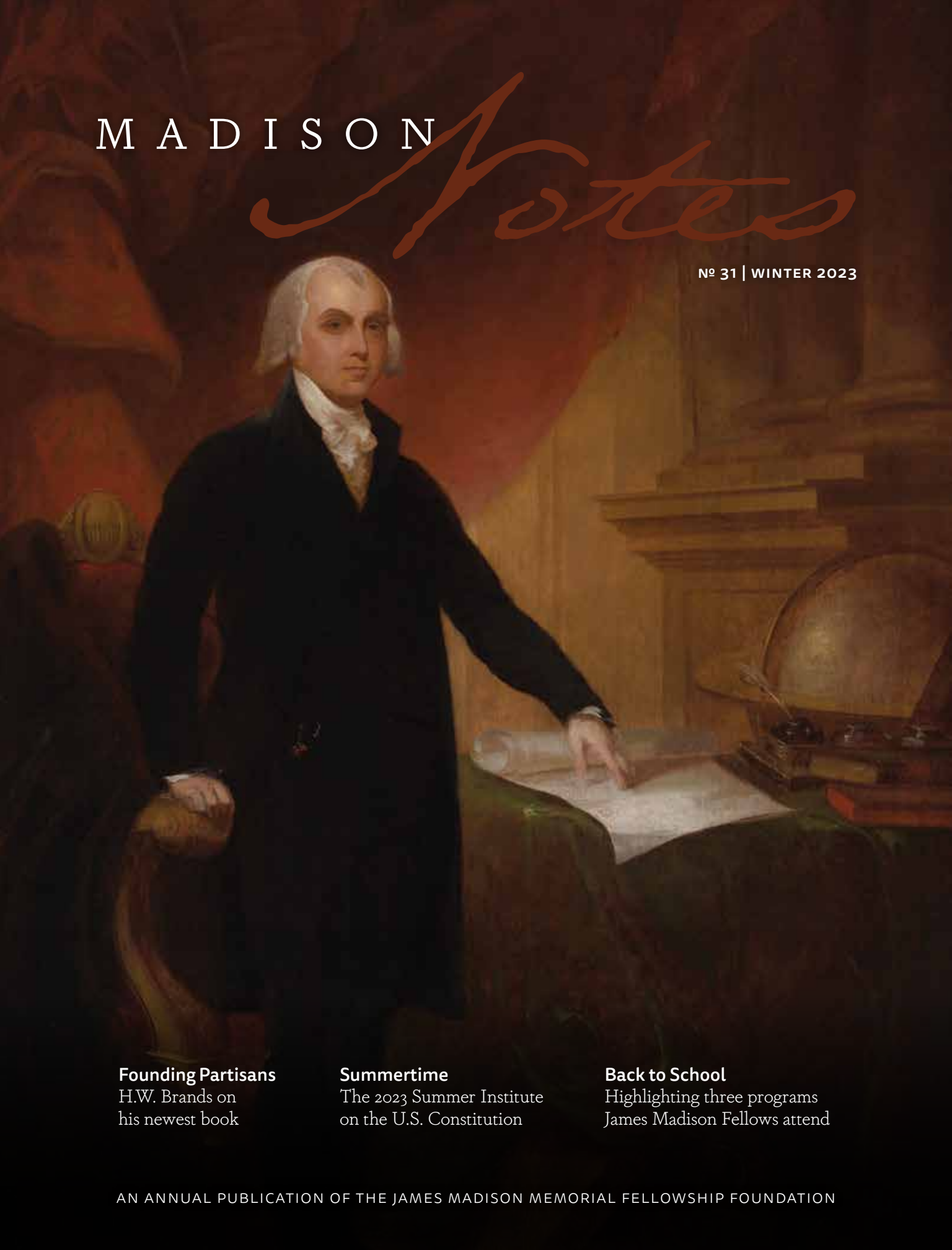


MADISON

# Notes

№ 31 | WINTER 2023

A portrait of James Madison, the fifth President of the United States, standing in a study. He is wearing a dark blue coat and a white cravat. He is pointing at a large document on a desk. On the desk, there is a globe, a quill pen, and several books. The background is a warm, reddish-brown wall.

**Founding Partisans**

H.W. Brands on  
his newest book

**Summertime**

The 2023 Summer Institute  
on the U.S. Constitution

**Back to School**

Highlighting three programs  
James Madison Fellows attend



The James Madison Memorial Fellowship Foundation was established by Congress in 1986 for the purpose of improving teaching about the United States Constitution in secondary schools. The James Madison Fellowship program strengthens the teaching of the history and principles of the Constitution by supporting master-of-arts level graduate study for secondary school teachers of history, government, and civics.

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# From the President

This was a great year for civic education and the study of the Constitution. State legislatures throughout the nation are beginning to focus on the importance of civics in the classroom. New schools devoted to civic education and the Constitution are being created throughout universities around the nation. These schools have taken new approaches to studying the U.S. Constitution that are centered on the needs of working teachers. For example, at the Center for Constitutional Studies at Utah Valley University, students will have the opportunity to take courses online for a master's degree, with an accelerated study abroad class at Oxford University which lasts for one week. Arizona State University's School for Civic and Economic Thought and Leadership, offers a hybrid master's degree with both in-person and online options. There is a one-class in-person requirement that is held in the summer in the mountains of Flagstaff, Arizona. Ashland University, with its Master's in American History and Government, offers students a program that blends fall and spring synchronous online study with accelerated face-to-face courses taken in the summer on Ashland's main campus in Ohio. The Gilder Lehrman Institute's Master's Degree in American History is offered completely online. It's great to see universities reaching out to teachers of civics, history, and government throughout the nation.

The Foundation is proud to honor those teachers who have served in the U.S. military, and we continue the award the Admiral Paul A. Yost, Jr.-James Madison Fellowship to excellent teachers with former military service.

We are also excited for our newest publication, *The James Madison Review of Books*. Thanks to a generous grant from the Farleigh S. Dickinson, Jr. Foundation, the publication will highlight our own Fellows' scholarship and thought through book reviews, original essays, poetry, and art. Other scholars may publish in the magazine as well, making this a scholarly effort that spans both secondary school and higher education.

The James Madison Foundation is continuing its mission to help educate the nation's schoolteachers on the U.S. Constitution. We are excited that many schools, communities, legislatures, and colleges are renewing their commitments to civic education, and we are even more excited for what the future will bring.



