

MAHGNUM OPUS

updating you on the work of the

Master of American History and Government Program at Ashland University

A WORD FROM THE CHAIR



Peter W. Schramm

Our summer institutes in 2009 were another great occasion for gathering groups of dedicated teachers to read deep in the actual documents of history and discuss the ideas and principles that have shaped our nation. We ran an expanded program, with six week-long sessions and thirty courses. We now have 234 students seeking degrees in the Master of American History and Government program. Join me in congratulating our latest graduates, Emily Swogger, Brandon Fox, and Matthew Lo, whose good work you may read about below.

Best wishes in all that you do,

Peter W. Schramm

Chair, Master of American History and Government at Ashland University

SUMMER 2010 SCHEDULE OF COURSES

SESSION 1:

SUNDAY, JUNE 20 TO FRIDAY, JUNE 25, 2010

SESSION 2:

SUNDAY, JUNE 27 TO FRIDAY, JULY 2, 2010

SESSION 3:

SUNDAY, JULY 4 TO FRIDAY, JULY 9, 2010

SESSION 4:

SUNDAY, JULY 11 TO FRIDAY, JULY 16, 2010

SESSION 5:

SUNDAY, JULY 18 TO FRIDAY, JULY 23, 2010

SESSION 6:

SUNDAY, JULY 25 TO FRIDAY, JULY 30, 2010

The schedule of courses will be posted online in October.

NEW GRADUATES EXAMINE ASPECTS OF AMERICAN FOUNDING



Emily Swogger

This summer brought three new graduates of the Masters in American History and Government program: **Emily Swogger**, graduating in May, and **Matthew Lo** and **Brandon Fox**, who graduated in August. Each took a close look at one aspect of the American Founding, applying it to an important question in American life.

Emily Swogger wrote a capstone project examining how the concept of the “American Mind” influenced the Women’s Rights movement. The term “American Mind” was coined by Thomas Jefferson, who used it to characterize the mindset of those pursuing the Revolution. These men

staked their effort on the conviction that human beings possess natural rights that government cannot abrogate; that therefore government exists only by consent of the governed. While the prominent actors at the time of the Revolution and Founding were indeed *men*, Swogger wanted to show the ways in which women applied these convictions to their own movement for political representation.

“I love women’s history,” Emily said, laughingly complaining that none of the classes in the MAHG program focus on women’s experience. “But in a class I took on the American Revolution, I was struck when Professor **Rob McDonald** mentioned a woman shortly after the Revolutionary time period who was calling for the principles of the Declaration to be applied to women.

“I was also thinking about Abigail Adams’ letter to John Adams, during the time of the drafting of *continued on page 2...*”

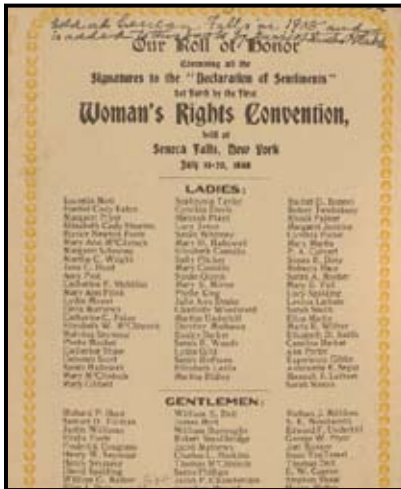
Register for courses online at <http://mahg.ashland.edu>

NEW GRADUATES EXAMINE ASPECTS OF AMERICAN FOUNDING (CONT.)

the Declaration, in which she asked those planning the new nation's laws to 'remember the ladies' and threatened a female insurrection if they did not," she continued. Emily wrote a three-lesson teaching unit on the political movement among women that culminated in the mid-nineteenth century founding of a drive for women's suffrage in the United States.

