

**NATIONAL ENDOWMENT
FOR THE HUMANITIES**

SAMPLE APPLICATION NARRATIVE



Summer Institutes for School Teachers
Institution: Center for Civic Education



NATIONAL
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DIVISION OF EDUCATION
PROGRAMS

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National Endowment for the Humanities Division of Education Programs

Narrative Section of a Successful Application

This sample of the narrative portion from a grant is provided as an example of a funded proposal. It will give you a sense of how a successful application may be crafted. It is not intended to serve as a model. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants are also strongly encouraged to consult with staff members in the NEH Division of Education Programs well before a grant deadline. This sample proposal does not include a budget, letters of commitment, résumés, or evaluations.

Project Title: *Political and Constitutional Theory for Citizens*

Institution: Center for Civic Education

Project Director: William Harris

Grant Program: Summer Institutes for School Teachers

PROPOSAL

WE THE PEOPLE SUMMER INSTITUTES OF THE NATIONAL ENDOWMENT FOR THE HUMANITIES

Political and Constitutional Theory for Citizens

by the Center for Civic Education

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Political and Constitutional Theory for Citizens

PROJECT SUMMARY

The Center for Civic Education proposes to conduct a Summer Institute—"Political and Constitutional Theory for Citizens"—for 25 participants in the summer of 2009, under the NEH We the People initiative. This Summer Institute, like its predecessors, will take seriously the proposition that citizens of the United States, under the Constitution, can and must acquire a capacity to think theoretically about the nature of democracy and constitutionalism. The proposed Institute will build upon the successes of the Center's nine previous Summer Institutes on American political and constitutional thought funded by the National Endowment for the Humanities (in 1989, 1990, 1992, 1994, 1995, 1997, 2004, 2006, and 2007--with another Institute funded for the summer of 2008), along with seven Institutes funded by the U.S. Department of Education from 1998-2003 and in 2005.

The Center's Institutes have been distinguished by a commitment to cultivate in the nation's teachers a capacity for reflection and analysis focused on the fundamental principles of the American constitutional order. These programs have consistently demonstrated that teachers respond enthusiastically to the challenge of engaging profound ideas at the core of our constitutional heritage. Again and again, they have shown that participants in programs of high intellectual ambition can develop efficacy in a sophisticated inquiry into the values that characterize a well-ordered human community predicated on individual liberty. These programs have been dedicated self-consciously to providing first-class scholarly knowledge for America's teachers. They conceive of teachers themselves as the nation's preeminent constitutional officers because they can promote constitutional understanding in the next generations of citizens.

William F. Harris II of the University of Pennsylvania, who is the founding director of the Center for the Constitution at James Madison's Montpelier, will lead the Institute (see Appendix B for his curriculum vitae). He has served as the academic director of the last 11 of the Center for Civic Education's Summer Institutes, and will hold that position as well in the summer of 2008. Three master teachers (called Preceptors) will provide follow-up instruction in educational applications, with assistance from the staff of the Center. The three-week residential summer session will probably take place at Loyola Marymount University in Los Angeles.

As in the previous Institutes and seminars, participants will be drawn from the ranks of public and private school teachers and curricular supervisors from elementary and secondary

levels from across the country, taking advantage of the Center for Civic Education's national network of teachers and scholars and its experience in nationwide and international programs, while moving beyond this network to appeal to others whose work would profit from deeper constitutional knowledge. The Center will provide independent funding for up to five civic educators from other countries to join the Institute, which will help to broaden even further the American participants' perspectives on political and constitutional theory.

Participants will study and discuss important primary and secondary works in order to extend their understanding of the major principles of American political philosophy and the constitutional institutions created to reflect those principles. The course of study will focus on central topics from the *National Standards for Civics and Government*. These topics include (a) the nature of politics and purpose of government, (b) the principles and structures of American constitutionalism, (c) the distinctive characteristics and processes of American democracy, and (d) the role of constitutional interpretation in vindicating the fundamental values of American constitutional democracy.

PROGRAM NARRATIVE

As Horace Mann and others have made clear, the founding mission of American public schools was a civic one. Vestiges of this ethos live on in the mission statements of schools and school districts, which typically describe "citizenship education" as a central goal of the schools. Yet, as judged from the performance of students at grades 4, 8, and 12 in the National Assessment of Educational Progress report on civics (the "Civics Report Card"), students' knowledge and attitudes about our constitutional system do not yet match the aspiration of our Founders to build a republic whose security depends on a comprehending citizenry.

