politics*. Chicago: Nelson Hall, 1986.
- Hobbs, Heidi H., and Dario V. Moreno. "Bureaucratic Bargaining—An American Foreign Policy Simulation," *The Political Science Teacher*, Vol. 1, No. 1 (Winter, 1988), p. 5. Washington, DC: APSA.
- Horn, Robert E., and A. Cleaves. *The Guide to Simulations/Games for Education and Training*, 4th ed. Beverly Hills, CA: Sage Publications, 1980.
- Inbar, Michael. *Simulation and Gaming in Social Science*. New York: Free Press, 1972.
- Maser, Steven, and John Orbell. "Two Games for Introducing Political Science," *NEWS for Teachers of Political Science*, No. 42 (Summer 1984), p. 1. Washington, DC: APSA.
- McQuaid, Kathleen. "The Use of Guided Design Simulations in the Introductory Level American Politics and State and Local Politics Courses," *PS: Political Science and Politics*, Vol. 25, No. 3 (September 1992), p. 532. Washington, DC: APSA.
- Mock, Carol. "Choice or Sequester? A Classroom Simulation in Budgetary Politics," *The Political Science Teacher*, Vol. 3, No. 4 (Fall 1990), p. 10. Washington, DC: APSA.
- Moore, Malcolm J., and Jack Rubin. *Games Students Can Play*. Englewood Cliffs, NJ: Prentice-Hall, 1973.
- Olsen, David M. *The Politics of Legislation: A Congressional Simulation*. New York: Praeger, 1976.
- Olufs, Dick W. "Colonial Politics: A Game of Factions," *NEWS for Teachers of Political Science*, No. 52 (Winter, 1987), pp. 10–11. Washington, DC: APSA.
- Pacelle, Richard. "Simulating Supreme Court Decision Making," *The Political Science Teacher*, Vol. 2, No. 2 (Spring 1989), p. 8. Washington, DC: APSA.
- Roberts, Frederick J. "Play Games in This Department?" *Teaching Political Science* 2 (January 1975), pp. 123–143.
- Simulation/Gaming. Simulation Gaming News, Box 303A, Moscow, ID 83843.
- Woodworth, James, and W. Robert Gump. *Camelot: A Role-Playing Simulation for Political Decision Making*, 2nd ed. Pacific Grove, CA: Brooks/Cole, 1987.

NOTE: EMI (Box 4272, Madison, WI 53711) is a company that is especially strong in simulations, with specific items covering such diverse topics as the 1787 Constitutional Convention, science fiction "political games," public opinion role-playing, lobbying scenarios,

campaigns and elections, plea bargaining, Supreme Court decision-making, and general simulations covering power and policy-making processes.

Also, the instructor may wish to write to the North American Simulation and Gaming Association's National Game Center, located at the University of North Carolina at Asheville, One University Heights, Asheville, NC 28804-3299.

Computer Software

NOTE: The following represents only a limited sample of the growing number of computerized resources and software available to the instructor of American government. Publishers of American government texts are also developing and promoting their own computerized packages, so you may wish to contact them for further information.

Crotty, Patricia McGee, "Introducing American Government Students to Data Analysis." *NEWS for Teachers of Political Science* (Winter, 1986), pp. 14-15.

Inter-University Consortium for Political and Social Research, P.O. Box 1248, Ann Arbor, MI 48106. Develops software and provides computer assistance. Also publishes a newsletter, MICRO NEWS, that reviews both hardware and software in the social science area.

Nagel, Stuart. "Updating Microcomputers and Public Policy Analysis," *The Political Science Teacher*, Vol. 2, No. 2 (Spring 1989), p. 20. Washington, DC: APSA.

Nagel, Stuart, "Using Microcomputers." *NEWS for Teachers of Political Science* (Fall, 1986), pp. 10-12. An APSA published article that reveals the ways computers can be applied to the analysis of public policy.

National Collegiate Software Clearinghouse, Box 8101, Raleigh, NC 27695. Phone: (919) 737-3067. Located on the North Carolina State University campus in the School of Humanities and Social Sciences, the Clearinghouse provides a catalog of latest software products. Software exists applicable to American military and foreign policy, campaigns and elections, interest groups, legislative behavior, and so forth.

National Director of Public Affairs, NAM, 1331 Pennsylvania Ave. NW, Suite 1500 North, Washington, DC 20004-1703. The National Association of Manufacturers provides a computerized simulation called *Congressional Insight*, which involves the decisions facing first-term members in the House of Representatives.

Poli-Ware Simulations, APSA, 1527 New Hampshire Ave. NW, Washington, DC 20036. Simulations are available in six areas: Political Redistricting, Political Campaigning, Legislative Coalition Building, Judicial Process, Public Opinion Polling, and Presidential Popularity. Computers must have 128K of memory and either two floppy disk drives or one floppy disk drive and a hard disk.

Ross, Robert S., "Microcomputer Simulations of Presidential Elections," *NEWS for Teachers of Political Science* (Summer, 1983), No. 38, p. 20.

SETUPS/APSA. The American Political Science Association publishes "Supplementary Empirical Teaching Units in Political Science" with appropriate data sets and code books. One notable example is Prysby, Charles and Carmine Scavo, *Voting Behavior—The 1988 Election*, which comes with a data set for microcomputer or mainframe computer users. For a complete listing of all computer-applicable SETUPS, write to the APSA, 1527 New Hampshire Ave. NW, Washington, DC 20036.

SPSS, Inc., 444 North Michigan Avenue, Suite 3000, Chicago, IL 60611. Phone: (312) 329-3326. Provides data analysis software for a variety of teaching, research, publishing, and presentation needs.

Syllabus, P.O. Box 2716, Sunnyvale, CA 94087-0716. Phone: (408) 773-0670. This invaluable newsletter, published bimonthly and available free to educators, serves as the link between Apple Computer and the higher education field. Included in each issue are descriptions of Macintosh-based software developed by teachers, text publishers, and software developers around the country, along with purchasing information about each program.