The first lesson, covering the Revolutionary period, helps students understand the idea of the "American mind" as well as the concept of "republican motherhood," a role often assigned to women in the Revolutionary era by religious leaders, who called on women to raise patriotic sons who would take on public service roles in the new republic. One effect of this new emphasis on the contributions of women was an increase in educational opportunities for them. "The thought was, educate women and they can educate their sons," Emily explained.

The second lesson introduces students to social movements in the early 19th century in which women took leading roles. Emily noted that women active in the Temperance and Abolition movements gained confidence and learned techniques that would serve them in the Women's Rights movement.



"Our Roll of Honor," a Commemorative list, published in 1908, of signatories to the "Declaration of Sentiments" of 1848

Catherine Beecher's "Suggestions Respecting Improvements in Education," which advocated training women as teachers, and Alexis de Tocqueville's remarks, in the second volume of *Democracy in America*, on female education in the United States. She also devised an activity in which students write journal entries from two points of view, one that of a girl living in 1790 and another that of a girl living in 1820. "There was a big change in attitudes about women's education during that thirty-year period," Emily said.

"I was surprised by the number of women in the early republic who were speaking out about women's rights," Emily said of her study. Noting that such important leaders as Stanton

The third lesson covers the Seneca Falls Convention of 1848, where Elizabeth Cady Stanton presented a Declaration of Sentiments stating that "all men and women are created equal" along with eleven resolutions calling for protection of equal rights between men and women in all spheres of national and social life, including the crucial right to vote.

Emily's lesson plans include readings in such primary documents as

and Susan B. Anthony were no longer living by the time of the passage of the 19th amendment, Emily said her study suggests the importance of civic activism. "It's important for students to see how long and hard people worked" for rights such as women's suffrage, she said. This teaches students that movements that begin in small ways "may lead to accomplishment much later."

Emily's advisor was Professor **Chris Burkett**, who said, "Emily put a lot of work into her project, especially in searching for the best documents to incorporate in the lessons. She also did a nice job of tying all of her major themes together in the scholarly paper that accompanied her lesson plans." Emily described Professor Burkett as "very helpful. He even called me on Christmas Day to talk with me about the capstone proposal I had submitted!" Emily, who teaches eighth grade social studies in Akron, Ohio, is now pursuing a second Masters degree in library science.

Brandon Fox embarked on his thesis, "Constitutional War Powers," as a way of focusing on a seldom discussed aspect of the statesmanship of Thomas Jefferson. "I always liked Jefferson; I thought this would be the most novel or unique approach to him," Brandon explained. His research uncovered yet another of the many paradoxical relationships between Jefferson's thoughts on government and his practice.



Brandon Fox

Although war powers in the Constitution are divided between the executive and legislative branches, the exact distribution of these powers between the two branches was controversial during the writing and ratification of the Constitution and remains controversial today. Brandon argues that the Founders intended for the executive to wield the decisive power. His thesis tests this argument by examining one of the first uses of executive authority to wage war.

In 1801, during a Congressional recess, Jefferson decided to send a naval fleet to suppress the Barbary pirates. Operating off the shores of North Africa, this group of pirates customarily attacked merchant ships passing through the area, holding their crews for ransom. For centuries, European powers had paid tribute to the rulers of North African states in order to protect their commercial vessels from attack. American ships had enjoyed British-bought protection during the colonial period and then the protection of France during the Revolution. After winning independence, however, the United States had to arrange its own way of appeasing the pirates.

Jefferson had opposed the paying of tribute since his service as ambassador to France. Brandon points to an exchange

of letters in 1786 between Jefferson and John Adams, then serving as ambassador to Great Britain. Jefferson deplored the payment of tribute, speaking of the possibility of forming an alliance of powers to fight the pirates. Adams did not think such an attempt feasible and was resigned to continue paying tribute, which became the policy of first Washington's and then Adams' presidencies.