In recent years, efforts on behalf of reform in civic education have underscored the need to ensure that those who teach in America's schools themselves appreciate the knowledge and attitudes that students need to learn in order to be informed, capable, and responsible citizens. Foremost among those efforts is the *National Standards for Civics and Government*, developed by the Center for Civic Education with contributions from 3,000 scholars, educators, and other citizens from across the country. Professor Will Harris, the academic director of the proposed Summer Institute, was a key figure in developing the *Standards*. He has also served as the chief outside consultant in the development of the Center's *Res Publica: An International Framework for Education in Democracy*, to which scholars and educators from more than 70 countries contributed.

The *National Standards for Civics and Government* emphasizes the need for students to develop their own understanding of the fundamental values and principles of the American

political system. With this understanding, they can begin to see how these principles were translated into institutions and processes through the Constitution and how they have been interpreted subsequently. Without an understanding of these fundamental values and principles, this country's political institutions and processes make little sense, nor can they be preserved—or reformed—in a way that respects their underlying conceptual framework.

Nevertheless, civic education is not a subject for which most teachers specifically prepare; they may enter the classroom with little or no systematic or formal training in this area. The need for teachers to have additional opportunities for reading, listening, questioning, discussing, and reflecting with scholars and colleagues does not need to be belabored. Nor does the need within the population at large—for intellectual, social, and political reasons—for a higher degree of understanding among citizens concerning the American political system, its foundations, purposes, and limitations.

Indeed, it has long been recognized that constitutional democracy places greater demands on its citizens than other forms of government. Jefferson's insistence that a nation could not expect to be both ignorant and free (in a state of civilization) was merely one expression of a sentiment common to the Founders: The citizens of a constitutional democracy need to understand the principles of the political system that is established to secure their freedom, and they should base their political conduct on a knowing commitment to those principles. John Adams agreed, writing in 1765: "Liberty cannot be preserved without a general knowledge among the people, who have a right...and a desire to know...."

Several contemporary studies (including R.G. Niemi and Jane Junn, 1998, *Civic Education: What Makes Students Learn*; and Richard Brody, 1994, "Secondary Education and Political Attitudes") reiterate the Founders' insights into the powerful relationship between knowledge of the principles of constitutional democracy and a supportive commitment to those principles. The writings of political thinkers for the past two hundred years, as well as contemporary social science research, confirm that a citizenry that understands the fundamental principles and values of a democratic political system is requisite to the successful functioning of that system.

This proposition is so because the principles and institutions of constitutional democracy do not operate at the level of self-evident truths. In spite of Jefferson's stipulation of necessary truths in the Declaration of Independence, an understanding of how they are translated into constitutional form and vindicated in practice requires time and study. A constitutional democracy conceived by James Madison would be expected to be complex. The reasons for its complexity are not obvious to citizens; an appraisal of the workable value of its principles is not

intuitive. And while there is no doubt an important, if limited, truth in Learned Hand's observation that "[l]iberty lies in the hearts of men," it is also the case that an appreciation of the principles and institutions essential to the preservation of liberty needs to be developed through active inquiry and conscious reflection.

An adequate and usable mental picture of the constitutional system of the United States requires more than knowledge of basic lists of facts. It is not sufficient, for example, for the citizen to know that the government is divided into three branches. For that fact to be fully understood, it is also necessary to know how it is related to the notion of competing political powers and its relation to the preservation of liberty, which in turn requires an understanding of the Founders' views on politics in general and constitutional government in particular.

It is here that the design of the political system needs to be clarified for the student and the citizen. An arrangement of institutions and practices that may appear to be odd, historically contingent, or even counterproductive, needs to be seen in the context of the American understanding of constitutional politics and government. It is essential to get to the inner workings of the ideas behind the observable constitutional forms, working out the logic of the connections among the ideas, and seeing the relations between the ideas and the institutions.

The Center for Civic Education plans to conduct the 2009 Summer Institute at Loyola Marymount University in Los Angeles in order to give teachers the opportunity to explore these issues and to enhance their understanding of an important body of literature on American political thought and the *National Standards for Civics and Government*. The course of study will follow a framework established in the *National Standards for Civics and Government*.

These themes include:

What is civic life; what is politics; what is government and what should it do?

What are the basic values and principles of American constitutionalism?

What are the distinctive characteristics of democracy in the United States?

How does the role of constitutional interpretation reflect the fundamental values of American constitutional democracy?

It should be noted that these themes pose open questions, and they will remain so, affording the basis of an inquiry to be pursued jointly by the participants and the faculty of the Institute.

This Institute will give teachers the opportunity to engage original texts and provide them with assistance in placing those texts in a consequential political context. The goal is not simply to offer analysis and insight that they may, in turn, convey to their students. Much more importantly, it is to cultivate among the participating teachers that "surplus of mind" that Woodrow Wilson believed was necessary for American leaders (in all domains) to take care of

and improve our constitutional institutions. Thus we are not reluctant to label the four organizing themes of the Institute as various types of "theory." Judging from past experience with similar Institutes and Seminars, this rigorous intellectual experience can expand their horizons in ways that challenge and delight them. In addition, the excitement of participating in serious discussions on a collegial basis with a distinguished constitutional scholar will revitalize the zest for learning that prompted them to teach in the first place. This sort of serious conversation among teacher/scholars at different levels of the educational enterprise is one that takes place too infrequently in our educational system.

