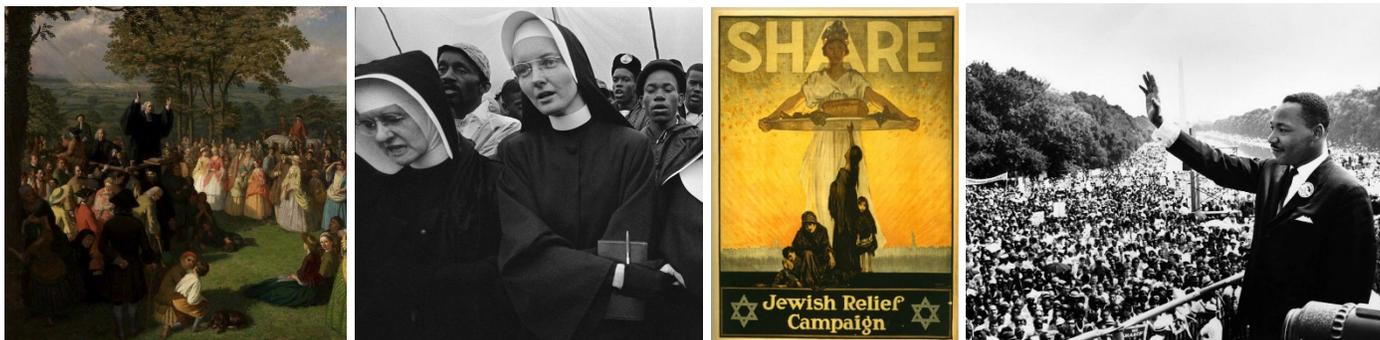


## HIST 4460-1: Seminar in U.S. History: Religion and Politics



Fall 2021  
Mondays from 6:45 – 9:40pm in MMS 253

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Office Hours: Mondays 4:30-6:30pm and by appointment

### COURSE DESCRIPTION

This course will examine the interplay between religion and politics, as well as religion and foreign relations, throughout United States history. We will study how American leaders, from the founders to the present day, have drawn on religious rhetoric to justify and explain their policy agendas. We will seek to understand how religious interest groups came together to shape domestic and foreign policies, and how religion influenced political culture in the United States more broadly. In addition, we will explore the role that religion and religious ideas played in the development of national identity, core values, and what some historians have termed the “American civil religion.” We will also consider how engagement in politics reshaped religious culture and theology, as well as the role of secularism and irreligion in American culture. Our readings, a mix of secondary and primary sources, will enable us to discuss how race, gender, class, and culture intersect with (and cannot be disentangled from) religion and politics in American history. These readings and discussions will help students select and develop a topic on which to write a 20-25-page primary source-based research paper.

### COURSE FORMAT

This course is an upper-level discussion seminar centered of exploration of the day’s readings and the completion of a major research paper. Our secondary readings will introduce you to innovative works, both recent and classic, which will inform our understanding of key course themes and help give you some ideas on how to approach your research paper. We will also examine a variety of primary documents and multimedia resources, including congressional debates, religious periodicals, films, songs, artifacts, and firsthand accounts, to immerse ourselves in the history of religion in American politics and foreign policy. These secondary and

primary readings will expose you to conflicting and at times controversial interpretations of the historical events under consideration; students are expected to think critically about these divergent interpretations in their research paper as well in our in-class discussions.

## **COURSE REQUIREMENTS**

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**Participation:** This is a reading and discussion intensive course which requires active participation in discussion and careful engagement with the assigned texts. I expect you to have completed the assigned reading prior to class so that you can come to each meeting ready to explore the day's topic in depth. This class will focus on the exchange of ideas, and it is crucial that students come prepared for active, engaged discussion.

**Oral Presentations:** You will do two oral presentations of your research topic. The first will be a five-minute presentation of your preliminary topic on **September 27**. You will also submit to me a one-page proposal that day in which you outline the significance of your topic and state your preliminary historical question. This proposal should be written in your best prose. The first presentation and your research proposal is worth 10 percent of the course grade.