Lewis F. Larsen  
President



Lewis F. Larsen, President of the  
James Madison Memorial Fellowship  
Foundation.

## FOUNDATION NEWS



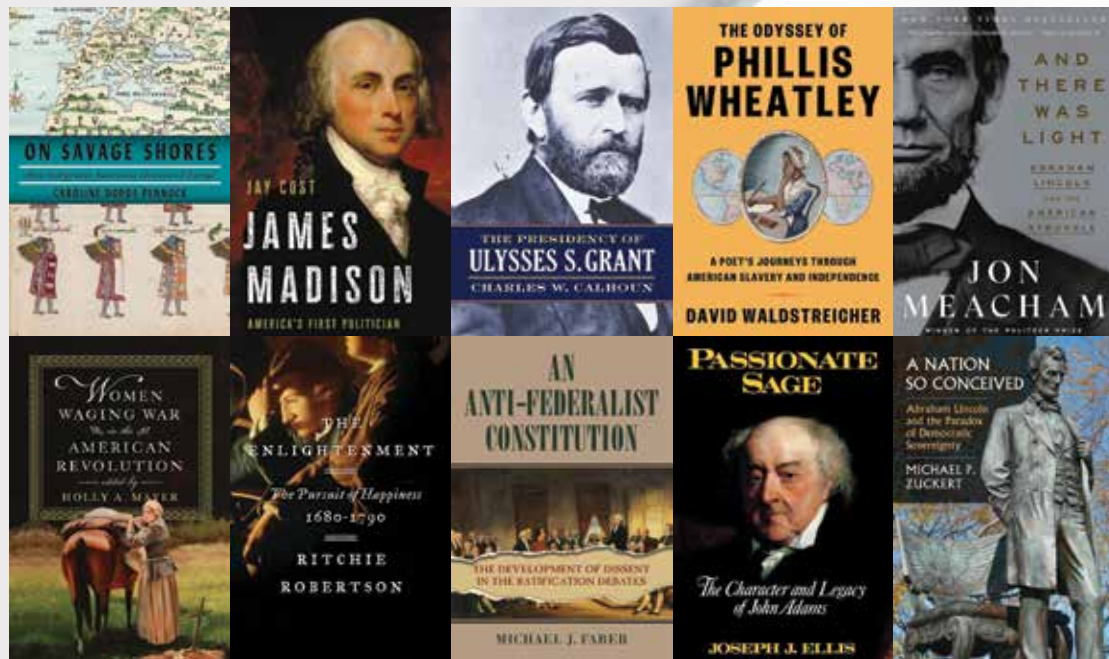
### The James Madison Memorial Fellowship Foundation Welcomes Timothy H. Robison to the Staff

In May, 2023, the James Madison Foundation welcomed Timothy H. Robison as the Director of Government Affairs and General Operations. Robison comes to the James Madison Foundation from the National Endowment for the Humanities, where he served as Director of Congressional Affairs. He has a long history in government, starting in 1997 working for the Nevada State Legislature. He later worked on Capitol Hill for Members of Congress. A native of Southern Nevada, he earned his Bachelor of Arts in History and Liberal Studies. He is currently working on a Master of Arts degree in American History at the Gilder Lehrman Institute at Gettysburg College. He delivered a lecture on Arlington National Cemetery to the Summer Institute on the Constitution this year, and helped guide Fellows on their site visit to the cemetery. His research interests are Constitutional history and development.



### The James Madison Memorial Fellowship Foundation Welcomes Luis Sosa to the Staff

In March 2023, the James Madison Foundation welcomed Luis Sosa as Intern and Office Assistant in the Alexandria, Virginia office. Luis is currently completing his Master of Business Administration degree. He has a Bachelor's degree in Industrial Engineering from Universidad Católica Boliviana. Luis was an integral part of the Summer Institute on the Constitution this year, where he filled various roles, including the Foundation's photographer on site visits and in the classroom.



# The James Madison Memorial Fellowship Foundation Launches a New Publication

In 2023, thanks to a generous grant from the Farleigh S. Dickinson, Jr. Foundation, the James Madison Foundation launched a new publication, *The James Madison Review of Books*. The publication is dedicated to providing book reviews from James Madison Fellows, teachers, scholars, professors, and other constitutionally-minded citizens on the most recent U.S. history and political science publications.

The book reviews had become so popular in past issues of *Madison Notes* that a publication was requested in order to make room for even more reviews and original content. The publication will also feature poetry, artwork, and essays.

Those interested in submitting should email the Director of Education and Research, Dr. Guy F. Burnett at [gburnett@jamesmadison.gov](mailto:gburnett@jamesmadison.gov).





# Educating the Republic

## James Madison Fellows on Three Popular Master's Degree Programs

**T**he Academy is a central component of the mission of the James Madison Memorial Fellowship Foundation. In order to teach the Constitution and its principles more effectively, a more robust understanding of the document, its authors, its history, and the era surrounding it, are essential. Many of the Founders, as well as the Framers of the Constitution, were themselves highly educated. Several, including Thomas Jefferson, Benjamin Rush, Benjamin Franklin, and John Witherspoon, were instrumental in founding universities. Even more Founders, such as Alexander Hamilton, James Madison, and Patrick Henry, served as trustees to new or already existing colleges. George Washington understood the importance of education and wrote in his First Annual Message to Congress: "Knowledge is in every country the surest basis of public happiness." The James Madison Foundation is proud to continue the legacy of the Founders by giving the nation's secondary school teachers a way to gain even more knowledge about the history and politics surrounding the Constitution.

James Madison Fellows have attended graduate programs at universities throughout the

nation. There are many programs that have approved courses for a James Madison Fellowship and in the following pages three of those programs are explored. This is not an exhaustive list by any means. More programs will be featured in future issues of *Madison Notes*, but in the following pages, we have chosen to highlight the master's degree programs at the School of Civic and Economic Thought and Leadership at Arizona State University, Ashland University, and the Gilder Lehrman Institute at Gettysburg College. These articles will give a brief overview of each program, as well as thoughts from James Madison Fellows who are currently enrolled.

We want to encourage our James Madison Fellows to attend programs wherever they choose, but to make sure the program they are taking part in will give them the eligible credits to complete the Constitutional requirement of the fellowship. These three schools offer incredible opportunities for James Madison Fellows to fulfill all of their requirements and are worth considering.