Professor Will Harris has developed the syllabus for this Institute, in consultation with other scholars and educators who contributed to the development of the *National Standards for Civics and Government*. Within the limits of three weeks, we have endeavored to develop a course of study that pays close attention to specific constitutional issues while at the same time examining the broader theoretical and political ideas incorporated in the theory of American constitutionalism.

PLAN FOR THE SUMMER INSTITUTE

The purpose of the Institute is to offer 25 of the nation's teachers an opportunity to develop their understanding of the fundamental values and principles of the American constitutional order and how these principles are expressed in the institutions and processes of the political system. The program will be geared toward encouraging Institute participants to develop an understanding of how one reasons about these values and principles, how institutions and processes are created and developed, how this knowledge bears on the consideration of current problems in the nation's political life, and how participants might apply this knowledge to their teaching. (See Appendix: Schedule for the 2008 NEH Institute.)

Part One: POLITICAL THEORY—The Nature of Political Order

The first part of the Institute will be devoted to the exploration of basic concepts that are essential if we are to think seriously about politics and government and their proper roles in our lives. The fundamental political questions here are: "What is the Nature of Political Order?" and "What Is Government and What Should It Do?" Positions developed by various thinkers about civic life, its relationship to private life, the nature of politics and public authority, the purposes of politics and government, the distinctive characteristics of constitutional government, and the relationship between human intellect and political order will provide the focus of the lectures and discussions. Readings will include extensive selections from Aristotle's *The Politics*, Cicero's

Republic and *The Laws*, Hobbes' *Leviathan*, Locke's *The Second Treatise of Civil Government*, and Charles McIlwain's *Constitutionalism: Ancient and Modern*.

Part Two: **CONSTITUTIONAL THEORY—The Design of a Good Polity**

This part will be focused on the foundations of the American political system and the translation of constitutional principles into the design of this nation's political institutions. The readings, lectures, and discussion will examine the American understanding of constitutional politics and government, the relationship between liberty and power, the significance of institutional configurations like federalism and separate branches of government, and arguments about the use of representation. The major works studied will be *The Federalist* and the Antifederalist writings, sections from Gordon Wood's *Creation of the American Republic*, and Thomas Kuhn's *The Structure of Scientific Revolutions*.

Part Three: **DEMOCRATIC THEORY—The Character of Popular Self-Government**

An understanding of the American political system requires not only an appreciation of its fundamental values and principles, but also an examination of specific characteristics of the American version of democracy as it has developed since the constitutional Founding. Discussions will be organized around selections from contemporary accounts of the American political system, such as John Hart Ely's *Democracy and Distrust*, and the consensus documents of the *National Standards for Civics and Government* and *Res Publica; An International Framework for Education in Democracy*, as well as cases from the United States Supreme Court on political participation, freedom of expression, and equal protection.

Part Four: **INTERPRETIVE THEORY—The Inquiry into Constitutional Meaning**

The final part of the Institute will be focused on the role of constitutional interpretation, broadly conceived as a core duty of citizenship, but including judicial interpretation of the Constitution. Positions regarding the proper role of the courts in the political process, theories of how the Constitution should be interpreted, and the impact of the larger meaning of citizenship in the American political system will be considered. The readings will include Edward S. Corwin's "The Higher-Law Background of American Constitutional Law," as well as selections from Will Harris's *The Interpretable Constitution*, Sanford Levinson's *Constitutional Faith*, and the casebook, *American Constitutional Interpretation* (3rd ed., Walter F. Murphy, James E. Fleming, Sotirios Barber and Stephen Macedo, eds.).

The overarching goal is to link comprehension of basic concepts of politics and

government, a better understanding of the role of the core values and principles of American political life, a rigorous understanding of the American manifestation of democracy, and, finally, a grasp of the major arguments about the proper role of judicial review as a facet of the larger principle of constitutional review and bindingness in the American political system. In conjunction with the high level of theory that typifies the four parts of the Institute, there will be an explicit attentiveness to the sort of intellectual qualities implicated by the aspiration for citizens of the Constitution to reason at that level of political abstraction: the relationship of *political order and human intellect, constitutional systems and intelligibility, participation and knowledge of public affairs, citizenship and principled understanding*. This will provide the participating teachers with a strong foundation and an expansive resource from which to develop those sections of the *National Standards* and the standards of their states that are more explicitly focused on practical government institutions and processes, moving beyond the dry descriptive institutional accounts that have conventionally marked civics instruction in the schools. Although extremely ambitious in scope and depth, this agenda has been carried out effectively in all of the previous iterations of this Institute. Although some can feel overwhelmed by the readings at the time, follow-up communications in later months indicate participants come to appreciate the demanding nature of the program.

