

FREE SUMMER INSTITUTES *for*

AMERICAN HISTORY TEACHERS,
AMERICAN GOVERNMENT TEACHERS,
& SOCIAL STUDIES TEACHERS



JOHN M. ASHBROOK
CENTER FOR PUBLIC AFFAIRS

Ashland University

2002 ASHBROOK TEACHERS INSTITUTE

Offered in conjunction with the Mansfield City School District, Mansfield, Ohio

Sponsored by the United States Department of Education's Teaching American History Grant Program

The Ashbrook Center is offering three summer institutes that will assist teachers in deepening and broadening both their understanding and appreciation of American history. The primary focus of the institutes will be the substantive study of American history, and the secondary focus will be on methods of teaching history. The discussions will revolve around original historical documents and their use in the classroom.

These institutes are offered at no charge, and each participant will receive a \$500 stipend for participating. All meals and housing at a local hotel will be provided. Participants may choose to receive two hours of graduate credit from Ashland University's College of Education for \$252.

Each institute will be a rigorous, six-day, graduate-level program beginning at 9:00 am each morning and concluding at 8:30 pm each evening, with an extended afternoon break. Each institute will be conducted by two instructors and two guest lecturers, along with Peter W. Schramm, the Academic Director of the Institutes, and Roger Beckett, the Administrative Director of the Institutes.

Books and other readings will be mailed to participants four-to-six weeks before the institute. Participants are expected to prepare for and fully participate in the discussions during the week.

Thirty-five teachers will be selected to attend each institute. The institutes will be held on the campus of Ashland University in Ashland, Ohio.

TO APPLY:

Complete the attached application or apply on-line at:
www.TeachingAmericanHistory.org

Applications are due by March 15, 2002. Selection of participants will be made by April 1, 2002. Because space will be limited, you are encouraged to apply early. Each accepted applicant will be asked to submit a \$100 check deposit to reserve a place in the institute. This check will only be cashed if you cancel after May 1, 2002. When you arrive at the institute, your check will be returned to you.

If you have any questions, contact Roger Beckett at rbeckett@ashbrook.org or toll-free, at 877/289-5411.

THE ORIGINS AND DEVELOPMENT OF THE AMERICAN PRESIDENCY

SUNDAY, JUNE 16, 2002 TO FRIDAY, JUNE 21, 2002

Perhaps no institution of the American government has attracted as much attention as the presidency. Historians examine how the office has changed, and attempt to evaluate the contributions of individual presidents. Political scientists consider the institutional role of the chief executive, and how it interacts with bodies such as the Congress and the Supreme Court. Students of communications theory explore the rhetorical function of the presidency.

All of these issues and more will be the focus of this institute. We will begin with an examination of the Founders and their expectations of the office, and will go forward from there to consider how it evolved in the 19th and 20th Centuries. Of course, we will look at how individual presidents such as Washington, Lincoln, the Roosevelts, Wilson, Lyndon Johnson, and Reagan affected the development of the office, but we will also deal with broad thematic issues such as the relationship between the president and Congress, his role in foreign policy, and his ability to set the national agenda. Finally, we will discuss the standards by

which we might determine the “greatness” of presidents.

Some of the books we intend to use for this institute include Robert A. Wilson’s edited collection *Power and the Presidency*, Michael P. Riccards’ and James McGregor Burns’ two-volume *The Ferocious Engine of Democracy*, and *Presidential Greatness* by Marc Landy and Sidney M. Milkis. For primary sources we will use Michael Nelson’s collection entitled *The Evolving Presidency*.

FACULTY: **David Tucker** is an Associate Professor of History at the Naval Post Graduate School. He has published on Thomas Jefferson, John Quincy Adams, and is the author of *Skirmishes at the Edge of Empire*, and co-editor of *Statecraft and Power*. **John E. Moser** is Assistant Professor of History at Ashland University. He is the author of *Twisting the Lion’s Tail: American Anglophobia between the World Wars* and *Presidents from Hoover Through Truman, 1929-1953: Debating the Issues in Pro and Con Primary Documents*.

THE AMERICAN REVOLUTION AND THE FOUNDING OF A NEW NATION

SUNDAY, JUNE 23, 2002 TO FRIDAY, JUNE 28, 2002

The first part of this institute will examine colonial America and the causes of the revolution. We will study the organization of the colonial governments and the changing relationship between the colonies and Great Britain. Using the writings of John Adams, Thomas Jefferson, James Otis, Richard Bland, John Dickinson, Daniel Leonard and Thomas Paine, among others, we will consider the arguments for and against declaring American independence.