UNIVERSITY OF HOUSTON



COLUMBIA UNIVERSITY



Denver



American Public University

Gettysburg COLLEGE



HARVARD UNIVERSITY

THE GILDER LEHRMAN INSTITUTE of AMERICAN HISTORY



UNIVERSITY OF WYOMING



BROWN



UNIVERSITY OF NEBRASKA

UNK KEARNEY

UNIVERSITY OF Nebraska Omaha

ASHLAND UNIVERSITY



PROVIDENCE COLLEGE



Arizona State University



VILLANOVA UNIVERSITY

AMERICAN UNIVERSITY WASHINGTON, DC

Duke UNIVERSITY



STANFORD

GEORGE MASON UNIVERSITY

Featured James Madison  
Fellow-Ashland Alumni



Angel Chapman  
'22 (CA)



Allison Collier  
'22 (TN)



David Lipinski  
'22 (AZ)

**AROUND THE NATION**

# The Master of Arts in American History and Government at Ashland University

Many James Madison Fellows are familiar with the Master of Arts in American History and Government (MAHG) degree at Ashland University. Over the years, the program has continued to be one of the most popular for the Fellows. Angel Chapman, the 2022 James Madison Fellow from California, wrote, “at Ashland it’s hard not to have a class without a James Madison Fellow in it.” Each year at the James Madison Foundation’s Summer Institute on the Constitution, there is always a strong group of friends who know each other from the MAHG program.

The program at Ashland is unique because it is an interdisciplinary approach that incorporates both political science and history. Director of Graduate Programs, Christian A. Pascarella, notes that the two disciplines complement each other and create a holistic view of American history. “In order to teach,” Pascarella says, “you must understand both sides.” In order to help facilitate an open discussion on the primary source documents throughout American history, the program structures its courses in a roundtable format, allowing students to freely express their thoughts on the “ideas of the past.” James Madison Fellows enrolled in the MAHG program find themselves well-prepared to discuss the primary source documents used in the James Madison Foundation’s Summer Institute on the Constitution.

The MAHG program was designed specifically with history and civics teachers in mind. The program assumes that most applicants are already effective teachers and are looking for more substance in the material they cover each year in the classroom. There is a special focus in the program on primary source documents that excites the James Madison Fellows. The 2022 James Madison Fellow from Tennessee, Allison Collier, wrote, “the emphasis on primary sources and class discussion have provided a rich, robust learning experience--it’s almost as if the primary source readings are the thread and together with the class discussion, the fabric of what our republic was meant to be.” The courses focus on such topics as political parties, The Federalist Papers, the rise of modern America, Tocqueville’s thought in *Democracy in America*, the Civil War, and the American Revolution, among others. The 2022 James Madison Fellow from Arizona, David Lipinski, says “if a secondary school teacher is looking for a meaningful master’s program, this is it.”

Faculty in the MAHG program are split between professors of history and political science — something that is not found in many other places. The program requires students to take courses in both disciplines, giving them a much more expansive view of America. Apart from the faculty on campus, Ashland is able to pull together a broad range of honored visiting graduate faculty from all over the nation to teach in the program online. One of those honored visiting faculty is the James Madison Foundation’s summer faculty member, Dr. Abbylin Sellers. At Ashland, she teaches courses on the U.S. Presidency, as well as the U.S. Congress and legislative branch.

The MAHG program blends fall and spring synchronous online study with acceler-

**OPPOSITE TOP TO BOTTOM:**

Ashland University; James Madison  
Fellows who attended Ashland  
University at the Summer Institute on  
the Constitution in 2023.



ated face-to-face courses taken in the summer on Ashland's main campus in Ohio. These six-day courses for two graduate credits are designed to be like Thomas Jefferson's "academical village," which completely immerses students in their studies. Pascarella says the summer courses are "designed to be as accommodating as possible" for the teachers who are giving up time from their summer vacation to come to Ohio. Once students reach the airport, Ashland ensures that transportation, lodging, food, and classroom spaces are all taken care of. The summer course fosters lifelong friendships.

The James Madison Fellows who have gone through the program have been thoroughly impressed by what they learned and how seamless the process was using their James Madison Fellowship. As Pascarella noted, the program was designed for teachers, and they make all of the accommodations possible to ensure they have an unforgettable experience. When asked about her overall experience, Chapman wrote, "You walk away feeling appreciated, having been given a rare opportunity to impact future generations about this great country we get to call home."

More information can be found at <https://www.ashland.edu/program/american-history-and-government-masters>.



Featured James  
Madison Fellow-Gilder  
Lehrman Alumni



**Matthew Bunch**  
'22 (FL)



**Robert Marsden**  
'22 (PA)

## AROUND THE NATION

# The Gilder Lehrman Institute's Master of Arts in American History at Gettysburg College

"A Master's Program Specifically for History Educators" boasts the Gilder Lehrman Institute (GLI) website for their Master's of Arts degree in American History (MAAH). Making the move to Gettysburg College in 2021, the GLI's MAAH has continued to be a popular choice for many James Madison Fellows. The website even includes a page dedicated to advice on applying for a James Madison Fellowship and the date of the application deadline.

The MAAH program was designed to allow educators, librarians, museum professionals, and others in the education field to have the ability to continue working but still have the time to earn their degrees. The 2022 James Madison Fellow from Pennsylvania, Robbie Marsden, said, "It is definitely challenging in general, but the self-paced nature of the coursework/research project lends itself to being manageable." The program is entirely online, allowing teachers in the classroom to continue working during the day without having to worry about attending courses on campus. With that being said, the degree is anything but easy, and James Madison Fellows have attested that the courses and workload are rigorous. Matthew Bunch, who is the 2022 James Madison Fellow from Florida said, "It's definitely not easy!" He continued, "Once you get through a couple of classes, you develop a rhythm and getting the work done becomes much more manageable."

Courses offered in the program vary because GLI attracts different professors from around the nation each semester. Bunch noted that "the variety of courses and quality of professors is amazing." The faculty are widely seen as experts in the field of American history, including Pulitzer-Prize winning scholars Dr. David Blight and Dr. Alan Taylor, and other well-known faculty such as Dr. Kate Masur, Dr. Allen Guelzo, and Dr. Madeline Hsu. Each professor brings their focus to a class and determine what they would like to teach. The topics vary widely each semester, and courses such as The Life and Writings of Frederick Douglass, Capitalism in American History, World War II, The Declaration of Independence, and Black Women's History, are led by recognized scholars in the field. Bunch called his Black Women's History course "exceptional," and noted that the professor was incredibly "insightful" and "helpful" in the course. Some of the courses hit close to home for students. Marsden wrote, "In my World War II course, I was able to literally follow my grandfather's footsteps in the Battle of the Bulge through researching his specific armored division and battalion. I even found pictures of him in Europe that were never before seen by anyone in my family!"