The second presentation will be more formal: we will spend twenty minutes on each paper. First, you will share your work with the class in a ten-minute presentation. Then one student will take five minutes to peer review your paper, the latest draft of which you will have emailed to that student—and to me—one week prior. This student will also provide you with a two-page written review of your work on the day of your presentation. We will then take around five minutes for further discussion and questions about your paper. This second round of presentations and the peer review will take place on **November 15**. The second presentation and peer review is worth 15 percent of your course grade

**Final research paper:** Students will submit a final paper of 20- to 25-pages. This paper should draw extensively on primary source material and relevant secondary sources to make a significant argument. Further instructions will be distributed in class. Like the paper proposal, your final essay should be written in your best prose and employ a consistent form of citation. This assignment is worth **50 percent** of the final grade for the course. The final paper is due as a word .doc or .pdf via TLEARN by 5 p.m. on **December 13**.

### **Policies for Written Work**

**Formatting.** All written work must:

- be double-spaced in Times New Roman 12-point font with one-inch margins on each side
- include page numbers
- be submitted in .doc (preferred) or .pdf format on TLEARN

If an assignment does not meet these formatting guidelines, I will return it to you and ask you to reformat it and resubmit it.

**Citations.** All sources **MUST** be cited according to Chicago Notes-Bibliography style guidelines. Citation guidelines are available at <http://lib.trinity.edu/lib2/cite.php>. You can also consult the 17th edition of the *Chicago Manual of Style*, available at Coates Library in the reference section.

*Late Work.* I am very flexible about extensions for the major assignments. If you think you might need an extension on a major assignment due to your workload, let me know as soon possible; provided you have asked me in advance (at least 24 hours before the due date, unless there are extenuating circumstances), I will be happy to work with you. Papers turned in after the deadline and without an extension will be considered late. Late papers will be penalized 1 grade per day (e.g. A- to B+, B- to C+).

## GRADING

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The final course grade will be determined as follows:

Participation:	25%	Presentation #2:	15%
Presentation #1/Proposal:	10%	Research Paper:	50%

## ACADEMIC HONOR CODE

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All students are covered by a policy that prohibits dishonesty in academic work. Under the Honor Code, a faculty member will (or a student may) report an alleged violation to the Academic Honor Council. It is the task of the Council to investigate, adjudicate, and assign a punishment within certain guidelines if a violation has been verified. **Students are required to pledge all written work that is submitted for a grade: “On my honor, I have neither given nor received any unauthorized assistance on this work” and their signature. The pledge may be abbreviated “pledged” with a signature.**

The specifics of the Honor Code, its underlying philosophy, and the norms for sanctioning can all be found at: [http://www.trinity.edu/departments/academic\\_affairs/honor\\_code/index.htm](http://www.trinity.edu/departments/academic_affairs/honor_code/index.htm). If you have any doubt about whether an action violates the Honor Code, please email me before submitting your essays or research paper.

If you are struggling, overwhelmed, or confused please contact me! I am here to help you in the course and guide you through the material. I understand that personal circumstances or unforeseen events can sometimes interfere with your academic work; I will keep any concerns confidential and will work with you to ensure your best possible performance in the course.

## TITLE IX/SEXUAL MISCONDUCT REPORTING

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As a Responsible Employee who is committed to creating an environment where every member of our community can thrive, I want to let you know that **I am a Mandatory Reporter**. What that means is that I am required to report any instances of sexual misconduct, including sexual harassment, non-consensual sexual intercourse, non-consensual sexual contact, sexual exploitation, intimate partner violence, stalking, and related retaliation that I am aware of to the Title IX Coordinator. So, if you share information with me about any incidents that implicate the Sexual Misconduct or Anti-Harassment Policies, I am required to report all information to the Title IX Coordinator to make sure you have information about support resources and complaint resolution options. My report does not initiate the complaint process, and you are in control over how you choose to engage with our Title IX Coordinator. If you or someone you know has

experienced sexual misconduct, including sexual harassment, I encourage you to share this information directly with the Title IX Coordinator or one of the individuals who has been designated as a confidential resource on campus. Information about reporting is available here: [Reporting](#).

