

FREE SEMINARS *for*

SOCIAL STUDIES TEACHERS



JOHN M. ASHBROOK
CENTER FOR PUBLIC AFFAIRS

Ashland University

2001 ASHBROOK TEACHERS INSTITUTE

Sponsored by the Martha Holden Jennings Foundation

The purpose of these seminars is to encourage teachers to seriously examine significant events in American history in light of the principles of the American founding, and also to encourage the use of primary source materials in the classroom. The seminars, which include both lecture and discussion, are taught by leading scholars in their field from throughout the nation.

These seminars are offered at no charge. Readings will be provided prior to each seminar. Lunch will be provided. All seminars are held on the campus of Ashland University in Ashland, Ohio. (A map and directions will be provided with the reading packet.)

A letter will be given at the seminar certifying attendance for CEU credit from your LPDC.

GRADUATE CREDIT HOUR

One semester credit hour from Ashland University is available for participants who attend three of the four seminars during the year. Each seminar is held from 10:00 am to 2:00 pm on a Saturday. Those wishing to receive graduate credit must also attend a one hour session following the seminar (from 2:00 pm to 3:00 pm) on using the topic of the seminar in the classroom. While there is no cost to attend the seminars, the cost of the graduate credit is \$121.

TO REGISTER

Contact Roger Beckett at (419) 289-5411, toll-free at (877) 289-5411, via e-mail at rbeckett@ashbrook.org or register on-line at <http://www.ashbrook.org/teacher>

U.S. FOREIGN POLICY DURING THE COLD WAR: PRINCIPLE AND PRUDENCE

WITH MACKUBIN T. OWENS

Saturday, February 3, 2001

10:00 am to 2:00 pm

Founders Hall, Ashland University

An optional one-hour session on using the topic of the seminar in the classroom will be held from 2:00 pm to 3:00 pm.

During the Cold War, the United States confronted an expansionist state motivated by an aggressive, illiberal, ideology. Revisionists notwithstanding, the Soviet Union saw itself as the cockpit of a communist revolutionary idea that called into question the legitimacy of all non-communist states.

US foreign policy during the Cold War sought to contain Soviet communism and provide time for the internal contradictions of that system to manifest themselves. The founders of Containment understood the importance of American principles and leveraged them against the USSR by means of the virtue of prudence. The end of the Cold War, the collapse of the Soviet Union, and the triumph of liberal capitalism vindicated Containment and its balance between principle and prudence.

Mackubin T. Owens is Professor of Strategy and Force Planning at the US Naval War College in Newport, Rhode Island. He is co-editor of the textbook, *Strategy and Force Planning*, now in its third edition. His articles on national security issues have appeared in such publications as *International Security*, *Orbis*, *Armed Forces Journal*, *Joint Force Quarterly*, *The Public Interest*, *The Weekly Standard*, *Comparative Strategy*, *National Review*, *The New York Times*, *The Washington Times*, and *The Wall Street Journal*. Before joining the faculty of the War College, Dr. Owens served as National Security Adviser to Senator Bob Kasten, Republican of Wisconsin, and Director of Legislative Affairs for the Nuclear Weapons Programs of the Department of Energy.

GEORGE WASHINGTON

WITH WILLIAM B. ALLEN

Saturday, April 28, 2001

10:00 am to 2:00 pm

Founders Hall, Ashland University

An optional one-hour session on using the topic of the seminar in the classroom will be held from 2:00 pm to 3:00 pm.

The focus of this seminar will be on the “Success of George Washington.” The contents of the material will stress Washington’s understanding of the goals, conditions, and means of founding free government. Departing from his understanding that “private morality is the foundation of national happiness,” we will inquire how, in an age of moral skepticism and low expectations, Washington was able to imbue American society with a sense of noble accomplishment and worthy ambition. We will be sure to review the background resources that prepared Washington for his rule, as well as the historical deeds that compare with his own. The guiding purpose of the seminar will be to demonstrate how certainly the statesman moves from principle to policy.

William B. Allen is professor of political science at Michigan State University. Formerly, he served as Director of the State Council of Higher Education for Virginia (SCHEV) and Dean and Professor at James Madison College, Michigan State University. Dr. Allen has served as a member and chair of the United States Commission on Civil Rights and was appointed to the National Council for the Humanities by President Reagan. He published *Let the Advice Be Good: A Defense of Madison’s Democratic Nationalism* in 1993. He has edited several collections, including *George Washington: A Collection*, *The Works of Fisher Ames*, and the *Essential Antifederalist*.

THE ROLE OF THE SUPREME COURT IN THE AMERICAN CONSTITUTIONAL SYSTEM

WITH JEFFREY SIKKENGA

Saturday, September 22, 2001

10:00 am to 2:00 pm

Founders Hall, Ashland University

An optional one-hour session on using the topic of the seminar in the classroom will be held from 2:00 pm to 3:00 pm.

Prayer before football games? Drug testing in schools? Lately, the Supreme Court has had its say on all of these compelling issues. And its decisions have powerfully shaped America's schools and civic life. For most of us, that is not a problem—we believe that the Supreme Court has the last word in interpreting the Constitution. Barring amendment, the Court's decisions are the law of the land. But are they? Is there something fundamentally wrong about having nine unelected jurists decide the fate of so many burning questions? In this seminar, we are going to take a hard look at the Supreme Court's power: How does the Court interpret the Constitution? Where does that power come from? When should it be used? Is the Court using or abusing its authority?

We will investigate these questions by looking at some specific writings from the Founding period and then examining several Supreme Court decisions on freedom of speech and students' rights.

Jeffrey Sikkenga is an Assistant Professor of Political Science at Ashland University. He is the co-author of *The Free Person and the Free Economy* (forthcoming, Spring 2001) and the co-editor of the *History of American Political Thought* (forthcoming). He is the associate editor of the *Journal of Market & Morality*, a bi-annual journal published by the Acton Institute. He earned a B.A. in Government and Foreign Affairs from the University of Virginia and a Ph.D. in Political Science from the University of Toronto.

THE AMERICAN FOUNDING, THE PROBLEM OF SLAVERY, AND THE CONTRAST WITH THE MODERN STATE

WITH THOMAS G. WEST

Saturday, November 3, 2001

10:00 am to 2:00 pm

Founders Hall, Ashland University

An optional one-hour session on using the topic of the seminar in the classroom will be held from 2:00 pm to 3:00 pm.

This seminar will explore the meaning of the American founding. We will focus on three topics. (1) We will clarify the meaning of the natural rights theory of the Declaration of Independence: What exactly does it mean to say that all men are created equal? (2) We will look at the problem of slavery and race as a way to understand the application of the natural rights theory in practice. (3) We will contrast the natural-rights constitutionalism of the Founders with the administrative-state constitutionalism of today.

Thomas G. West is professor of politics at the University of Dallas and a senior fellow at the Claremont Institute. He is the author of *Vindicating the Founders: Race, Sex, Class, and Justice in the Origins of America* (Rowman and Littlefield, 1997). He is the editor of *Discourses Concerning Government* by Algernon Sidney (Liberty Classics, 1990). He is the translator of *Four Texts on Socrates: Plato's Euthyphro, Apology, and Crito, and Aristophanes' Clouds* (Cornell University Press, 1984) and *Plato's Apology of Socrates* (Cornell University Press, 1979).



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