COMPONENTS OF THE PROGRAM

The Center for Civic Education's largest program, *We the People: The Citizen and the Constitution*, was established in 1987 as the National Bicentennial Competition on the Constitution and Bill of Rights. More than 27 million students and 80,000 teachers have participated in that program, using curricular material developed by the Center for fifth-, eighth-, and twelfth-grade students. This program and the previous experience of the Center's 30 years of work with students and teachers have given the staff of the Center an elaborated sense of the intellectual needs in civic education for both students and teachers. Because of this experience, the Department of Education selected the Center to develop the *National Standard for Civics and Government* (see the Overview in Appendix B) and, more recently, to develop *Res Publica*.

This proposal for an Institute in 2009 has also benefited from the experience of the teachers from around the country who participated in the Center's previous NEH-supported institutes, including the ones in 1997, 2004, and 2006, which are most similar to this Institute's proposed program. The evaluations of the participants, the NEH site visitors, and the internal and external evaluators indicate that these institutes have been extremely successful. The highlight of these institutes, however, was clearly the opportunity to learn from Professor Harris,

an outstanding scholar and teacher-educator. Most of the participants report that the Institutes provided them with the most substantial and stimulating intellectual experience they had undergone since leaving college. Some claim that it has changed their entire approach to teaching. (See evaluations by participants in previous Summer Institutes and National Academies in Appendix.)

SELECTION OF PARTICIPANTS

Publicity for most of the Center's previous institutes and seminars has been quite effective. For the 2007 Institute the Center supplemented its usual strategy of posting notices in professional publications (NCSS, OAH, AHA, APSA, etc.) by sending emails to teachers from every state and congressional district that are in the Center's database and on other mailing lists for history and social studies education. This strategy seems to have paid off in a significant way, as the Center received applications for the 2007 Institute at a pace that resulted in more than 80 strong applications (plus a number of weaker applications) for only 25 places. Not surprisingly, the Center has used the same strategy for the 2008 Institute and will replicate it in 2009. This strategy has shown that there are many teachers who yearn for rigorous study on political and constitutional theory. Thus the selection process for the 2009 Institute will permit the Center to be extremely selective as it winnows from an array of high-quality applications. The diversity of applicants' backgrounds, type of school, level of experience, and geographic distribution will all be taken into account, with a view toward the contributions each participant can make to a learning community that will function as a real "academy." The extraordinary expertise and talent in most of these applicant pools has substantially accounted for the lively intellectual exchanges that have characterized the Institutes over the years.

As always, the Center will keep the application process entirely open to educators from outside as well as within its existing educational network. In these Institutes funded by the Endowment over the years, well more than half of the participants have had no prior affiliation with the Center. Furthermore, in each of the past nine Institutes, the Center has succeeded in securing separate financial support to include several additional participants drawn from "emerging" democracies in Asia, Africa, Latin America, the Middle East, and Central and Eastern Europe. These participants have added immeasurably to the richness of the experience for the 25 American teachers.

Based on previous experience, the intellectual exchange of the Summer Institute will be made more lively by the inclusion of educators from all school levels. The Center's extensive experience in conducting such heterogeneous programs reflects a notable effectiveness in

eliminating the barriers between educators at different levels. The collegiality of professionals otherwise fragmented by the structure of school systems proves beneficial to the egalitarian spirit of the enterprise, and a genuine sense of exchange and friendship reigns.

To develop this collegiality takes time, of course, with role-model leadership on the part of the Institute staff. In any case, the principal focus of the Summer Institute is on the subject matter rather than methodology and classroom applications—a feature that downplays the differences in the participants' professional perspectives. As the evaluations have shown, the elementary teachers were as enthusiastic about the academic rigor of previous Institutes as the high school teachers.

The Institute will provide educators the opportunity to read, listen, reflect, discuss, and write about political values, principles, and institutions. We believe that the fundamental purposes of the National Endowment for the Humanities are advanced by its commitment to support such critical work in political thought and jurisprudence in a comprehensive and serious fashion.

Publicity for the Institute will commence in the late Fall of 2008. As in past Institutes, a panel consisting of the Center staff, the academic director of the Institute, and at least one master teacher who has been involved in our previous professional development projects will review the applications. The Center follows all applicable Federal guidelines and nondiscrimination statutes in such selections, with an effort to select a diverse group of participants that represent the variety of the nation. All stages of the process should be complete in time to notify applicants of the decision on their applications by the NEH deadline.

