

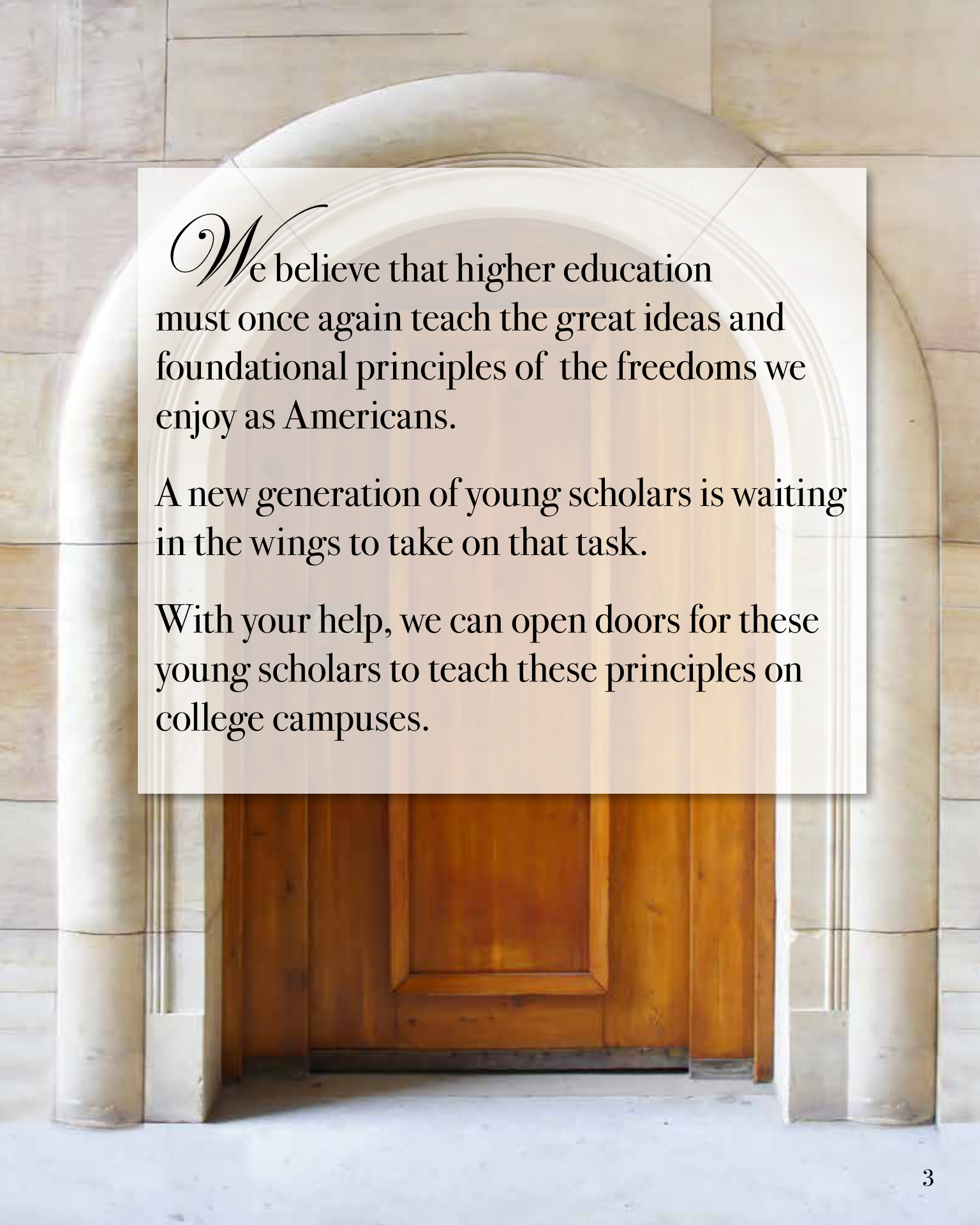


# Opening Doors

**THE JACK MILLER CENTER  
Postdoctoral Fellowship Program**

*“It would be hard to exaggerate the leavening effect that our postdocs have on our program. Their impact on undergraduates in class has been profound. I can’t tell you how many of our students have told me how delighted they were to have the opportunity to take a course that is both intellectually rigorous and focused on questions of American values.”*

PROFESSOR MICHAEL GILLESPIE  
DUKE UNIVERSITY



*We* believe that higher education must once again teach the great ideas and foundational principles of the freedoms we enjoy as Americans.

A new generation of young scholars is waiting in the wings to take on that task.

With your help, we can open doors for these young scholars to teach these principles on college campuses.

