

MEMORANDUM FOR Cadets enrolled in HI 498

SUBJECT: Syllabus for **Religion and U.S. Civil Society 1776-2000**

1. Scope and Purpose of the Course: This colloquium will explore the uses and purposes of religion in a larger sociopolitical context in the United States. The purpose of HI 498 is to provide interpretative context for your thesis (HI 499). This context will be general, as well as specific to your topic. The general context will provide you with sufficient background that you can write your thesis on any topic involving the uses, purposes, or expressions of religion in the context of society and history.

2. Requirements:

a. Apart from response papers and book reviews, you will have three writing assignments:

i. **A midterm essay**, worth 200 points, addressing an interpretive question (from two or three choices) that I will provide. You may prepare this essay on your time, and turn it in electronically at any point in October after October 1; it will total no more than six typed pages.

ii. **A one-page thesis topic proposal**, including a historical question and a proposed thesis and a paragraph discussion of the types of primary sources you might be able to use, worth 50 points, due electronically NLT 4 November.

iii. **A combined historiographical essay and thesis prospectus** of 2500-3500 words (ten to fifteen typed pages, with footnotes and bibliography), worth 300 points, due electronically NLT 1 December, which will be your writing requirement in lieu of a TEE. The essay will be based on at least ten sources (scholarly secondary sources, and collections of primary sources) that will support your proposed thesis topic. I do not expect you to have read all of these sources in their entirety, but I do expect you to be familiar with the source's theme, thesis, perspective, evidence, argument, conclusions, and relevance. Your paper will identify issues in the historiography of your proposed thesis topic, whether of interpretive debates and trends, tendencies and problems in historians' existing approaches to analysis, or topics or questions that historians have failed to address effectively. I expect you to search aggressively for these sources to ensure they will be available when needed for your thesis.

The prospectus element of your paper will include a historical question (or questions) and a proposed thesis attempting to answer the historical question(s), along with a discussion of potential contributions to the literature that your thesis might make, and a discussion of potential difficulties in doing so.

b. For two meetings during the semester you will be responsible for leading the class discussion. At a minimum, I expect you to come in with several discussion questions, and an outline of how you think the discussion will go. This will be worth 50 points per session.

c. You will complete **four** two-page **reviews** of books read for class: two in September and two in October. Each review will be worth fifty (50) points. You must email copies of your response on the class and myself NLT 2359 the evening before of the lesson in question.

d. **Documentation:** As an aspiring historian, you are expected to follow the documentation style most widely used in the discipline: Chicago-style footnotes as presented in *A Manual for Writers* (5th or 6th Edition) by Kate L. Turabian, or in the 14th or 15th edition of the *Chicago Manual of Style*. The Department of History's Style and Formatting Guide provides examples of proper formatting. Remember to document all words, facts, and ideas that are not your own, including assigned readings. Not requiring documentation is "common knowledge" as defined in the Little, Brown Handbook: "commonsense observations" as well as "major facts of history, such as... dates." As the Little, Brown Handbook cautions, however, "interpretations of facts" are not common knowledge and therefore require documentation.

e. **Discussion:** We will meet in my office, TH146, during R and T hours per the Buff Card, or as modified, for discussion between us. The purpose of each lesson is to explore a specific topic and related themes. A serious colloquium assumes that you have completed the assigned reading, digested the material, and are prepared to discuss it thoughtfully in class. The grading for discussion is based on the quality of your comments and your ability to initiate as well as to sustain discussion and analysis (i.e., not just responding to my questions). You will earn up to 50 points of class participation each for 6-, 10-, and 15-week grades.

e. Reading assignments for the Lessons 14 and 15 will be based on your proposed research topic. You must select books NLT Lesson 10 for my approval.

f. **Grading Structure:**

A. Discussion	150
B. Discussion Leader	100
C. Book Reviews & Thesis Proposal	250
D. Midterm Paper	150
E. Historiographical Essay and Prospectus	300
TOTAL POINTS	1000

3. COURSE SCHEDULE and READINGS

Summer reading:

Preston, Andrew. *Sword of the Spirit, Shield of Faith: Religion in American War and Diplomacy*. New York: Alfred A. Knopf, 2012.

LN 1

Origins:

Haselby, Sam. *The origins of American religious nationalism*. Oxford: Oxford University Press, 2017.

LN 2

American Revolution:

Bell, James B. *A War of Religion: Dissenters, Anglicans, and the American Revolution*. Houndmills, Basingstoke, Hampshire [England]: Palgrave Macmillan, 2008.

LN 3

American Expansion:

Pinheiro, John C. *Missionaries of Republicanism: A Religious History of the Mexican-American War*. 2014.

LN 4

Wilsonianism:

Benbow, Mark. *Leading Them to the Promised Land: Woodrow Wilson, Covenant Theology, and the Mexican Revolution, 1913-1915*. Kent, Ohio: Kent State University Press, 2010.

LN 5

WWI

Gamble, Richard M. *The War for Righteousness: Progressive Christianity, the Great War, and the Rise of the Messianic Nation*. Wilmington, Del: ISI Books, 2003.

LN 6 (Reading Drop)

Flynn, George Q. *Roosevelt and Romanism: Catholics and American Diplomacy, 1937-1945*. Westport, Conn: Greenwood Press, 1976.

LN 7**WW2 Continued**

Gallagher, Charles R. *Vatican Secret Diplomacy: Joseph P. Hurley and Pope Pius XII*. New Haven: Yale University Press, 2008.

LN 8**Early Cold War**

Inboden, William. *Religion and American Foreign Policy, 1945-1960: The Soul of Containment*. Cambridge: Cambridge University Press, 2008.

LN 9**The problem of Israel (Reading Drop)**

Anderson, Irvine H. *Biblical Interpretation and Middle East Policy: The Promised Land, America, and Israel, 1917-2002*. Gainesville: University Press of Florida, 2005.

LN 10**The Jewish "Lobby"**

Michael N. Barnett. *The Star and the Stripes: A History of the Foreign Policies of American Jews*. Princeton: Princeton University Press. 2016.

LN 11**Vatican Diplomacy**

Rooney, Francis. *The Global Vatican: An Inside Look at the Catholic Church, World Politics, and the Extraordinary Relationship between the United States and the Holy See*. 2013.

LN 12**Christian Internationalism**

Thompson, Michael G. *For God and Globe: Christian Internationalism in the United States between the Great War and the Cold War*. 2015.

LSN 13**Critique**

McDougall Walter A. *The Tragedy of U.S. Foreign Policy: How America's Civil Religion Betrayed the National Interest* Yale University Press. 2016.

LN 14**TBD****LN 15****TBD****NLT COB Friday 1 December:****Historiography paper due****LN 16**

Paper and thesis (HI 499) discussion, no assigned reading

4. This course should operate as much like a graduate colloquium as possible. You should not hesitate to offer suggestions about topics for discussion. I look forward to a great semester.

JAMES MARTIN
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