THE SUMMER SESSION

As encouraged by previous participants, a syllabus and a packet of the first set of course readings will be mailed to the participants six weeks prior to the summer session so they will be able to begin their preliminary study. This can be particularly useful to teachers who might not have extensive training in American political thought, and participants may welcome the chance to get a jump on the summer work. Still, the Summer Institute is organized more explicitly for participants to carry out their reading in the context of the approaches laid out during the program. The full set of readings will form the core of a "library" provided by the project to each teacher, who can continue his or her readings and share these resources with colleagues at home.

The three-week summer program probably will be conducted on the campus of Loyola Marymount University in Los Angeles. Although the Center has conducted Institutes at other

universities in the area—including UCLA, which has gotten too expensive over the years, and Occidental College in 2008 when our LMU reservation was preempted by a special initiative and facilities were not available to outside groups—Loyola Marymount provides the participants a quiet atmosphere amenable to rigorous intellectual inquiry. On-campus apartments, meeting rooms, computer and library facilities are all within easy walking distance and the campus is a safe and tranquil location that is well served by public transportation. Each participant will have his or her own bedroom in the group of two-bedroom apartments allocated to the Summer Institute. All of the superb recreation facilities of the university will also be open to the participants.

The Center is well accustomed to providing the documentation needed for teachers to obtain continuing education units or professional development credit from their local institutions and school districts. In addition, three hours of graduate credit in history or political science will be available for interested participants through James Madison University in Virginia, which has provided academic credits for this program in the past.

The Institute will include a range of lectures, large and small group discussions, and panel discussions in order to enliven the rigor of three weeks of intensive and sustained study. There will be time for the participants to read and reflect, alone and in informal groupings. Three optional evening sessions on reading texts, that have been very highly appreciated by past participants, will be offered as well. Required writing will afford the participants opportunities to address themselves thoughtfully and in a more focused manner to specific aspects of the readings and discussions. The Institute will conclude with a series of panel hearings where participants' responses to thematic questions will be examined by the Academic Director and the Preceptors (master teachers) in public sessions for the whole Institute. The questions will be framed in such a way as to assist the participants in assimilating the considerable material to which they will be exposed. Those taking the Institute for credit will be required, after the Institute concludes, to elaborate their on-site writings into a scholarly paper.

Although the Institute's dominant focus is scholarly and academic inquiry, the participants will examine in afternoon small group sessions the pedagogical and curricular applications of the summer's work. Twice each day the large group will divide into three small groups, with one of these meetings devoted to curriculum and methodology, and the other to follow-up inquiry on the substance of the morning presentations and the readings. One of these daily small group sessions will be co-chaired by two participants, who will rotate their roles with others. Participants will use this time to share the best classroom practices and materials that they and their colleagues have developed and discuss how the content of the Institute can be

taught using these practices. The other session, following up on the morning's more scholarly focus, will be moderated by the master teachers, on the Preceptor model developed by Woodrow Wilson at Princeton University.

Participants will be provided copies of the *National Standards for Civics and Government*, as well as *CIVITAS* (a 650-page curriculum resource document that is a complement to the *Standards*), and *Res Publica: An International Framework for Education in Democracy*. The Center will also make available to the participants other curricular materials developed by the Center based on American political principles, such as the *We the People: The Citizen and the Constitution*, the *We the People: Project Citizen*, and *Foundations of Democracy* text series. Given the National Endowment's substantial investment in the 1970s in the *Foundations of Democracy* materials and the expressed interest of past participants, as well as the current international use of these series, it makes sense to allow the participants to devote some time to these materials.

FOLLOW-UP ACTIVITIES

With the assistance of the teacher's school district, the Institute staff and other scholars in the Center's network, the participants will be encouraged to conduct local in-service programs for their teaching colleagues at home. The substance of the in-service sessions will be primary sources studied during the summer and a methodology for making these classic documents accessible to the broader public.

The participants will also have the advantage of being part of an extensive network of teachers anchored by the Center around the *We the People: The Citizen and the Constitution* program. The network's state and congressional district coordinators, who are in many cases history/social studies consultants in the schools, can be used as on-going local contacts in order to reduce a sense of academic isolation once the participants have returned to the classroom. As in previous years, the applicants will be encouraged to establish contact with a historian or political scientist at a nearby college or university who will assist the participant with further study after the Institute and in conducting follow-up activities.

The intent of this scholar/teacher arrangement is to encourage the teachers to continue their professional and scholarly development as well as to foster the spirit of academic collegiality across levels of educators. Having some scholarly feedback on a revised social studies, history, or government curriculum by someone in the neighborhood, for instance, can encourage a participant to continue his or her inquiry and reinforce a commitment to translate the insights of the Institute into their teaching.

Taking advantage of technology available to essentially all teachers, the Center will establish electronic connections among Institute participants as a means of facilitating communication after the summer session. One of the Preceptors, Kevin Fox, will be appointed as Assistant Academic Director of the Institute to oversee these on-going connections.