## A Critical Mission: Opening Doors to the Study of America's Founding Principles

*Liberty, prosperity, and government by consent—these are among the hallmarks of our great polity. The Founding Fathers set up institutions that would make our nation thrive; and lead it to become, as Lincoln later said, “the last best hope of Earth.”*

Now more than ever, future leaders should understand the principles that make healthy democratic government possible. The present college curriculum, however, fails to engage students with the self-evident truths that form the basis of our nation.

Many reasons exist for this deficiency and systemic reform of universities will take time. But thanks to an innovative program, there is now an opportunity to influence undergraduate education on college campuses by introducing students to the achievements of the Founders and the intellectual tradition from which they drew.

In 2008, the Jack Miller Center for Teaching America's Founding Principles and History (JMC) launched an ambitious effort to expand coursework in the subject areas of the American Founding, U.S. history, and Western civilization.

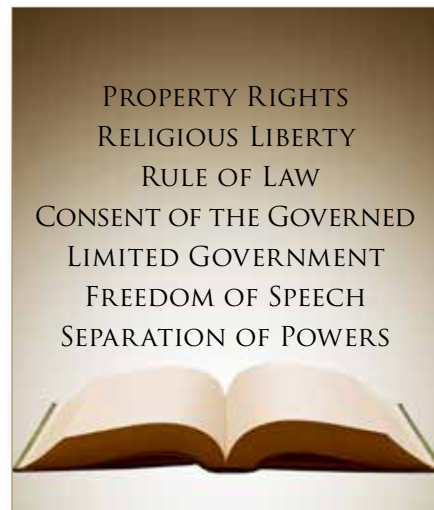
The vehicle for achieving this goal is through the sponsorship of postdoctoral teaching fellowships.

Through our efforts, we have built a network of young scholars—fresh Ph.D.s—who are passionate about ad-

vancing traditional liberal education. Working with established professors who are also committed to our objectives, we use their positions inside the academy to sponsor postdoctoral fellowships—one- or two-year appointments at top universities. As postdoctoral fellows, the young scholars in our network teach classes in the aforementioned subject areas. At the same time, they receive outstanding mentorship from established faculty members and obtain solid credentials that help them earn academic appointments and proceed to careers in the classroom. Our network, therefore, is poised to have a long-term influence on the undergraduate curriculum nationwide.

We hope that upon reviewing our efforts, you will consider partnering with us to enrich the education of thousands of students all across the country. Through your generosity we can expand our work of introducing the next generation to the underpinnings of our constitutional tradition and the moral habits that help sustain it.

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## Understanding the Problem: The State of Civic Literacy In Higher Education

A recent survey by the American Civic Literacy Program, an initiative aimed at measuring knowledge among college students of America's history and institutions, revealed a startlingly high rate of civic illiteracy.

This lack of knowledge about our nation's core Founding Principles is disturbing, but not surprising given the lack of emphasis on teaching American history and political thought.

Over the past several decades, many universities have abandoned general education or “core” requirements in the humanities and social sciences. Students—once required to take courses in American history and Western civilization—now choose from a cafeteria of options, many of which bear no substantive or thematic connection to one another. Courses in once staple subjects such as American political thought and the Founding are underrepresented. Students are left to wander through a jungle of unrelated courses, often on subjects of marginal value.

### STEPPING UP TO MEET THE CHALLENGE

The JMC program has sought to fill this void by sponsoring postdoctoral fellowships at more than 20 colleges and universities, including a number of elite institutions such as Harvard, Yale, Brown, Cornell, Emory, Georgetown, and the University of Virginia. (For a complete list of schools with postdoctoral fellows, please see page 9.)



These young scholars bring to campus a passion for traditional subject areas and an enthusiasm for introducing undergraduates to the historical and philosophical foundations of our polity. Were it not for these fellows, many current students would not have the opportunity to take classes in these areas. (For highlights from our postdoctoral fellowship program, please see page 8.)

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### Testing Civic Literacy AMERICAN CIVIC LITERACY PROGRAM RESULTS


From an exam given to freshmen and seniors on 50 campuses in four subject areas—American history, government, relations with the world, and market economy:

**AVERAGE FRESHMEN SCORE: 51.7%**  
**AVERAGE SENIOR SCORE: 53.2%**


After nearly four years of college, the gain in knowledge was trivial. To make matters worse, on 16 of the 50 campuses where the exam was administered, including many of the nation's finest universities—Princeton, Yale, Duke, and Cornell—freshmen outscored seniors; meaning that students attending these colleges actually lost civic knowledge.

# A Community of Scholars

## HIGHLIGHTS

 NEARLY 550 SCHOLARS ON MORE THAN 180 CAMPUSES ARE PART OF THE JMC COMMUNITY; 350 ARE YOUNG SCHOLARS IN THE “PIPELINE” FOR POSTDOCTORAL FELLOWSHIPS.

 TO DATE, 95 POSTDOCTORAL FELLOWSHIPS HAVE BEEN FUNDED.