The second part of this institute will examine the constitutional convention and the founding of the nation. We will read *The Federalist*, the writings of the Anti-Federalists, Madison’s *Notes of the Debates of the Federal Convention of 1787* and additional documents from the founding period to explore the political principles and arguments that shaped the American founding.

In addition to other writings of the founders, the two primary texts will be Jack P. Greene’s *Colonies to Nation, 1763-1789: A Documentary History of the American Revolution* and Philip B. Kurland and Ralph Lerner’s edited collection, *The Founders’ Constitution*.

FACULTY: **Christopher Flannery** is Professor and Chair of the Department of History and Political Science at Azusa Pacific University. He has published widely on the *Federalist Papers*, John Dickinson, and George Washington. **Gordon Lloyd** is a Professor of Public Policy at Pepperdine University. He has numerous publications to his credit, including the books *The Essential Antifederalist* and *The Essential Bill of Rights: Original Arguments and Fundamental Documents*.

ABRAHAM LINCOLN, SLAVERY, AND THE CIVIL WAR

MONDAY, AUGUST 5, 2002 TO SATURDAY, AUGUST 10, 2002

This summer institute will examine the political thought and practice of Abraham Lincoln as he struggled to preserve the union of the American states from the threat of slavery's expansion and, ultimately, a civil war.

We will explore Lincoln's understanding of self-government, the rule of law, human equality, government by consent of the governed, the Declaration of Independence, the U.S. Constitution, the role of public opinion in a republic, and specific issues and controversies arising out of his view of the American founding and the subsequent development of the American regime. These will include the debate over slavery's expansion, popular sovereignty, abolitionism, colonization, secession, the Civil War, emancipation, reconstruction, and the limits of presidential authority. To place Lincoln's words and deeds in historical context, we will also consider the writings of important figures like U.S. Senator Stephen A. Douglas and abolitionist orator/journalist Frederick Douglass (an escaped slave).

Lincoln's speeches to be examined will include his Young

Men's Lyceum Address (1838), Temperance Address (1842), Peoria Address on the Kansas-Nebraska Act (1854), Speech on the Dred Scott Decision (1857), "House Divided" Acceptance Speech (1858), Debates with Stephen Douglas (1858), Cooper Institute Address (1860), First Inaugural Address (1863), Gettysburg Address (1863), and Second Inaugural Address (1865), along with his annual addresses to Congress (1861-1864) and other speeches and writings dealing with slavery and the crisis of the American union. In addition to these primary source materials, we will also read scholarly commentary on Lincoln's political thought.

FACULTY: **Mackubin T. Owens** is Professor of Strategy at the U.S. Naval War College. He has published widely on civilian-military relations, Lincoln, Grant, and the military strategy of the Civil War. **Lucas Morel** is Associate Professor of Political Science at Washington and Lee University. He is the author of *Lincoln's Sacred Effort* and has published widely on Lincoln, Frederick Douglass, and slavery.



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Ashland University

401 College Avenue • Ashland, Ohio 44805

(419)289-5411 • Toll-Free: (877)289-5411

www.ashbrook.org

www.TeachingAmericanHistory.org

APPLICATION

Application

You may also apply on-line at www.TeachingAmericanHistory.org

Name: _____

Address: _____

City: _____ State: _____ Zip: _____

Home Phone Number: _____ Work Phone Number: _____

E-mail address: _____

School Name: _____

School Address: _____

School City: _____ State: _____ Zip: _____

Do you teach at a public, private or boarding school? (circle one) _____

Number of Years You Have Taught: _____

Present Teaching Assignment: _____

Undergraduate Institution(s): _____

Undergraduate Major(s)/Minor(s): _____

Graduate Institution(s): _____

Graduate Degree(s): _____

What are your future plans for graduate coursework?

What subjects and grade levels are you certified to teach?

How many institutes would you like to attend?

Please rank the seminars you would like to attend with a 1, 2 and 3 on the line.

Rank

_____ **The Origins and Development of the American Presidency**
Sunday, June 16, 2002 to Friday, June 21, 2002

_____ **The American Revolution and the Founding of a New Nation**
Sunday, June 23, 2002 to Friday, June 28, 2002

_____ **Slavery, Lincoln, and the Civil War**
Monday, August 5, 2002 to Saturday, August 10, 2002

Write a brief paragraph explaining why you would like to attend these institutes.

Mail your application by March 15, 2002 to:

Teacher Institutes
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