The Gilder Lehrman Institute has had a special relationship with the James Madison Foundation for years. The Institute is dedicated to helping its eligible students become James Madison Fellows, but also helping those already enrolled as Fellows to get the most out of their degree. In fact, the entire degree can be completed within the allotment of a James Madison Fellowship (up to \$24,000) and tuition for each course is only \$750.

**OPPOSITE TOP TO BOTTOM:**

Gettysburg Battlefield (photo: Emilyk, Wikimedia Commons); Gettysburg College.

The James Madison Fellows who have been a part of the program have always highly recommended it to their colleagues. Marsden wrote, “Too many times as history teachers, we are focused exclusively on the content we are currently teaching.” He continued, “The GLI program allowed me to go back to my roots as a historian—a younger version of me driven by curiosity and unearthing stories left otherwise untold.” Focusing on American history, the Master of Arts in American History at the Gilder Lehrman Institute at Gettysburg College has helped many teachers become even more knowledgeable about what they teach and allows them the freedom to explore avenues of American history they are interested in.

More information can be found at <https://www.gilderlehrman.org/masters-degree-american-history>.





Arizona State  
University

www.asu.edu

Featured James Madison  
Fellow-Arizona State  
University Alumni



**Tammy Bean**  
'22 (AL)



**Scott Garapic**  
'22 (OH)

## AROUND THE NATION

# The Master of Arts in Classical Liberal Education and Leadership at Arizona State University

In 2017, the School of Civic and Economic Thought and Leadership (SCETL) was created inside Arizona State University. SCETL's curriculum focuses on the great ideas and debates in history and political thought of the Western and American traditions. The school combines both "classical liberal education" and "civic education" in its undergraduate and graduate programming. Although the program is new, it has proven popular amongst students from across the nation, especially in the western United States. The school began offering a Master of Arts degree in 2020, called "the Master of Arts in Classical Liberal Education and Leadership."

The M.A. program includes a special focus on the American Founding and the Framing of the U.S. Constitution. To do this, the courses for the program are a wide variety in both political science and history, ranging from Ancient Greek and Roman thought to the Enlightenment, and up through 21st-century American thought. Dr. Trevor Shelley, Assistant Teaching Professor and the Associate Director of Graduate Studies, points out the close connection between the program and civic education. "In order to appreciate what the Founders were debating," Shelley said, "you must be familiar with what they read."

The program can be an asset to both history and civics teachers. To do this, the program has a wide variety of courses in both political science and history which, Dr. Shelley notes, mutually reinforce each other and provide a well-rounded understanding of America. The 2022 James Madison Fellow for Alabama, Tammy Bean, who is enrolled in SCETL's M.A., wrote that while she learned the events in history in her undergraduate education, she did not have a rich and thorough knowledge of *how* the Founders arrived at their thoughts on "governance, freedom and statesmanship." She said, "I have not only learned from where their [i.e., the Founders'] inspiration and education came, but also how those leadership principles are timeless and can be easily applied today."

Both History and Political Science faculty are in the program, offering students different paths of interest. There are distinct courses focused on John Locke, James Madison, Alexander Hamilton, Baron de Montesquieu, Alexis de Tocqueville, Abraham Lincoln, George Washington, and other important thinkers. Other courses examine the history of the courts, ancient and modern literature and philosophy, and the American Founding, among others.

Since its beginning in 2017, SCETL has been fortunate in attracting some of the most reputable and well-known professors in political philosophy, American history, American political thought, and the founding era; and more professors are joining the faculty as the school continues its rapid growth. Dr. Peter McNamara is recognized

OPPOSITE: Arizona State University.

as one of the most prominent scholars on the political thought of Alexander Hamilton, as well as political economy and the Founding. Dr. Colleen Sheehan is one of the nation's foremost scholars on James Madison. The school's Director, Dr. Paul Carrese, is noted for his work on the Baron de Montesquieu and George Washington. Dr. Michael P. Zuckert and his wife Dr. Catherine Zuckert both teach at the school and focus on political thought. Dr. Michael P. Zuckert, who focuses on John Locke and Abraham Lincoln, recently released a new book on Abraham Lincoln entitled *A Nation So Conceived: Abraham Lincoln and the Paradox of Democratic Sovereignty* (University Press of Kansas), which was reviewed in the Foundation's publication, *The James Madison Review of Books*, by James Madison Fellow Mark Wiese, '17 (MN). Bean was especially impressed by the course "The Political Thought and Leadership of Lincoln: A Refounding?" taught by Dr. Michael P. Zuckert. She said she learned about Lincoln's unique "ability to work within the parameters of the Constitution while confronting much needed changes in our imperfect union." About the same class, the 2022 James Madison Fellow for Ohio, Scott Garapic, said, "Every class has been exhaustingly enriching and satisfying. I loved the Lincoln class." He also said that his professors at SCETL have been "eloquent, convincing, emotional, and dynamic."

The program is a hybrid degree with both in-person and online options, with the latter option only requiring completion of 3-credits on campus. This can be done through the program's Summer Institute, which is launching in Summer 2024, where intensive 1-week, 3-credit courses will be offered each July. The

Institute will be held at Northern Arizona University's campus in Flagstaff, away from the summer heat of Phoenix. Students are responsible for making their way to ASU, but through the generous support of donors, all other transportation, meals, and lodging are covered. Families will have the option of joining students and might take advantage of touring local sights, such as the Grand Canyon, and other Arizona attractions.

Several James Madison Fellows are part of SCETL's M.A. program and have remarked on how seamless the process of enrolling and using their James Madison Fellowship is at the school. The school has focused on recruiting James Madison Fellows to participate in their program because they recognize how important civic education is in America. They also have an enormous respect for James Madison Fellows and their high level of achievement and intellectual curiosity. Although the amount for the James Madison Fellowship is not sufficient to completely cover the entire cost of the M.A. degree for non-Arizona residents, SCETL has additional scholarship funds available for Fellows in the program which take care of the remaining cost.