 EACH FELLOW WILL TEACH AN ESTIMATED 8,000 STUDENTS THROUGHOUT HIS OR HER CAREER.

*The* JMC Community of Scholars is an innovative approach to bringing into the professoriate new scholars interested in teaching about the American Founding. The Community’s purpose is to develop and increase the number of professors who will spend their careers in the classroom, teaching students about America’s heritage and the philosophical texts that shaped the Founding Fathers’ thinking.

Comprised of nearly 550 established professors, young scholars, and graduate students in American history, political thought, and economics, the Community provides a systematic approach to improving civic literacy.

Owing to their positions inside the academy, the established professors

in our Community, can—with our financial backing—host young scholars as postdoctoral fellows. The JMC Annual Faculty Development Summer Institutes serve as the entry point to our Community for young scholars and graduate students. At these Institutes, invited participants have the opportunity to meet our established professors, who then offer fellowships to the most promising graduate students and new Ph.D.s.

In addition to teaching courses in core subject areas, JMC Fellows are able to publish their research and burnish their credentials, making them more attractive candidates for full-time, tenure track positions in what has become a highly competitive academic job market.

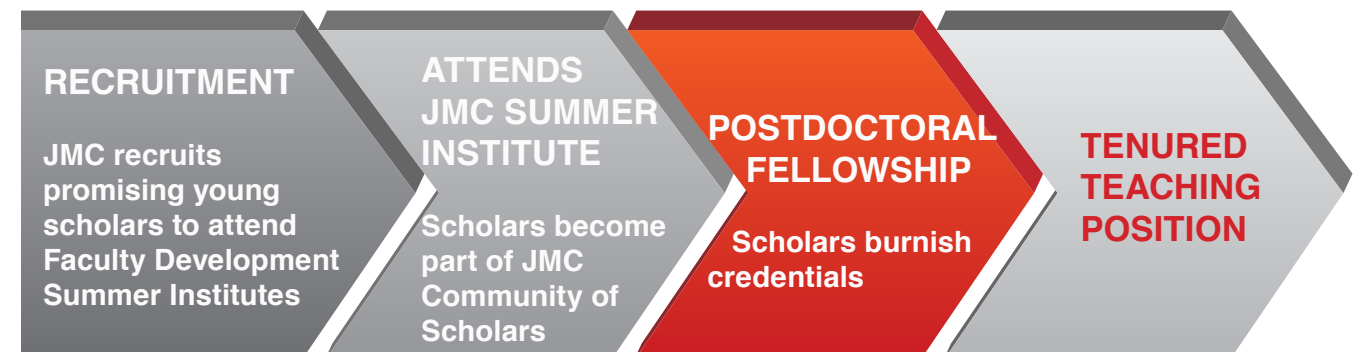
# Building a Long-Term Presence On Campuses



*There* is an intricate connection between long-term change and the ability of our young scholars to secure tenure. Tenured professors have considerable impact on the culture of a campus. They hold leadership positions in the academy, have great influence on the curriculum and train graduate students who go on to become future professors.

The JMC Fellows program is just getting off the ground, but change is already taking root. Fellows are

teaching classes that examine the great ideas behind the Declaration of Independence and the Constitution. They are also beginning to move into full-time teaching positions after the completion of their fellowships. Our goal, through these postdoctoral fellowships, is to “open doors” to the many young scholars who are committed to providing future leaders with this essential education.



## Faculty Development Summer Institute Fellows Join the JMC Community of Scholars



# Fellows on Campus: Making a Difference

**UNIVERSITY OF VIRGINIA:** Fellows teach the popular course, *The American Political Tradition*. Nearly 700 students have enrolled over the past five years.

**UNIVERSITY OF TEXAS - AUSTIN:** Fellows teach courses through the Thomas Jefferson Center, and undergraduates can now major, minor, or obtain a certificate in Great Books.

**YALE UNIVERSITY:** Fellow Steve Bilakovic's courses fill a crucial gap in the curriculum. He is the only professor on campus teaching American political thought.

**GEORGETOWN:** Fellow Sarah Houser not only teaches courses, but also leads a reading group for undergraduate students.

**RHODES:** "Fellow Brent Cusher's student evaluation scores are higher than any first-year teacher whom I have observed," said Political Science Department Chairman Stephen Wirls.

**NOTRE DAME:** Fellow Adam Seagrave is the assistant editor of a new journal, *American Political Thought*.

**EMORY:** Fellow James Zink taught three courses: *Introduction to American Political Thought*, *Evolution of Constitutional Theory*, and *Great Statesmen of the Founding Era*.

**CLAREMONT MCKENNA:** Fellow Arthur Shuster organized a conference on the political and religious thought of Immanuel Kant.