Soon after Jefferson became president, he had to confront a demand from the pasha of Tripoli for more tribute. Jefferson's refusal to pay prompted the pasha to declare war. The new president, who earlier had opposed developing the U.S. Navy beyond a capacity for coastal defense, now dispatched a squadron of naval ships to the Mediterranean.



"Decatur Boarding the Tripolitan Gunboat" during the bombardment of Tripoli, 3 August 1804. (U.S. Naval Historical Center Photograph)

The Barbary War lasted until 1805 and was effective in ending, over time, the Euro-American appeasement of piratical states. Remembered primarily today as the occasion for American Marines to fight on "the shores of Tripoli," it is to Brandon an instructive lesson in the willingness of presidents, even one like Jefferson, who is known for his suspicion of executive authority, "to wield a robust foreign policy."

The Barbary War occupies the middle chapter of Brandon's thesis. The first chapter aims to construct the original meaning of the Constitutional assignment of war powers, primarily by examining the differing arguments of Alexander Hamilton and James Madison. During the ratification debate, eight papers of *The Federalist*, largely authored by Hamilton, discuss these powers. After ratification, an action of President Washington prompted Hamilton and Madison to take up the question again, this time with contesting interpretations.

In 1793 Washington, in disregard of the nation's alliance with France, proclaimed American neutrality in the war between France and Britain. Hamilton defended Washington's proclamation in a newspaper editorial, and Madison, using the pseudonym "Helvidius," attacked this defense. He saw it as an abrogation of Congressional authority. This prompted an exchange of public letters between the two, known as the Pacificus-Helvidius debate. While Madison argued that "constitutional war powers are evenly split between the two branches," Hamilton

maintained that "the President has all the executive power he needs" to wage or to decline war in the Constitutional statement that "the executive Power shall be vested in a President of the United States of America," Brandon said.

Jefferson, who had urged Madison to attack Hamilton's view of executive authority, would later find himself having to defend his decision to dispatch a fleet during a Congressional recess. Speaking of the Barbary War in his first annual message to Congress, Jefferson admitted his own view that "technically, he acted outside of the boundaries of the Constitution." In defending his decision, Jefferson "draws on Locke's idea of 'prerogative power,' which he defines as the executive's power to act where the letter of the law is silent, or even sometimes against the law, in order to protect the common good." Essentially, Brandon said, Jefferson "throws himself on the judgment of the people" to approve or disapprove his action by reelecting him or not.

In the last chapter of his thesis, Brandon moves the debate over Constitutional War Powers to the present day, discussing George W. Bush's declaration of a "war on terror." Conceding that, "certainly, the details of the circumstances are different," Brandon says he concluded that Jefferson had asserted the executive authority to wage war "even more boldly than Bush," especially when one considers that Jefferson's decision during a Congressional recess guaranteed him an unequalled period of uninhibited action. Given the state of the roads in 1801, "it would have been very hard for Congress to come back into session" to reverse an executive act.

Brandon, who teaches history at North Olmstead High School, located in a western suburb of Cleveland, Ohio, said he has "very much enjoyed the MAHG program" and particularly appreciated the help given by his thesis advisor, **Jeffrey Sikkenga**, who "steered me in the right direction and pointed me to critical resources." Professor Sikkenga said, "Brandon dug deeply into the question of war powers and developed an argument that was both theoretically rigorous and rooted in a careful study of history. It was a fine effort."

Matt Lo's thesis focused on the clause of the Constitution regarding the international slave trade. Titled "Article I, Section 9: A Principled Act of Prudence," the thesis examines the compromise made between anti-slavery and pro-slavery delegates on the question of whether to ban the importation of slaves into the new nation. Tracing the debates over this clause through the Constitutional Convention, the state ratification conventions, and the subsequent debates over slavery in the new Congress during 1790, Matt assesses the justice and prudence of this peculiarly specific provision of the Constitution.



Matt Lo

NEW GRADUATES EXAMINE ASPECTS OF AMERICAN FOUNDING (CONT.)