The program at SCETL continues to serve James Madison Fellows, civic educators, and leaders. Dr. Shelley notes that the M.A. program is guided by a twofold question: "what does it mean to be a good human being and a good citizen?" Seeking to answer the question through a deep study of history, philosophy, ethics, economics, and literature, the M.A. program is unique and well-suited towards James Madison Fellows.

More information about the degree can be found at <https://sctel.asu.edu>.





## James Madison Memorial Fellowship Foundation

# Summer Institute

The 2023 Summer Institute on the U.S. Constitution was another wonderful event for the James Madison Fellows in attendance. It was held at Marymount University's Ballston campus, and graduate credits were awarded through Georgetown University. This year also saw the same high numbers of Fellows - over 60 in total. The Foundation was also privileged to have a small reunion of the first class of James Madison Fellows - the Class of '92 - sit for a panel discussion in front of the Fellows.

James Madison Fellows were given the opportunity to hear from the Foundation's distinguished summer institute faculty including Dr. Jeffrey Morrison, Dr. Dan Dreisbach, Dr. Kevin Hardwick, Dr. Terri Halperin, Dr. Abbylin Sellers, and Dr. Guy F. Burnett, who also filled the role of Acting Director for the summer. The list of guest faculty included such scholars as the

Honorable Terrence Berg (United States District Court for the Eastern District of Michigan), the Honorable Diane S. Sykes (Seventh Circuit, U.S. Court of Appeals), Dr. Danielle S. Allen (Harvard University, Educating for American Democracy), Dr. William Allen (Emeritus Dean, James Madison College, Emeritus Professor of Political Science, Michigan State University), Dr. Rosemarie Zagarrri (George Mason University), Dr. Jeff Rosen (National Constitution Center), Dr. John B. King, Jr., '95 (NJ) (Former U.S. Secretary of Education, current Chancellor, State University of New York), Lee Ann Potter (Library of Congress), Dr. Alex Hindman (College of the Holy Cross), and Dr. J. Michael Hoffpauir (Clemson University). The 2023 James Madison Lecture was delivered by historian, author, and professor, Dr. H.W. Brands from the University of Texas, Austin.

ABOVE: James Madison Fellows at the 2023 Summer Institute on the Constitution at Independence Hall in Philadelphia, Pennsylvania.





The James Madison Fellows were also able to argue court cases in a U.S. District Courthouse presided over by the Honorable Judge Royce C. Lamberth (Senior Judge, United States District Court for the District of Columbia), and visit the U.S. Supreme Court.

The site visits this year were as exciting as previous years, and the Foundation once again visited Independence Hall in Philadelphia, Pennsylvania thanks to the help of James Madison Fellow Rob Schulte, '19 (NJ). Other site visits included the Museum of the American Revolution (thanks to James Madison Fellow Linda Dean, '15 (NJ), the National Constitution Center, George Washington's Mt. Vernon, George Mason's Gunston Hall, the Library of Congress, the Smithsonian's National Museum of African American History and Culture, and Arlington National Cemetery.







## IN YOUR WORDS



The Summer Institute afforded me a deeper appreciation for the Constitution and the founding principles. The lectures, field trips, and readings, allow us to see the growth and development of the American Revolution through the eyes of the Founding Fathers. The trips to the Supreme Court and Mount Vernon provided eye-opening experiences that shaped my ideas about constitutionalism and how the United States Constitution impacts our day-to-day lives. The Fellowship instills the virtues and knowledge that is needed in the classroom to promote a healthy understanding of government.

**Chris Stanley, '22 (RI)**

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My students will be the most versed in Constitutional Studies in the State of Montana as a result of the Institute.

**Michael Herdina, '22 (MT)**

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The Summer Institute was one of my professional career's most educational, inspirational, and stimulating experiences. With more confidence in teaching through primary sources, I aim to teach my students the skills they need to read, think, write, and act for themselves through interaction with our Founders' own words. I learned from, connected with, and found inspiration from the top scholars and teachers in the nation, and I am more convinced than ever that we need to keep fighting for civic education in our schools and teach civil discourse skills to our students!

**Bobbi Sauls, '22 (MD)**

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The James Madison Summer Institute reinforced the idea that what we do as classroom teachers matters. The experience of learning together, with other teachers from around the nation, through lectures, discussions, and field trips encourages me to be a better educator.

**Phil Balkus, '22 (MA)**

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Between the readings, papers, lectures and discussions, the James Madison Summer Institute was the most intense academic challenge I have ever undertaken. It was also the most rewarding. I was able to hear lectures from some of the best professors in the nation and learn something new every day. My students are going to benefit from everything I learned, and that is something that teachers do not often get to say. Along with the fresh and energetic outlook on my Civics curriculum, they will also profit from the mentality that I was reintroduced to this summer - there is great value in pushing oneself to do difficult things.

**Myra Popenfoose, '22 (ME)**

The Summer Institute was the most beneficial educational experience that I have had the pleasure to be a part of. The readings, lectures, trips, presentations, discussions, and accommodations were all second to none. I felt truly appreciated by all staff and fellows. It was challenging but very rewarding and I feel extremely blessed to have experienced a phenomenal 4 weeks as part of the Summer Institute.

**Brian Tuskan**, '22 (NJ)

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The experience was intense yet amazing. Participating in this institute was enjoyable and taught me many new things about republican governments. My confidence level increased concerning my teaching of this content. My job now will be to share that enjoyment and confidence to my students.

**Scott R. Garapic**, '22 (OH)

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The opportunity to explore the foundations of the Constitution at the Summer Institute was the most valuable professional learning experience I've had as a teacher. I appreciate the ability to learn from experts in the field, and to be able to process the learning with some of the best teachers from across the country. The chance to immerse myself for a month on the incredible history and places behind the Revolutionary period, the Declaration, early Constitutions, and the Constitutional Convention, and some of its impact on early government was wonderful and reignited my passion for teaching. I'm honored to be part of the Madison Fellows who bring that passion back to their classrooms each year.

**Sara Miller**, '22 (WY)

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The Summer Institute has not only taken my knowledge to new heights, but it will have a tremendous impact on what, and how, I teach U.S. Government. My students, for years to come, will be the beneficiaries of all the work that was involved in the Summer Institute. The James Madison Fellowship has changed what I teach and how I teach in an unbelievable way!

**Bradley Bowditch**, '22 (IN)

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The Summer Institute truly changed my life and my teaching forever. This "Constitution Bootcamp" forced me to re-evaluate what I had previously learned about the Constitution in new and innovative ways. For something that I have taught for many years in the classroom, there was so much I had never learned or thought of. My students will forever benefit from this amazing experience I was lucky enough to have.

