

James Madison Seminar  
on  
Teaching American History

*The American Constitution:  
Origins & Development*

A Professional Development Program  
for Teachers of History and Social Studies

July 21<sup>st</sup>-July 24<sup>th</sup>  
July 28<sup>th</sup>-July 31<sup>st</sup>  
2008

*Sponsored by*

The James Madison Program in American Ideals & Institutions  
at Princeton University

The Philadelphia Museum of Art

The National Association of Scholars

*in Partnership with*

Ewing Township School District of New Jersey

***The Mercer County History Consortium***  
***Is Pleased to Announce***

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the final year of a three-year professional development program in American constitutional history for New Jersey middle school and high school teachers of social studies and history. Entitled the *James Madison Seminar*, the project is sponsored by the James Madison Program in American Ideals and Institutions at Princeton University, the National Association of Scholars, and the Philadelphia Museum of Art, in partnership with Ewing Township School District. The primary focus of the Seminar is the substantive study of the philosophical foundations of the Constitution, the construction of the Constitution, the constitutional crisis of the American Civil War, and 20<sup>th</sup> and 21<sup>st</sup> century struggles over the application and interpretation of the Constitution.

The core of each year's study is a two-week, eight-day seminar on the campus of Princeton University. The summer seminar is taught by highly regarded scholars and is joined by experienced pedagogues with pre-collegiate teaching experience. Each year's program includes three half-day meetings during the immediately preceding and succeeding academic semesters.

- All participants will receive a stipend of \$2,375 for full attendance at the summer seminar and the three half-day professional development meetings.
- Free room and board will be provided to participants who wish a complete residential experience at Princeton University during the summer seminar. Residence is optional.
- New Jersey professional development credit equal to a course equivalent may be earned by participants in each summer seminar. All participants in the James Madison Seminar are eligible (enrollment optional) to receive three graduate credits from the College of Education at Ashland University in Ohio for their participation in the Summer Seminar. The total cost of tuition for graduate credits is \$777.
- Teachers who participated in the first two years of the program are especially encouraged to apply for the Seminar's final year. We also welcome new applicants for the 2008 Seminar, who will be selected on a space-available basis and with regard to qualifications.

The seminar is a rigorous graduate level experience in constitutional and cultural history. All seminar readings will be provided and introduced to participants in the spring preceding each summer seminar, thus insuring that all teachers will have sufficient time to prepare in advance for the seminar.

The summer seminar and half-day campus meetings will be organized and assisted by the project's co-directors, Dr. Bradford Wilson, Associate Director of The James Madison Program in American Ideals & Institutions at Princeton University, and Dr. Adam Scrupski, Professor Emeritus at Rutgers Graduate School of Education.

**TO APPLY:**

Complete the attached application and submit to the address provided on the application page. Applications for the 2008 Seminar should be postmarked no later than JANUARY 15<sup>th</sup>, 2008. Questions may be directed to Bradford Wilson at 609.430.8212 or [bpwilson@princeton.edu](mailto:bpwilson@princeton.edu), or to Adam Scrupski at 609.448.3299 or [Pemeritus2@cs.com](mailto:Pemeritus2@cs.com).

## **July 21-24, 28-31, 2008**

### THE CONSTITUTION AND ORDERED LIBERTY

*At the heart of liberty is the right to define one's own concept of existence, of meaning, of the universe, and of the mystery of human life.*

Majority opinion of the Supreme Court of the United States in *Planned Parenthood v. Casey* (1992), upholding the abortion right

*If the passage calls into question the government's power to regulate **actions based on** one's self-defined 'concept of existence, etc.,' it is the passage that ate the rule of law.*

Justice Antonin Scalia, dissenting in *Lawrence v. Texas* (2003)

Primary Lecturer: **Paul Moreno**, Hillsdale College

The 2008 seminar will explore the transformation of Americans' understanding of constitutional liberty since the Civil War. The late 19th century United States gave strong legal protection to entrepreneurial liberty and property rights, and allowed a great deal of legal restraint, particularly at the state and local level, in cultural and moral affairs. Today, we tolerate a great deal more economic regulation, and give more constitutional protection to moral, personal, and, especially, sexual autonomy and self-expression. The seminar will look at four broad epochs: the late nineteenth century "laissez-faire" period, the progressive era, the New Deal, and the civil rights and cultural revolution that began in the 1960s. Readings will focus on Supreme Court decisions, political and cultural documents, and culturally polarizing issues.

## **Last Summer's Seminar (2007)**

THE SECESSION CRISIS:

THE AMERICAN CIVIL WAR & ITS AFTERMATH

*As I would not be a slave, so I would not be a master. This expresses my idea of democracy. Whatever differs from this, to the extent of the difference, is no democracy.*

Abraham Lincoln

The institution of slavery and the resolution of its potential for American societal destruction will be the subject of the second year's seminar. The 2007 seminar will examine the nullification crisis of the 1830's within the context of ongoing debates over the relationship between states' rights and national sovereignty. The congressional balance between slave and free states amid the addition of new territory will be addressed in the context of the growth and acceleration of the anti-slavery movement. Innumerable divisions between north and south will be examined in terms of the Missouri Compromise of 1824, the Compromise of 1850, the 1854 Kansas-Nebraska Act, the formation of the new Republican Party, and the Dred Scott decision. Abraham Lincoln's argument that the institution of slavery was rooted in the false notion that there is no standard of morality that transcended self-interest will be examined. We shall also address the challenge and difficulties of post-Civil War reunion and Reconstruction, and the changes in the Constitution and the self-understanding of the American republic they produced.

## **Summer 2006**

### **THE UNITED STATES CONSTITUTION: ITS CONSTRUCTION, RATIFICATION, & EARLY IMPLEMENTATION**

*Self-interest . . . turns private interest against itself . . . and if it does not lead the will directly to virtue, it establishes habits that lead that way."*

-- Alexis de Tocqueville,  
on the American ethos

Colonial life and institutions under the British Crown will be examined, including factors implicated in the American Revolution. An examination of the experience with the Articles of Confederation will lead to a focus on the Constitutional Convention of 1787 and the ideas, conflicts, and compromises that shaped it. The devotion of the ancient republics to public virtue will be contrasted with the American republic's novel foundation in individual rights and the politics of self-interest. The relationship between these two phenomena, virtue and self-interest, will be the principal focus of the entire study.

#### **Topical Organization:**

The Causes and Consequences of the American Revolution  
 The Crisis of the Confederation and the Federal Convention of 1787  
 The "New science of politics:" Its implications for political integration and effective governance  
 The Anti-Federalist / Federalist Debate: Granting and Limiting Powers, Separation of Powers, the Bill of Rights  
 Constitutional Controversy and Development in the Early National Period:  
 Federalist and Republican Politics and Perspectives: 1789-1803