The provision, carefully worded to avoid mention of the term “slavery,” stipulated that the importation of slaves into the United States could not be abolished prior to 1808: “The Migration or Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year one thousand eight hundred and eight, but a tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.”

This clause resulted from a controversy over congressional powers that erupted during the 1787 Convention when the Committee of Detail presented its initial draft of the Constitution. The committee, chaired by South Carolina delegate John Rutledge, had written a clause barring Congress from ever prohibiting or taxing the importation of slaves. When the convention delegates came to debate this clause in the draft,

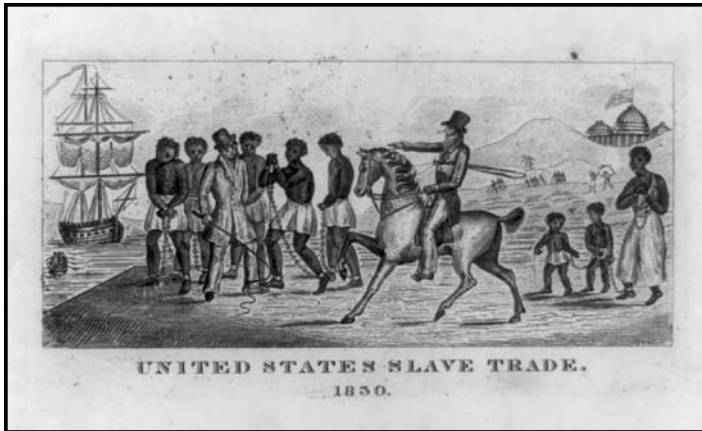
the slave trade was intended to support the gradual abolition of slavery. Others, who claim the Founders took the “low road” on the question, say the stipulations of Article one, Section 9 were not expected to undermine slavery. Established planters in the South already had more slaves than they needed and would sell the children of these slaves to planters beginning operations in newly settled areas. Further importation of slaves from Africa would not be necessary to perpetuate the slave labor system.

Matt argues that “the best thinkers of the time felt that if you cut off the international trade in slaves, this would eventually end slavery.” His examination of the debate showed an emerging consensus that slavery needed to be *gradually* ended. “I was surprised by the number of Americans speaking out forcefully against the international slave trade” at the time of the Founding, he said. “A lot of these arguments were made in Virginia by Virginia slave-owners, which I thought fascinating as well.”

Perhaps it was this emerging consensus that emboldened two groups to ask Congress in 1790 to act against slavery. One petition was presented by a delegation of Quakers and the other by Benjamin Franklin, acting on behalf of the Pennsylvania Abolition Society. Arguing that the slave trade was inconsistent with America’s political and religious ideals, these groups essentially asked Congress to override the provisions of Article I, Section 9. Lo was surprised to find that the Southern response to these petitions went beyond demanding compliance with the Constitution as written. Southern Congressmen presented “a thorough defense of slavery on moral, religious, and economic grounds. . . . I thought that this philosophical defense of slavery had emerged later, with people like John Calhoun, but I found that by 1790 a lot of it’s already there.”

Given the vigorous Southern reaction to anti-slavery measures presented to Congress only months after ratification of the new Constitution was secured, Lo concluded that any effort by the Founders to speedily abolish slavery in the United States would have failed—or won only at the cost of secession by the southernmost states. His thesis argues that the slave trade clause, while “not entirely just, was the best of the alternatives on the table.” It was a prudent measure, because it made room for eventual Congressional action to stem the spread of slavery, but distanced the time of this action enough to reassure the lower Southern states that they could safely ratify the new Constitution.

Matt, who has begun his seventh year teaching history at Brebeuf Jesuit Preparatory in Indianapolis, says his time in the MAHG program has “reinvigorated my career.” His thesis work has helped him formulate a way of countering a typical shallowness in discussions of history, he said. “It’s really easy to focus on the negative accounts, what people failed to do.” If you look more closely, however, “always there are people standing up for what is right. Even though they may not win the day, they set the framework for the justice that will be done later.”