## **OTHER COURSE POLICIES**

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### Students with Disabilities

If you have a documented disability and will need accommodations in this class, please bring your accommodation letter to me early in the semester so we can discuss how I can best meet your needs. All discussions will remain confidential. If you have not already registered with Student Accessibility Services, contact the office at 999-7411 or SAS@trinity.edu. You must be registered with SAS before I can provide accommodation.

### Class Conduct

Respect your fellow students and instructor. Do not be disruptive. Turn off phones and do not text in class. If you text during class, I will ask you to leave and your participation grade for the semester will go down. If you text during another student's presentation, your final grade for the course will go down a full letter grade. You may use laptops for taking notes, but if you use them for activities not related to class, you will not be able to use them at all in class. If you are late, please come in quietly. Consistent lateness will result in a lowered course grade, as will violations of any of the above-mentioned aspects of class conduct.

### Attendance:

Attendance is a key component of your participation grade and I expect you to attend all of our course meetings. That said, if you are ill, injured, or dealing with a family emergency, please email me to let me know so I can excuse your absence. If you experience a family emergency, please also contact Dr. Jennifer Henderson, Interim Associate Vice President for Academic Affairs, and Demetrius Brown, Dean of Students, who will provide help and will contact all of your professors for you. If you must miss class, let me know so I can help you catch up—you are responsible for the readings and for getting notes from a classmate for any classes that you miss, but we can also talk through the material together.

## **REQUIRED TEXTS**

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- Katherine Carté, *Religion and the American Revolution: An Imperial History*
- Paul Harvey, *Bounds of Their Habitation: Race and Religion in American History*
- Edward E. Curtis IV, *Muslims in America: A Short History*
- Darren Dochuk, *From Bible Belt to Sunbelt: Plainfolk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism*
- Frank Lambert, *Religion in American Politics*

All of the required texts will be available for purchase or rental at the bookstore as well as from online retailers. All other course readings will be made available on TLEARN.

## SCHEDULE OF WEEKLY MEETINGS

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### August 30: Introductions and Methods

**September 6: Labor Day Holiday – \*\*\* NO CLASS \*\*\* – But get started on the following reading:**

- Katherine Carté, *Religion and the American Revolution: An Imperial History*

### September 13: Church and State in a New Nation

- Katherine Carté, *Religion and the American Revolution: An Imperial History*
- Frank Lambert, *Religion in American Politics*, Introduction and Chapter 1

Primary sources:

- Phyllis Wheatley, “To the Right Honourable William, Earl of Dartmouth,” 1773
- James Madison, “Memorial and Remonstrance,” 1785
- Thomas Jefferson, “An Act for Establishing Religious Freedom,” 1786

### September 20: Religious Identities and Politics in the Early Republic

- Lambert, *Religion in American Politics*, Chapter 2
- Paul Harvey, *Bounds of Their Habitation: Race and Religion in American History*, Introduction and chapters 1-2.
- Shannon Bontrager, “From a Nation of Drunkards, We Have Become a Sober People: The Wyandot Experience in the Ohio Valley during the Early Republic,” *Journal of the Early Republic* 32, no. 4 (Winter 2012): 603-632.

### September 27: The Bible, Slavery, and Abolitionism

**\*\* Presentation #1 and Paper Proposal Due \*\***

- Harvey, *Bounds of Their Habitation*, Chapters 3-4

Primary Sources:

- Frederick Douglass, “What to the Slave is the Fourth of July?” (1852)
- Angelina Grimke, “Appeal to the Christian Women of the South,” (1836)

### October 4: Religion and Reform

- Lambert, *Religion in American Politics*, Chapter 3
- Paul Harvey, *Bounds of Their Habitation*, Chapter 5
- Andrew Preston, “Missionaries and the Imperialism of Human Rights,” and “An Also Chosen People,” in *Sword of the Spirit, Shield of Faith: Religion in American War and Diplomacy* (NY: Alfred A. Knopf, 2012).