**Katherine Bazzell**, '22 (NH)



# Together Again for the First Time

## The Class of '92 Reflects on the First Summer Institute

On June 29, 2023, at the James Madison Memorial Fellowship Foundation's Summer Institute on the Constitution, the first class of James Madison Fellows from 1992 convened a panel to discuss the first Summer Institute and how much the James Madison Fellowship changed their lives. Claire Griffin, one of the members of the Class of '92, was instrumental in putting together a reunion and panel discussion for the Summer Institute.

Although they were all separated by time and circumstance, the kinship felt by the Class of '92 Fellows was as strong as ever. It was remarkable to see how much they had in common, even over such a span of time. During the panel discussion, Scott Szevery remarked that everything he learned at the Summer Institute became part of how he understood the Constitution and how he taught it, but the "best thing was that we made friendships for 30 years." Despite being spread across the country, the Class of '92 had kept in contact and stayed in each other's lives for decades.

The Summer Institute has always enjoyed a reputation for being rigorous and demanding. The first was no different. The panel spoke about how difficult it was at the beginning. One of panelists, Kristen Farrell, noted that in the hot District of Columbia summer, "We sweated walking outside and then went into the freezing cold classrooms, where we would have these great classes and write all of these papers." She also mentioned the numerous site visits and lectures at Thomas Jefferson's Monticello, George Washington's Mt. Vernon, and James Madison's Montpelier. The Fellows were also given special tours of the U.S. Supreme Court, the National Archives and Arlington National Cemetery. They were able to see many of the sites that James Madison Fellows visit today, she emphasized, "We worked very hard."

Part of the reason for the rigor and demand-

ing expectations came from the first Director of Academics, Dr. James M. Banner, Jr., who had formerly taught at Princeton University. He instilled a high standard in both the reading materials and writing excellence – the same expectations of the top universities in the nation. Even in discussion sections, the Fellows were held to a high standard in their assertions and theories. The Class of '92 Fellows still fondly remembered a particular phrase by a professor when someone asserted a particular hypothesis about the Founding. "Interesting hypothesis," he said, "but alas, it's wrong." The Fellows liked it so much that they made t-shirts.

The panel discussed the differences between the current era in politics and the spirit of compromise that pervaded politics three decades earlier. They were quick to point out that both Senator Orrin Hatch, a Republican from Utah, and Senator Edward Kennedy, a Democrat from Massachusetts, came together at the Bicentennial of the United States Constitution to create a Foundation focused on helping the nation's students better understand the document. Scott Szevery said that he "brought back an appreciation of the Founding Fathers [who were] flawed men, but men of principle." However, what made the biggest impression on Szevery was "the idea of civic virtue," because properly understood, it taught citizens "how to put the needs of yourself aside and concentrate on what the country needs." He says he reminds his students, "compromise is not a dirty word." Stacy Moses also learned how to better listen to both sides of historical and political arguments through the Summer Institute's deep reading of Anti-Federalist thought. She said, "The Anti-Federalists may not have won, but they weren't wrong about a lot of things." This led her to instill in her students the idea of taking both sides of an argument seriously. She tells her students, "You won't get anywhere if you just dismiss an argument out of hand."



Class of '92 Fellows at the 2023 Summer Institute on the Constitution.

**TOP ROW:** Stacy Moses, Liz Ray, David Bennett, and Kristin Farrell; **BOTTOM ROW:** Scott Szevery, Jack Guy, David Seiter, and Phil Donohue.

The Class of '92 had successful and diverse careers after they completed the requirements of the James Madison Fellowship. David Bennett became the James Madison Foundation's first Congressional Fellow and worked for Senator Edward Kennedy. He related a story about a call he received one day while teaching at his school:

One day at school, I got a call, and it was from Senator Kennedy. He asked if I could fill in for him that day because he was supposed to be speaking at a nearby school. Well, what do you say to a Senator? So I said sure. I told the principal I needed the next few hours off, and I left and spoke to a group of 500 people. I made it through the speech, but my heart was in my throat. Afterwards, people came up and shook my hand. These are experiences I could never have had if it wasn't for the Foundation.

Jack Guy said that he originally started teaching Russian but when he won the James Madison Fellowship, "it opened up so much for me." He became fascinated by how countries in the former Soviet Bloc taught civics to their citizens, and he was awarded a Fulbright Scholarship to study it more. Understanding the impor-

tance of civic education, he started a program examining it while working as a contractor for the U.S. military in Afghanistan.

The Summer Institute was full of memories but also a lot of fun in 1992 - a tradition kept alive each year. The panel discussed how during a tour of the Supreme Court (including a stop at the basketball court on the top floor), Justice Antonin Scalia just came out and started talking to them. Class of '92 Fellow David Seiter had a laugh when, during a question-and-answer session, Justice Scalia told the Fellows, "there are no dumb questions." Then, after someone asked a question, he jokingly said, "Wait, I might need to take that back." Everyone had a good laugh.

In the end, it was clear from the panel that the James Madison Fellowship had a lasting impact on the Class of '92, just as it does each year for every class of Fellows. Reflecting on her life after becoming a James Madison Fellow, Stacy Moses told the audience, "What happened to me was that I became a student forever and I was able to connect to my students on a different level." She poignantly reminded them, "We are all students."



# The 26th Annual James Madison Lecture by H.W. Brands

By Kimberly A. Alldredge

The 26th Annual James Madison Lecture was delivered on June 30, 2023, by professor H.W. Brands at Marymount University in Arlington, Virginia. His lecture was titled “Founding Partisans: Hamilton, Madison, Jefferson, Adams and the Brawling Birth of American Politics.”

Brands spoke about his forthcoming book, *Founding Partisans: Hamilton, Madison, Jefferson, Adams and the Brawling Birth of American Politics*. In particular, he examined the early years of the American republic as the Founding Fathers disagreed with one another, and their competing visions of what the nation would be. Brands focused on many topics, including when political parties work best, the spirit of the Constitution, the Framers and term limits, and presidential elections as popularity contests.

H.W. (Henry William) Brands holds the Jack S. Blanton Sr. Chair in History at the University of Texas at Austin. Brands was born in Oregon, went to college in California, sold cutlery across the American West and earned graduate degrees in mathematics and history

in Oregon and Texas. He taught at Vanderbilt University and Texas A&M University before joining the faculty at the University of Texas at Austin.