Even after the importation of slaves from overseas ceased in 1808, an interstate slave trade continued. This artist seems to draw a parallel between the international and interstate trade by depicting a ship in the background. (Library of Congress photograph)

opposition arose not only from northern delegates but also from influential Virginians, including James Madison. They countered with a proposal that Congress be permitted to abolish the international slave trade by 1800. The point was resolved when, at the request of delegates from North Carolina, South Carolina and Georgia, this date was moved back to 1808.

After this, the question of the slave trade became part of the debate over whether to ratify the Constitution. Matt focused much of the research for his thesis on the debate in three key states where the slavery question played a crucial role: South Carolina, Massachusetts, and Pennsylvania. “I tried to focus on who the people were who supported the clause concerning the slave trade, and what their reasoning was. The overall question was whether this clause was just and prudent.”

Matt explained that there are two competing views of the Founders’ attitude toward slavery in the republic. According to historians who say the Founders pursued the “high road” on the slavery question, the Constitutional provision regarding

Matt praised his thesis advisor, Professor **Chris Flannery**. "I couldn't have asked for anyone better," he said. "When I sent him the first draft of my thesis, he read it closely and carefully, and got it back to me within 24 hours. . . . I went through about four rounds of revisions, but would you believe that the whole task was completed within about nine days after I sent him my first draft?" Professor Flannery said that the first draft Matt submitted to him was very impressive. He asked Matt to fix or

develop a few sections and, when he did, Flannery sent it off to **Gordon Lloyd** who was the second reader. "Gordon knows more about this subject than anyone I know," said Flannery. Dr. Lloyd suggested a couple of substantive points for Matt to reconsider, which he was able quickly to do. At that point, all that was needed was signatures. "Matt produced a fine thesis," said Flannery. "It contributes substantially to understanding the founding statesmanship behind Article 1, Section 9 of the Constitution."

SIMULATING THE DEBATE AND DELIBERATION OF A REVOLUTIONARY ERA

This summer's MAHG program offered an expanded course list, including several innovative electives. But one established core course broke new ground by testing an innovative teaching method.

In their course on **The American Revolution**, Professors **John Moser** and **Rob McDonald** used an historical simulation game to explore the issues at stake as American colonists met in provincial congresses to debate their options in the growing rift with Great Britain. Moser, who conceived the idea, said that "for years I'd been intrigued with the possibility of using this sort

the project specifically aims to engage students with "classic texts in the history of ideas," it seemed ideally suited to a history curriculum like that of the MAHG program, which emphasizes the study of primary documents.

Moser was able to obtain a copy of a game on the French Revolution, as well as an early draft of a game on the American Revolution, and tested these in an Ashland University undergraduate course last fall. That course sought to compare the American and French Revolutions, exploring the overall question: "Why did the American Revolution result in the establishment of a liberal democracy, while the French Revolution ended in terror and dictatorship?" Moser explained. The Ashland undergraduates' enthusiastic engagement with this experiment encouraged Moser to try a modified version of the game with MAHG students.

During three days of the MAHG seminar, students simulated the political situation in New York City during 1775 and 1776, as the Provincial Congress met there to debate whether New Yorkers would declare independence from Great Britain. Students were divided into six factions and tasked to develop, through their reading of the assigned primary texts, an understanding of the interests, priorities, and arguments of their group. Then, as the game unfolded, students took on the roles of those debating or otherwise responding to particular political, military, social and economic questions of the day.

Three of the factions impersonated by student groups represented actual constituents of the Provincial Congress: Patriots (those urging independence),

Loyalists, and Moderates. These factions dramatized the debate that occurred in the congress's deliberations. Moser found the MAHG students often waxed eloquent in their exposition of the competing arguments.