Primary Sources:

- Josiah Strong, “Our Country,” (1885)
- Archbishop John Ireland and Arthur J. Brown, “A Catholic and Protestant Debate over the Philippines,” (1899 and 1903)

**October 11: The Limits of Toleration + LIBRARY SESSION**

- Lambert, *Religion in American Politics*, Chapter 4
- Leigh Eric Schmidt, “Mormons, Freethinkers, and the Limits of Toleration,” *The Journal of Mormon History* 40, no. 2 (Spring 2014): 59-91.
- Jennifer Snow, “The Civilization of White Men: The Race of the Hindu in *United States v. Bhagat Singh Thind*,” in *Race, Nation, and Religion in the Americas* by Henry Goldschmidt and Elizabeth McAlister (NY: Oxford University Press, 2004).

**October 18: The Depression and the Origins of the Religious Right**

**\*\* Preliminary Annotated Bibliography Due \*\***

- Darren Dochuk, *From Bible Belt to Sunbelt: Plainfolk Religion, Grassroots Politics, and the Rise of Evangelical Conservatism*, Introduction and Parts I and II.
- Lambert, *Religion in American Politics*, Chapter 5

**October 25: Religion and Civil Rights**

- Harvey, *Bounds of Their Habitation*, Chapters 6-7.
- Garrett Felber “‘Shades of Mississippi’: The Nation of Islam’s Prison Organizing, the Carceral State, and the Black Freedom Struggle,” *The Journal of American History* (June 2018): 71-95.
- Lambert, *Religion in American Politics*, Chapter 6

Primary Sources:

- Martin Luther King, Jr. “Give Us the Ballot” (1957)
- John C. Bennett, “A Roman Catholic for President?” (1960)

**November 1: The Rise of the Religious Right**

- Dochuk, *From Bible Belt to Sunbelt*, Parts III and IV.
- Lambert, *Religion in American Politics*, Chapter 7

## **November 8: One Nation Under God?**

### **\*\* First Draft of Research Paper Due \*\***

- Edward E. Curtis IV, *Muslims in America: A Short History*
- Robert Bellah, “Civil Religion in America,” *Dædalus, Journal of the American Academy of Arts and Sciences* 96, no. 1 (Winter 1967): 1-21.

## **November 15: Formal Presentations and Peer Review**

## **November 22: NO CLASS MEETING – work on revising your drafts!**

## **November 29: The Cold War and the Battle for the Soul of Mankind**

- Jonathan Herzog, “America’s Spiritual Industrial Complex and the Policy of Revival in the Early Cold War,” *Journal of Policy History* 22, no. 3 (2010): 337-365.
- Ahmed Khalid al-Rawi, “The Campaign of Truth Program: U.S. Propaganda in Iraq during the Early 1950s,” *Religion and the Cold War: A Global Perspective* (pp. 113-131).
- Lauren Turek, “To Support a ‘Brother in Christ’: Evangelical Groups and U.S.-Guatemalan Relations during the Ríos Montt Regime,” *Diplomatic History* 39, no. 4 (September 2015): 689-719.

## **December 6: Religion in Contemporary American Politics**

- Andrew Preston, “The Last Crusade?” in *Sword of the Spirit, Shield of Faith: Religion in American War and Diplomacy*
- James Davison Hunter and David Franz, “Religious pluralism and civil society,” in *A Nation of Religions*.
- James Loeffler, “The Problem with the ‘Judeo-Christian Tradition,’” *The Atlantic* (August 2020).

## **December 13: RESEARCH PAPER DUE**