He writes on American history and politics, with books including *The Last Campaign: Sherman, Geronimo and the War for America* (2022), *Our First Civil War: Patriots and Loyalists in the American Revolution* (2021), and *The Zealot and the Emancipator: John Brown, Abraham Lincoln and the Struggle for American Freedom* (2020). Several of his books have been bestsellers; two, *Traitor to His Class: The Privileged Life and Radical Presidency of Franklin Delano Roosevelt* (2008) and *The First American: The Life and Times of Benjamin Franklin* (2000), were finalists for the Pulitzer Prize. He lectures frequently on historical and current events and can be seen and heard on national and international television and radio. He publishes history-themed poetry on Twitter and “A User’s Guide to History” on Substack. A recording of the lecture can be viewed on C-SPAN.





## FELLOWS' FELLOW

# 10 Questions with the 2023 James Madison Fellows' Fellow Stephan Seabury



### **Q What made you want to become a James Madison Fellow?**

There are a couple of reasons why I decided to apply for the Fellowship.

First, after meeting some Fellows a few years ago, I just kept running into more Fellows at various conferences across the country. Every one of these teachers were talented not only in the classroom, but truly enjoyed attending conferences and looking to improve our profession. It's really encouraging to spend time with others who are not only as nerdy as yourself but are also willing to discuss not just the problems of teaching, but how to actually make it better.

Secondly, getting a master's degree was always a goal but how to pay for it and what subject was the challenge. The Fellowship solved both not only monetarily, but by also giving me the chance to (kind of selfishly) study American government. I've always enjoyed reading about the idea of how to build a functioning society and now I can study those who, in various ways, created one.

### **Q How did you hear about the James Madison Fellowship?**

I first heard about the Fellowship while attending a teacher travel workshop sponsored by the National World War II Museum in New Orleans. There were about 3-4 other fellows in our group and they immediately and, rather directly, suggested that I apply. They were all amazing, experienced teachers who I honestly felt I didn't really measure up to. Yet these great teachers from various parts of the country were always encouraging in helping me to confidently apply.

### **Q Could you share some background information with us?**

#### ***Where did you grow up?***

I was born in Alabama, and moved to Sandy, Utah when I was 3-4 years old and that's where I grew up.

#### ***What got you into the field of education and teaching?***

My wife Jenni actually got me into teaching. I originally was thinking about architecture but worried about being stuck at a desk. She was already working on a degree in elementary education and suggested that since I liked to learn and talked a lot, I should look into education. From there, I found that I really do like learning and talking, but especially seeing how others learn new ideas or skills that change how they perceive the world. It's a great experience when my students ask thoughtful questions or come to a realization of new and applicable knowledge. I believe that if you want to improve the future you educate the present, and that's what I've tried to do in teaching.

#### ***What are your primary interests in the field of history or government?***

I mostly focus on the skills of historical work for my students and also the application of the political theory that they learn. Many of my students may not become historians but the skills of argument, evaluation of sources, and critical thinking will serve them wherever they end up. For my government students, they need to see the actual outcomes of political ideas as they will become a part of that world hopefully as engaged citizens.

***Where did you attend your undergraduate institution?***

I went to Utah State University.

***Why do you love teaching about the Constitution?***

I think I just like discussing the Constitution because it sparks so many ideas of how to govern and allow for future adaptation. It's a point in history where you in essence get to see "how the governmental sausage" is made. I've always been interested in seeing how other people think and what they feel are the best solutions for such problems as creating a new and functioning country. With the Constitution, you get to see that process along with the actual application of such innovative ideas.

***Do you have any awards you've received for teaching or scholarship, including your own secondary school experience and undergraduate experience?***

I graduated magna cum laude from the Education Department of Utah State University. I'm also grateful to have been a recipient of various teacher travel scholarships and leadership opportunities. I've received travel scholarships from the Utah chapter of the Freedoms Foundation six times, Driven to Teach sponsored by Larry H. Miller foundation, Huntsman Seminar provided by the Hinckley Institute of Politics at the University of Utah three times, Summer Teacher Institute at the National WWII Museum 2017-18, Utah Valley University Constitutional Literacy Institute 2020, U.S.S. Midway Summer Teacher Institute 2022. I was also selected as a member of the Utah Teacher Fellows cohort 2019-21 and now I serve on the leadership team of that organization. I also serve on the advisory board of the Utah Civic Learning Collaborative. I've been selected to work on various projects for the Utah State Board of Education including writing competencies and rubrics for the Utah Portrait of a Graduate as well as the Roles of a Utah Teacher Leader guidebook.

***Who is your favorite Founder and why?***

Naturally, James Madison. I really like Madison because of the way his mind works. Madison is able to not only study and understand the science of politics from ancient history up to his time; but he makes connections between various ideas in order to create new applications that others would miss. It is one thing to be so well read that you can quote and even elucidate great ideas of other thinkers, but it's another to figure out how each disparate idea can be connected to another into a final innovative approach.

***What is your favorite thing to teach about the U.S. Constitution?***

The Convention itself and the debates that followed. The Convention was such a unique time in history, and I feel it's important for me to let my students know that anything truly innovative can be created by those who are willing to try, and so the Constitution was not some kind of immaculate conception event. Deliberation doesn't create perfection, but it's a good start. I want my students to see that government is evolutionary which helps them to realize that the study of it is not memorization of content, it's a way of thinking. The Convention is a perfect example of various people getting together to find very real and practical solutions. With the debates that followed, my students get to see what actual debate looks like. They connect with the time period when they see it's a bunch of news editorials going back and forth and that no one had a single monopoly on what is right. It's similar to what they see all the time online, albeit with a bit of a language change and maybe some more decorum (although many authors during the ratifying debates certainly didn't mince words when throwing the equivalent of intellectual "shade" on their opponents). This allows students to see that the minds of the past are not so different from their own, when they see that those minds disagreed just as much as they do. From there it creates great discussion in my class because now the students can see that running a government is really just an evolving discussion on how to run society itself.

***What do you find the most challenging thing to teach about the U.S. Constitution?***

Basically, there are two parts for what makes teaching the Constitution to high school students difficult.