The other three factions—Laborers, Women, and Slaves—had no official voice in the proceedings of the Provincial Congress, yet were empowered by the game to act in certain ways that influenced the deliberations. The goals of these groups, and the need for the others to take them seriously, reflected the actual historical situation, Moser said. Participants in the Slave group, for example, discussed fleeing to the British forces after Virginia's royal governor, Lord Dunmore, offered them freedom if they took up arms against the colonists. This move would then influence the Patriots to consider counter-offers and Loyalists to warn that civil disorder would follow revolt. Laborers could simulate a mob to inject their demand, that, if they fought, they would be rewarded with some representation in the new democracy. Women debated whether to lend their moral support, and their influence over husbands and sons who might take up arms, to the cause of independence. Allowing these groups a role in the game illustrated the radical nature of the American Revolution, Moser said. "Once it began, it unleashed forces beyond those that were anticipated by the Patriots."

As gamemaster, Professor Moser simulated an atmosphere of crisis by injecting at each session of the game news of events unfolding outside the Provincial Congress—such as movements of British forces or decisions of the Continental



John Moser

of simulation in class. But most of the designs I'd seen for such games were not appropriate at the college level, let alone a masters course. Then I found the 'Reacting to the Past' series, a project supported by a consortium of colleges, led by Barnard College in New York." As

SIMULATING THE DEBATE AND DELIBERATION OF A REVOLUTIONARY ERA (CONT.)

Congress. He had prepared a series of "New York Gazetteers," each issue to be distributed at the start of a new game session and to chronicle four months' worth of historical events since the last session. As in a game of timed chess, this gave urgency to the deliberations. Certain steps needed to be approved in timely fashion by the congress in order to avert British actions that would stifle the move toward independence.

Here the differences in the approaches of the graduate students and of the undergraduates who earlier played the game produced different results. While the undergraduates showed themselves less capable of developing "complicated or subtle" persuasive arguments, they "did a great job of figuring out strategies" to carry out their objectives in the congress. In contrast, the rhetorical sophistication of the older students created an opening for those playing the role of Loyalists to use delaying tactics. "They realized if they could just keep everyone talking they

would win the game," Moser laughed. "So of course we had to wrap up the game with a discussion of why its outcome was different from the historical one." But this element in the simulation reinforced a lesson about the risky aspects of the revolutionary enterprise.

Most participants in this seminar responded positively to the game. It did not entirely replace the usual faculty-led discussions of Revolutionary documents, but it did shift more responsibility for digesting the primary material to students. "So many people came up to tell me afterwards that they'd never before felt so engaged with the sources" of history, Moser said. He was also impressed by "the sense of collegiality among students" during the seminar, as he saw them constantly discussing course material and game strategy during class breaks and mealtimes.

Moser has honed his interest in "unorthodox teaching techniques" through work with teachers in the

MAHG program, many of them expert at active learning methods. He supervised the development of an extensive list of secondary school lesson plans in American history for the Department of Education's edsitement.org website, collaborating with high school teachers in writing many of these. In his own student years, he was a devoted player of board and computer war games; today he thinks about ways to adapt this love to the college classroom. He has designed a game he calls "Senate Baron" that simulates politics in the U.S. Senate during the New Deal era; this game will be published in 2010 in the journal *Simulation and Gaming*. In mid-October he attended a conference at Eastern Michigan University where he participated in a test-run of a game simulating the situation in India in 1945, on the verge of its independence. He's also pitching his own idea for a contribution to the "Reacting to the Past" series, this one set in Tokyo in 1940-41.

PARTNERING WITH THE ASHBROOK CENTER ON TEACHING AMERICAN HISTORY GRANTS

Each year, the Ashbrook Center works closely with a few school districts and local education agencies to develop customized Teaching American History Grant partnerships. These grants support professional development projects that aim to raise student achievement by improving teachers' knowledge, understanding, and appreciation of traditional American history. Initiated in 2001, the TAH Grant Program was promoted by US Senator Robert Byrd of West Virginia to address his concern that many current students lack basic knowledge of American history and are unaware of the unique accomplishments of our Founding Fathers.