EVALUATION

Various means of assessment will be used. As in past years, the Center's Director of Research and Evaluation will conduct a quantitative evaluation. At the end of the Institute, in addition to the NEH's formal on-line evaluation process, the Center will administer its own thorough questionnaire that will be provided to the Endowment (see Appendix for previous compilations of results). These questionnaires will document the participants' perceptions of the strengths and weaknesses of the Institute. As a further evaluation measure, during the ensuing school year Center staff will contact the participants by telephone, mail, and e-mail to assess the effects of the summer's work on teaching and learning in the classroom and the quality of the in-service activities underway.

DISSEMINATION

During the 15-month course of the project, the extensive locations for the in-service activities that participants are likely to undertake will constitute a considerable network for dissemination of the project's intellectual goals as well as its results. Furthermore, the Center's on-going networks of educators involved in prior programs and the nationwide *We the People: The Citizen and the Constitution* program will serve readily to disseminate information about the project.

FACULTY AND STAFF

Professor William F. Harris II of the Political Science Department at the University of Pennsylvania, academic dean at the Center for the Constitution at James Madison's Montpelier, will serve as Academic Director for the Institute. Professor Harris has served as academic director of all of the NEH Summer Institutes conducted by the Center for Civic Education since 1995, and for all of its summer *We the People* National Academies. He was also director of the 2005 and 2006 NEH *We the People* Landmarks of American History and Culture teacher workshops at James Madison's Montpelier. Previously, he was director of the Benjamin Franklin Scholars, the General Honors program for 650 students at the University of Pennsylvania. Author of *The Interpretable Constitution*, he has worked as a consultant with the

Center for Civic Education for a number of years. He was a member of the steering committee and of the final editorial committee for the *National Standards for Civics and Government*. He has spoken and written about the Standards for a number of audiences. He was also a member of the steering committee for the National Assessment of Educational Progress in civics. He was the chief external consultant for *Res Publica: An International Framework for Education in Democracy*. He has presented lectures on the Constitution at the Center's annual training conference in Washington, D.C. for the *We the People* program. His scholarly and pedagogical contributions as academic director of the Institute have been refined from extensive experience in teaching his highly acclaimed signature courses at Penn: "Constitution-Making," "Interpreting the American Constitution," "Constitutional Rights," "The Constitutional University," "Constitutionalism," and the "Political Theory of the Bible." Professor Harris typically receives the highest evaluations from Institute participants, including such comments as, "The man is a marvel; Professor Harris has the most disciplined and prepared mind I have encountered in the last 30 years." And he was, "challenging, stimulating, and made us become 'scholars' instead of students. Will took us on a "magic carpet ride...."

John Hale, Associate Director of the Center for Civic Education, will assist in administering the Institute. He has served as the director or co-director of all of the Center's NEH-supported Institute programs since 1988, and as a co-author of two of the *We the People* texts. Mr. Hale, a program officer with the Endowment from 1976 to 1985, will direct all aspects of administration, including publicity and participant selection, Institute and follow-up scheduling, and the fulfillment of Federal narrative and financial reporting requirements. He was one of the principal administrators of the *National Standards* project as well as a contributor to the *CIVITAS* model civic education curriculum framework. He was also a founding member of the Board of Directors of the National Writing Project.

The three Preceptors or Master Teachers will be selected on the basis of prior participation in the Center's NEH Summer Institutes or National Academies conducted by Will Harris. Some of them will have had previous administrative experience as preceptors for these programs. One of the previous Master Teachers, Kevin Fox, will not only be repeating this role and will also serve as Assistant Director of the Institute. Mr. Fox is a teacher at Arcadia High School in Arcadia, California and has served not only as a distinguished contributor to the Center's *We the People* Institutes but also as a national leader in professional development for teachers in an array of curricula within the field of civic education for democracy. For these reasons he was one of three teachers to receive the American Civic Education Teacher Award in 2007.

Although Professor Harris has served as the sole faculty member for all of the Summer Institutes or National Academies beginning in 1995, he included two fellow scholars as presenters in the last four of these, and is planning to use at least one or two guest faculty members drawn from the Society of Fellows in Civic Education, established by the Center. The two most likely scholars will be Professor Jeffrey Tulis (of the University of Texas at Austin) and the Honorable Susan Leeson (a former political science professor who has recently retired as an Associate Justice of the Oregon Supreme Court). Both have added substantially to the quality of the most recent Institutes, and they have served with distinction as faculty in other professional development programs of the Center for Civic Education.