*"[Fellow] Stewart Gardner has been indispensable as a teacher, mentor, and organizer for this class; and the class 'The Human Situation' is seen by the administration as THE model for successful curriculum reform at BSU. It will have a long-lasting impact on the undergraduate program at one of the fastest growing institutions in the American West."*

PROFESSOR SCOTT YENOR  
BOISE STATE UNIVERSITY

# 2012/2013 JMC Postdoctoral Fellowships

*The JMC Postdoctoral Fellowship Program awarded 14 fellowships at 10 institutions in the 2012-2013 academic year. Fellows teach the Founding Principles through courses on Western civilization, political philosophy, American history, and Western political economy.*

POSTDOCTORAL POSITION	PROGRAM
University of Virginia (3 fellowships)	Program on Constitutionalism and Democracy
University of Texas	Thomas Jefferson Center
University of Notre Dame (2 fellowships)	Program in Constitutional Studies
Lake Forest College	Department of Political Science
Boston College	Program for the Study of Western Heritage
Michigan State University	Department of Political Science
Illinois Institute of Technology	Benjamin Franklin Project
Carthage College (2 fellowships)	Western Heritage and Great Ideas Program
College of the Holy Cross	Charles Carroll Center
University of Wisconsin	American Democracy Forum



Matthew Dinan, College of the Holy Cross



Paul Diduch, Carthage College

## From JMC Fellow To Tenured Track Professor



JAMES ZINK, EMORY POSTDOCTORAL FELLOW, 2010-2011

TENURE TRACK POSITION: NORTH CAROLINA STATE UNIVERSITY

"I wish to thank the Jack Miller Center for giving me the opportunity to do what I love. Happily, my passion converges nicely with the JMC's ultimate purpose: the teaching of America's Founding Principles. I take great pride in the fact that I was able to teach three classes – *American Political Thought*, *Origins of American Constitutional Theory*, and *Great Statesmen of the American Founding* – that likely would not have been offered at Emory but for my presence. I was pleased to give a public talk as a part of Emory's colloquium series, and I have enjoyed helping to organize informal activities with students, things such as a movie night and a political theory reading group."



KATHRYN MILNE, CORNELL POSTDOCTORAL FELLOW, 2010-2011

TENURE TRACK POSITION: WOFFORD COLLEGE, SOUTH CAROLINA

"Researching and teaching at Cornell has been an amazing experience, and it has been my privilege this year to be a part of such a vibrant and inspiring intellectual community."

*"The American Political Tradition course would remain untaught without the Program on Constitutionalism and Democracy fellows hired to guide students through the important texts."*

PROFESSOR JAMES CEASER  
UNIVERSITY OF VIRGINIA



BARTON MYERS, CORNELL POSTDOCTORAL FELLOW, 2009-2010

TENURE TRACK POSITION: TEXAS TECH UNIVERSITY

"During my time on campus, I taught two courses in the history department. I led a writing-intensive seminar entitled *The American Experience with Guerrilla Warfare and Insurgency* and a large lecture course entitled *The Evolution of American Warfare*, which covered the entire scope of American military history. Both were exciting opportunities for me to share my training and research expertise with a diverse student body. I also participated in the Peace and Conflict Studies Program at Cornell, which hosted bi-weekly sessions on topics dealing with international conflict."

## Respecting Donor Intent



*The* JMC is committed to respecting donor intent and efficiently delivering the highest quality programming possible. In that spirit, every donor receives a report on how his or her money has been used.

By supporting the JMC Postdoctoral Fellowship Program, donors ensure that their gifts have an immediate and direct impact on the education of students. This giving strategy allows donors to avoid the usual pitfalls of university donations. Gifts will go directly to postdoctoral fellowships in support of teaching on the American Founding and Western tradition and will not be used by universities for other projects or their endowments.

*"Today's college students will someday be in positions of leadership in our country. Without a solid grounding in America's founding principles and history and what makes it so unique, they will not be fully prepared to make proper judgments."*

DICK UHLEIN  
CEO, ULINE, INC.

# ABOUT THE JACK MILLER CENTER



*The* JMC is a nonpartisan, nonprofit foundation dedicated to enriching education in America's Founding Principles and history. The JMC is a unique resource for higher education in the United States. The organization provides a wide variety of ongoing programs and support services to a growing community of college professors who want to expand opportunities for their students to learn about American history, government, and political thought. Today there are nearly 550 JMC faculty partners on more than 180 college campuses across the country.

The core programs of the JMC include: **the postdoctoral fellowship program**; Annual Faculty Development Summer Institutes that bring together promising young scholars from across the country to participate in intensive two-week sessions with renowned scholars in the American Founding; support on college campuses for academic centers and programs on the American Founding and Western tradition, and the Constitution Day Initiative, which supports Constitution-related lectures and programs on campuses nationwide that honor Constitution Day.

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