

# MATTHEW T. PARKS

## *Curriculum Vitae*

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### SUMMARY OF QUALIFICATIONS

- Exceptional written, oral and analytical skills
- Extensive university teaching experience

### PROFESSIONAL BACKGROUND

#### EDUCATION

##### Degrees:

Ph.D., Boston University Graduate School of Arts and Sciences, Department of Political Science. Major field: political theory. Subfield: American political thought/culture. Minor field: American politics.

B.S., Dickinson College, 1995. Summa Cum Laude. Majors: political science, mathematics. Honors in mathematics.

##### Selected Academic Achievements:

Presidential Fellowship, Boston University.

James Fowler Rusling Award, Dickinson College: faculty-chosen top student in graduating class. Phi Beta Kappa.

##### Professional Affiliations:

National Association of Scholars

##### **Ph.D. Dissertation: *Self-Evident No More: American Political Thought 1820-1850* Winner of the Hay-Nicolay Dissertation Prize**

*Committee:* Dr. Judith Swanson (Boston University); Dr. Angelo Codevilla (Boston University); Dr. Hadley Arkes (Amherst College)

*Abstract:* This study attempts to understand why and how the truth of certain fundamental principles of the American regime—that “all men are created equal,” that government should be limited and republican, and that the object of government is a common good above all particular goods—came to be doubted by a significant number of Americans in the first half of the 19th century. The focus of the work is the political thought of John C. Calhoun, Andrew Jackson, Henry Clay, and Daniel Webster as presented in their works, speeches, papers, and letters. It concludes that Calhoun’s commitment to preserving the southern slave culture as he found it and Jackson’s commitment to democracy caused them to consciously depart from certain key principles of the Founders. Although Clay and Webster generally accepted and defended the principles of the Founders, they did so, respectively, from a positivistic and a traditionalistic philosophic position that could not adequately answer the challenge posed by Calhoun and Jackson, among others. The conclusion contrasts the statesmanship of these four men with that of Abraham Lincoln, who restored the American regime to its founding principles by rededicating the nation to the self-evident truths of the *Declaration of Independence*.

## TEACHING EXPERIENCE

### CURRENT

**Political Science Instructor, University of New Hampshire**

**Spring 1999-**

*Courses Taught:*

*Law and Society:* Introduction to the role law plays in American society and the institution and principles that shape American law.

*Justice and the Political Community:* Study of ancient political philosophy through works by Plato, Aristotle, and Augustine.

*The U.S. in World Affairs:* Study of the intellectual traditions in the history of American foreign policy and the future course of American international affairs.

*Politics and Society:* Introduction to the major questions of political philosophy through a study of classic texts, ancient, modern, and contemporary.

*American Public Policy:* Study of theories and modes of policy formulation and current debates in key policy areas.

*Power and Politics in America :* Introduction to American government emphasizing the ideas of the American founders and the evolution of American political institutions.

**Headmaster, Romanian-American School of Exeter (NH)**

**Fall 2001-**

Responsible for the instruction and discipline of students at a small classical Christian school.

Principal instructor in mathematics, English, Latin, literature, science, and history courses.

### OTHER TEACHING EXPERIENCE

**Political Science Instructor, Boston University (Metropolitan College)**

**Summer 1998, Summer 1999**

*Courses Taught:*

*Introduction to Political Theory:* Introduction to western political thought from ancient Greece to the American founders and Marx.

*American National Political Institutions:* Introduction to the origin and organization of American government through a study of the institutions that influence and comprise it with special emphasis on the theory of republicanism described in the *Federalist*.

**Political Science Instructor, University of New Hampshire-Manchester**

**Fall 1996-Fall 1998**

*Courses Taught:*

*Politics and Society*

*American Public Policy*

*Dissent and the Political Community:* Analysis of the attacks on western theological and philosophical traditions by heretical cults of the Middle Ages and modern intellectuals.

*American Government and Politics:* Introduction to the origins, principles, and institutions of American government.

## REFERENCES

Dr. Angelo Codevilla  
Dept. of International Relations  
Boston University

Dr. Judith Swanson  
Dept. of Political Science  
Boston University

Dr. John Kayser  
Dept. of Political Science  
Univ. of New Hampshire