The Ashbrook Center can provide assistance to local education agencies in writing their Teaching American History Grant applications and in planning and identifying educational opportunities for teachers served by the grant. Grant funds can be used to facilitate high-quality in-service or pre-service professional development activities to improve American history content knowledge of teachers, collaboration between teachers and history experts, and mentoring and coaching of teachers.

Very often the projects funded by these grants offer some combination of study at Ashbrook's intensive week-long summer institutes with training and enrichment programs, offered by other grant partners, through one- or two-day workshops held during the school year. "These workshops may be trips to local historic sites with sessions led by historians or training sessions on integration of primary source documents into the curriculum led by master teachers. There are many possibilities," explains Christian Pascarella, Associate Director of the Master of American History and Government Program.

In these grant partnerships, the Ashbrook Center may work with a



Christian Pascarella

single large school district, an educational cooperative, a regional educational service center, an intermediate educational district, or some consortium of these or other kinds of smaller local educational agencies. “Grant proposals which impact more students have a greater chance of being funded,” Pascarella noted. “Additionally, the administrative burden is less when several smaller agencies work together.”

Teaching American History grants are designed to provide comprehensive funding, so that the extra costs of running educational programs for teachers do not become prohibitive. “Everything—including program costs, administrative overhead, the salary of the project director, facilities, meals, supplies, substitute teachers, travel expenses, etc.—can be charged to the grant. For local educational agencies beyond driving distance to Ashland, grant money can be allocated to pay for airfare for teacher travel,” Pascarella said.

Participants in Ashbrook’s summer institutes read all the assigned material, attend each class meeting of the institute, and actively participate in class discussion. For their attendance and participation, each earns two semester hours of audit credit for their attendance.

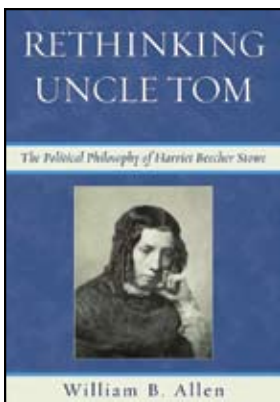
Because Ashbrook’s summer institutes are part of its fully-accredited Master of American History and Government program, teachers participating in the institutes may, for

an additional fee, earn full graduate-level credit for their coursework at the institutes. The credit is in the content field of American history and government. With completion of other course requirements—usually a final exam or a paper—participants may apply this credit to the MAHG degree program. The credit may also be used for teacher certification purposes or transfer to another university’s degree program.

“Several of our recent grants have been initiated by classroom teachers who have had the opportunity to attend one of our summer institutes,” Pascarella said. “Many attendees of our summer institutes arrive here unfamiliar with the TAH program,” but after experiencing the high quality of the instruction offered by MAHG professors and the excitement of “learning among a group of teachers who share their own passion for history, they return home and begin to push their principals and district administrators to pursue a grant for their own district. These satisfied teachers have been one of our most important sources of new partnerships.”

Grant applications are generally prepared in the fall. Those interested in discussing a Teaching American History grant partnership are encouraged to contact Christian Pascarella at cpascare@ashland.edu.

RECENTLY PUBLISHED BY OUR FACULTY

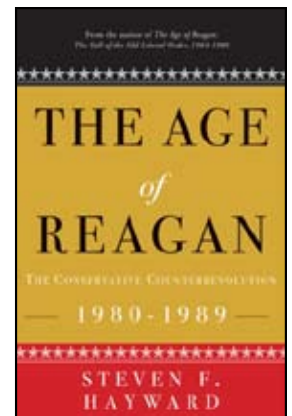


William Allen’s study, *Rethinking Uncle Tom: The Political Thought of Harriet Beecher Stowe* (Lexington Books) appeared in paperback early this year. Professor Allen will teach a Great Text course next summer on Stowe’s profoundly influential anti-slavery novel, *Uncle Tom’s Cabin*, the best-selling novel of the nineteenth century.