One is the amazing job in which the delegates created a government that had so many internal checks and balances. When you spell it, out it's easy for students to come to the conclusion "well no wonder the government is inept, it was designed to be that way"(I've adapted the language from what a teen may actually say). So, you have to quickly remind them of context and that in reality a governmental design that makes creating a tyranny rather difficult, they understand.

The other issue is any part the delegates wrote with little or no explanation. There have certainly been plenty of recent events in the last few years in which there's little in the Constitution for me to use in answer to my students' questions. What makes this challenging is students may feel then that our system doesn't work if it is unable to account for new scenarios, or that the delegates were not as smart as their 5th grade teacher told them were.

However, at the same time I actually enjoy this because it gives me the opportunity to highlight for my students the amazing process that is nation building. They can see that the delegates knew their system was not perfect and that's why they left room for adaptation and trust that future generations would continue to build on what they did.

### **Q What was the last book on U.S. history you read?**

Given that I'm currently working on my master's degree, the last book I read is more like a list of books on the founding of our country all being read simultaneously. These books include Gordon Wood's *The American Revolution*, *The Essential Anti-Federalist* edited by W.B. Allen, Gordon Lloyd, *The Federalist Papers*, and others. The last U.S history book I read for fun would be *Thomas Jefferson: The Art of Power* by Jon Meacham.

### **Q Who is the most overlooked figure in early American history and why?**

Recently, I've found that Samuel Adams would be someone who has been overlooked until the last number of years. As I've had the opportunity to travel to various Revolutionary war and Founding Era sites, he keeps just popping up. It seems that he was at all the major events leading up to the Revolutionary War, from the Boston Tea Party to Lexington and the Declaration of Independence. Yet, for various reasons we don't know as much about him as we do his cousin and other men of the era. To me, it's a reminder that there are a lot of people like him out there who are the ones who had real

abilities to lead others and yet are maybe forgotten over time. I'm just interested in thinking and learning about the other men and women of truly impactful moments in history, such as Sarah Fulton and the Boston Tea Party or the women of Bletchley Park. There are always people who have such an impact simply because it was the right idea or choice for the issue and not for any future fame. In the end, there are way more people of true ability, than there are books about these people.

### **Q Anything else you would like to say for the magazine?**

I am, and will always be, grateful for my wife Jenni. She is the one who has consistently helped me to realize who I am and to be confident in what I do. Jenni has been willing to encourage me to go to various conferences, apply for leadership opportunities and look for improvement in my career. She does this all while making a positive impact on our kids and while she herself taught 1st grade. She's the one who helped me to continue to apply for the Madison Fellowship when I would feel discouraged after not getting in the first few times. So again, am truly blessed to have her in my life.

### **Q Any thanks you have for the Fellows for selecting you personally?**

I honestly don't know what to say to the various people who I may never meet and yet they were good enough to select me for this opportunity. I can only say that I'm truly grateful for their selection and for such an amazing opportunity in my career.

# CLASS Notes

## 1995

Scott Gordon, '95 (WI) was awarded a Fulbright Distinguished Award in Teaching Fellowship to Finland.



Former U.S. Secretary of Education John B. King, Jr., '95 (NJ) became the 15th Chancellor of the State University of New York (SUNY).

## 2004

Patrick Kelly, '04 (SC) was interviewed for a story about civic education on PBS.

## 2008

Kimberly Huffman, '08 (OH) won the American Civic Education Teacher Award by the Center for Civic Education.

## 2018



Bobby Harley, '18 (SC) discussed how he teaches about Frederick Douglass on C-SPAN with fellow James Madison Fellow Lois MacMillan, '21 (OR).

Pam Cummings, '18 (AR) was awarded History Teacher of the Year for Arkansas by the Gilder Lehrman Institute.

## 2019



Angel Ledbetter, '19 (NC) was awarded History Teacher of the Year for North Carolina by the Gilder Lehrman Institute.

Tyler Nice, '19 (OR) was awarded History Teacher of the Year for Oregon by the Gilder Lehrman Institute.



Marilyn Orseno, '19 (OH) was awarded History Teacher of the Year for Ohio by the Gilder Lehrman Institute, and she was also a finalist for the National Teacher of the Year by the Gilder Lehrman Institute.



Marcee Hinds, '19 (AL) was awarded the Golden Apple Award in Alabama.

Rob Schulte, '19 (NJ) was awarded the 2022 Reverend John Witherspoon American History Teacher of the Year by The New Jersey Society of the Sons of the American Revolution.

## 2020



Amy Elsass, '20 (OH) was awarded the High School Teacher of the Year by the Ohio Council for Social Studies.

## 2021



Jennifer Paulsen, '21 (IA) was awarded Teacher of the Year for Iowa by the Gilder Lehrman Institute.

Nicole Frazer, '21 (OH) joined the National Constitution Center's Teacher Advisory Council.

Lois MacMillan, '21 (OR) discussed how she teaches about Frederick Douglass on C-Span with fellow James Madison Fellow Bobby Harley, '18 (SC).

## 2022



Michael Besenius, '22 (ND) was awarded History Teacher of the Year for North Dakota by the Gilder Lehrman Institute.

## 2023

Carrie Huber, '23 (SD) was awarded History Teacher of the Year for South Dakota by the Gilder Lehrman Institute.



## From the Editor

Thirty-one years and still going strong.

At this year's Summer Institute, I had the pleasure of moderating a panel of James Madison Fellows from the Class of 1992. The contrast between the current and former Summer Institute curriculum was not as stark as I thought it would be. The Summer Institute curriculum is filled with many more site visits, is being held at Marymount University's Ballston campus, and has far more faculty (permanent and guest) lecturing and leading discussions. However, the materials learned are still the same important and timeless concepts of the U.S. Constitution. The James Madison Fellowship changed their lives and their teaching. It made me think about how important good education on the U.S. Constitution is essential for the nation's youth. Almost 2,000 teachers have successfully completed the Fellowship, and the numbers keep growing each year. This means thousands of students all over the nation have benefited from their teacher's increased knowledge of the U.S. Constitution. Who knows how much that has inspired students and will continue to long into the future?

The James Madison Memorial Fellowship Foundation continues to fulfill its mission of improving teaching about the U.S. Constitution in secondary schools. We are grateful for the opportunity we have to give our Fellows the chance to improve their knowledge on our governing charter. We are especially grateful that we can give back to our civics, government, and history secondary school teachers who mean so much to the nation.



James Madison Fellows attending the 2023 Summer Institute visiting the Museum of the American Revolution in Philadelphia, Pennsylvania.



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