APPLICANT ORGANIZATION

The Center for Civic Education is a nonprofit California corporation established by and affiliated with the State Bar of California. It began as the Committee on Civic Education at UCLA, an interdisciplinary faculty committee established in 1965 and comprised of professors of history, philosophy, political science, law, and education. Its Board of Directors consists of prominent representatives of higher education, the bar, the bench, agencies of state and local government, and the private sector. The Executive Director is Charles N. Quigley.

Programs of the Center have been developed and conducted with the assistance of faculty of the University of California, Los Angeles, and other institutions of higher learning, along with representatives of school systems, bar associations, and other community groups and agencies throughout the nation. As noted above, the Center was selected by the U.S. Department of Education and the Pew Charitable Trusts to develop the *National Standards for Civics and Government*, in conjunction with scholars from related fields, the National Council for the Social Studies, and other educators across the country. The *National Standards* project followed on the Center's development of *CIVITAS*, a model civic education curriculum framework for elementary and secondary schools that was also funded by Pew.

Because of the appeal of these fundamental curricular resources to civic educators in other countries, particularly those in new or emerging democracies, the Center was asked to direct the development of *Res Publica: An International Framework for Education in Democracy*, setting out components and principles of civic education common to all democracies. This work complements the Center's extensive work in international civic education Center since 1989, including co-sponsorship of the seminal Civitas@Prague conference in 1995, Civitas Panamericano in Buenos Aires in 1996, and the Arab Civitas Association Organizing Conference in Amman in November 2002. The Center has conducted eleven annual World

Congresses on Civic Education in locations such as Sarajevo, Warsaw, Mexico City, and Amman. Since 1995, the Center has also directed a consortium of American universities and independent centers in civic education curriculum development and teacher education programs in more than 60 other countries, most of them "emerging" democracies. For more information on these international efforts, the Center's domestic programs and research on their effectiveness, and application and course materials for the 2008 Institute, please consult the Center's website, www.civiced.org.

In addition to funding up to five international participants from non-NEH sources, the Center will also provide funding through another grant for the airfares of the US participants. This subsidy, which will amount to approximately \$10,000, will help the participants to keep a larger percentage of the NEH Institute stipend, which otherwise is whittled away by the expense of conducting summer programs at facilities in the Los Angeles area.

National Academy for Civics and Government 2008
POLITICAL AND CONSTITUTIONAL THEORY FOR CITIZENS

A We the People Summer Institute
Of the National Endowment for the Humanities
Offered by the Center for Civic Education

Loyola Marymount University, Los Angeles, California
July 12 – August 2, 2008

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COURSE OUTLINE

DRAFT

Readings (to be completed before arriving at the Summer Institute/National Academy):
The Declaration of Independence. [*Please read this as if you have never read it before -- slowly, back and forth, sideways if possible. Try to make the text seem strange. Then read it as if you were its author, revising where you would. Read it again, as an editor. Change your roles with the text, thinking about what printed, published, archived texts allow you to do. But also, thinking about this text, as it permanently is, given what happens when you might try to change it.*]

The "Preamble" of the United States Constitution. [Please read as you have never read it before.]

The Federalist, Nos. 1–2; 14–15; 37, 39. [Please read these as pairs, *very carefully*.]
Aristotle, *Politics*: Book I, Chaps. 1 and 2 (pp. 7–12); Book III, Chaps. 1–18 (pp. 84–132); Book IV, Chaps. 1–16 (pp. 133–177); Book VII, Chaps. 1–3, 13–15 (pp. 251–260, 279–289).

Cicero, *The Republic*, Book 6, "The Dream of Scipio" (pp. 85–94).

ARRIVAL

Sat., July 12

Readings (to be completed by Sunday):

Marbury v. Madison and *McCulloch v. Maryland*, pp. 298–306 and 530–543 in Walter F. Murphy, James E. Fleming, and Sotirios A. Barber (eds.), *American Constitutional Interpretation*.

I. POLITICAL THEORY: *The Nature of Political Order*

Readings (to be completed on Sunday, Monday, Tuesday, Wednesday, and Thursday of the first week):

Thomas Hobbes, *Leviathan*: Dedication (p. 3); The First Part, Introduction and Chaps. 1–5, 7–10, 13–17 (pp. 7–33, 42–65, 82–115); The Second Part, Chaps. 17 and 21 (pp. 111–115 and 139–148).

John Locke, *Two Treatises of Government*: "The Second Treatise of Government: An Essay Concerning the True Original, Extent, and End of Civil Government," Chaps. 1–4; Chap. 5, secs. 23–37, 49–51; Chap. 7, secs. 77, 87–94; Chap. 8, secs. 95–102, 112–122; Chaps. 9–11; Chap. 12, secs. 143–148; Chap. 13, secs. 149–158; Chap. 14, secs. 159–168; Chap. 15, secs. 169–174; Chap. 18, secs. 199–210; Chap. 19, secs. 211–232, 240–243.

Tullius Cicero, *The Republic* and *The Laws* (selections).