Joshua Dunn has co-edited with Martin R. West the collection, *From Schoolhouse to Courthouse: The Judiciary’s Role in American Education* (Brookings Institution Press) which appeared in July. Among essays covering topics ranging from school desegregation to high-stakes testing and school finance, the book offers Dunn’s piece, “Talking About Religion: Separation, Freedom of Speech, and Student Rights,” and another he co-authored with West, “The Supreme Court as School Board Revisited.” Dunn, who is Associate Professor of political science at the University of Colorado-Colorado Springs, co-taught the 2009 course on the Supreme Court.

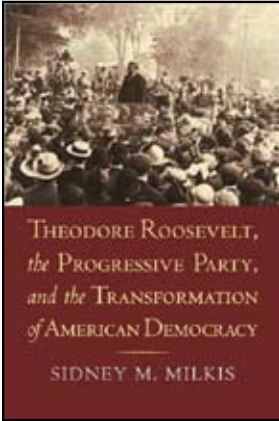
The second volume in Steven Hayward’s biography of Ronald Reagan, *The Age of Reagan: The Conservative*

Counterrevolution: 1980-1989 appeared at the end of August. Published by Random House, the book continues the story begun in *The Age of Reagan: The Fall of the Old Liberal Order, 1964–1980* (2001), which *National Review* called a “grand and fascinating history” that “goes far towards making the definitive historical case for Reagan’s greatness.” Hayward, who is F.K. Weyerhaeuser Fellow at the American Enterprise Institute, co-taught last summer’s American Statesmen course on FDR and Reagan.



Sidney M. Milkis, professor of Politics at the Miller Center of Public Affairs at the University of Virginia and frequent faculty member in the MAHG program, has just published a study of the 1912 presidential election: *Theodore Roosevelt, the Progressive Party, and the Transformation of American Democracy* (University Press of Kansas). Part of the American Political Thought series, the book details the politics of an election it calls “the decisive battle of the Progressive era” and the scene of “the first comprehensive efforts to come to terms with the fundamental conflicts raised

RECENTLY PUBLISHED BY OUR FACULTY (CONT.)



by the industrial revolution.” A four-way race between incumbent Republican President Taft, Woodrow Wilson, labor leader Eugene Debs and the Progressive leader Roosevelt—himself a former President and Republican, the 1912 election is less important, Milkis argues, for its outcome (the election of Wilson) than for introducing a new style of party politics that made use of direct primaries, exploited the new mass

media, built a candidate-centered campaign, and “convened an uneasy coalition of self-styled public advocacy groups. All these features of the Progressive Party campaign make the election of 1912 look more like the election of 2008 than the election of 1908.”

John Marini, who co-taught with Chris Burkett the 2009 elective, “The Western,” presents his view of the genre

as a reaction to progressive political thought in a recently published essay. “Defending the West: John Ford and the Creation of the Epic Western,” was published in August as part of the collection *Print the Legend: Politics, Culture, and Civic Virtue in the Films of John Ford*, edited by Sidney A. Pearson, Jr. (Lexington Books). Marini is Professor of political science at the University of Nevada-Reno.

Melanie Marlowe has contributed the chapter, “The Unitary Executive and Review of Agency Rulemaking,” to *The Unitary Executive and the Modern Presidency*, edited by Ryan J. Barilleaux and Christopher S. Kelley (forthcoming from Texas A&M Press, Fall 2009). Marlowe, who teaches political science at Miami University of Ohio, co-taught “The American Founding” last summer.

Natalie Taylor’s essay, “The Personal is Political: Women's Magazines for the 'I'm-Not-a-Feminist-But' Generation” appeared last May in the collection *You've Come A Long Way Baby: Women, Politics, and Popular Culture*, edited by Lilly J. Goren (University Press of Kentucky).

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