The King James Bible (Authorized Version), *Deuteronomy*.

Charles H. McIlwain, *Constitutionalism: Ancient and Modern*.

Lectures:

[1] Sun., July 13

Welcome

Opening Lecture: "Reading Theoretical Texts"

[2] Mon., July 14

Introduction

"The Intellectual Map of the Summer Institute"

"The Concept of Politics"

[3] Tues., July 15

"The Consonance of the Natural Order and Political Order"

[4] Wed., July 16

"The Connection between Political Order and Human Intellect"

[5] Thurs., July 17

"Making Distinctions: Civic and Private Life; Politics and Government"

[6] Fri., July 18

"The Roots of Government by the People in the Classics of Political Theory"

II. CONSTITUTIONAL THEORY: *The Design of a Good Polity*

Readings (to be completed on Saturday, Sunday, Monday, Tuesday, and Wednesday of the second week)

Thomas Kuhn, *The Structure of Scientific Revolution*: Introduction and Chaps. 3, 5, 7, 8, 9, 10, 11.

Gordon Wood, *The Creation of the American Republic: 1776–1787*: Chap. XV.

The Federalist, Nos. 1–15, 18, 23, 25, 31, 37, 39–41, 47, 49–51, 78, 84–85.

The Antifederalists (ed., Cecelia M. Kenyon): Centinel (pp. 1–26); Montezuma (pp. 61–68); DeWitt (pp. 102–110, sec. III); Republican Federalist (pp. 111–116, sec. II); Agrippa (pp. 131–134, 138–160, secs. IV, XIII, XVII, XVIII); Luther Martin, pp. 161–176.

Edward Corwin, "The Higher-Law Background of American Constitutional Law."
The Constitution of the United States

Lectures:

[7] Mon., July 21

"Constitutionalism as an Independent Theory of Political Order"

[8] Tues., July 22

The Relationship between the Declaration and the Constitution"

"Constituting Polity by Definition, Limitation, Constraint, and/or Purpose"

[9] Wed., July 23

"The Federalist and Antifederalist Conceptions of a 'Constitution' as a Means of
Ordering Politics: Modeling versus Defining"

"Pivotal Shifts in the Logic of American Constitution-Making: Power, Scale, and
Virtue"

[10] Thurs., July 24

"Making versus Reflecting: The Two Paradigms of Political Order"

"People, Polity, Government: Covenant, Constitution, Contract"

III. DEMOCRATIC THEORY: *The Character of Popular Self-Government*

Readings (to be completed on Thursday and Saturday of the second week, and on Sunday
and Monday of the third week):

John Hart Ely, *Democracy and Distrust*, Chaps. 1–2, 4–5.

Res Publica: An International Framework for Education in Democracy (current draft of
the Seven-Part Version.)

National Standards for Civics and Government, Part V of the Grade 10–12 standard.

Murphy, Fleming, and Barber, *American Constitutional Interpretation: Trop v. Dulles;*

Lochner v. New York; West Coast Hotel v. Parrish; Home Building & Loan Association

v. Blaisdell; James Bradley Thayer, "Origins of the American Doctrine of Judicial

Review"; *United States v. Carolene Products*.

Lectures:

[11] Fri., July 25

"Representation as the Modeling of the People in Governmental Form"

"Liberty and Security."

[12] Mon., July 28

"American Constitutional (Federalist-Antifederalist) Democracy"

[13] Tues., July 29

"Constitutional Citizenship: Authorizing and Interpreting the Fundamental

Principles of a Democratic Polity"

IV. INTERPRETIVE THEORY: *The Inquiry into Constitutional Meaning*

Readings (to be completed on Tuesday, Wednesday, and Thursday of the third week):

Edward Corwin, "The Constitution as Instrument and Symbol."

Sanford Levinson, *Constitutional Faith*, Chaps. 1, 3–4.

William F. Harris II, *The Interpretable Constitution*, Preface and Chap. 3.

Murphy, Fleming, and Barber, *American Constitutional Interpretation: Calder v. Bull; Griswold v. Connecticut; Poe v. Ullman* (John Marshall Harlan's and William O.

Douglas's dissenting opinions); *Rochin v. California; Wisconsin v. Yoder; Oregon v. Smith; Minersville School District v. Gobitis; West Virginia v. Barnette*; Senate Debates of 1801-02; *Eakin v. Raub*.

Lectures:

[14] Wed., July 30

"The Democratic Character of American Constitutional Interpretation"

[15] Thurs., July 31

"Systematic Interpretation as a Reflection of a Comprehensive Constitution"

CONCLUSION

Lecture:

[16] Fri., August 1

"Interpretation at the Juncture of Constitutional Knowing and Making"
"Educating Citizens and Founders"

DEPARTURE

Sat., August 2